



SCHOOL OF FOREIGN LANGUAGES



STUDENT HANDBOOK 2023 / 2024

www.final.edu.tr

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PART 1: Introduction

1.1: About this Handbook

Welcome to Final International University School of Foreign Languages. In this student handbook, you will find the information that will help you understand our program and be successful with your learning.

1.2: About Final International University



Final International University was founded in 2015 in the Kyrenia district of North Cyprus as a partnership between Final Education Institutions, a premier educational brand in Turkey, and the DMG-Akgünler Group, a leading operator in the tourism sector in North Cyprus.

1.3: About FIU School of Foreign Languages (FIU-SFL)

Our School has two divisions:


- **Preparatory School (PS)**

The PS division helps students who are preparing to take university programs in English or Turkish.

- **The Modern Languages Division (MLD)**

The Modern Languages Division provides university core English courses to both English-medium and Turkish-medium degree programs. Our modern language division also offers Turkish courses coming from foreign countries. In addition to these, English support courses are provided for postgraduate students without sufficient levels of English. Classes are held for three hours per week. The Division also supplies instruction in additional foreign languages like French, German, Italian.

1.4: Our Mission

<p>The FIU School of Foreign Languages provides students with a high level of English language tuition based on the Common European Framework of Reference for Languages. The School is committed to helping all students, whether studying departmental programmes in English or Turkish, to graduate with the highest possible level of English and foreign language proficiency. We also act on the belief that a solid language and foundation programme does far more than develop language skills, but provides students with a full range of interpersonal, intercultural, technological and study skills that will serve them throughout their education and future lives.</p>	<p>At FIU-SFL, you will improve your:</p> <ul style="list-style-type: none">• Language Skills• Interpersonal Skills• Intercultural Skills• Technological Skills• Study Skills 
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1.5: Our Vision

<p>We aim to be an internationally accredited school of foreign languages delivering a program that develops not only language skills but the generic skills and knowledge that will contribute to the all-round personal and educational development of our students. Our vision is to stand out as a regional leader and model of contemporary practice in these regards.</p>	<p>At FIU, you will develop your:</p> <ul style="list-style-type: none">• Knowledge• Skills• Attitudes and Values <p>You will learn how to be a great learner!</p>
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1.6: Our Values

At FIU-SFL, both inside and outside the classroom, we aim to:

- Develop **real communication skills for real-life purposes**.
- Develop **academic language skills** to undertake education in English and Turkish.
- Involve you as **partners in the classroom**. Your interests and needs are very important.
- Help you to learn how to study, so that you become an **independent learner**.
- Make the best use of **technology** in your learning.
- Involve you in our **clubs and activities**. Language learning is a **social** experience.
- Build **strong interpersonal relationships**. At FIU, we care about all our students and their families.
- Have **respect** for all our students from all over the world.
- Be **fair** and **helpful** to all our students, whatever difficulties they may have.
- Build bridges between **cultures**.



1.7: Equal Opportunity Policy

A. Basic principles

- Every member of the school is regarded as of equal worth and importance, irrespective of his/her faith, culture, class, race, gender, sexuality and/or disability.
- A good work environment for academic staff and a good education for all our students are possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.
- Equal Opportunities practices should be evident in:
 - the formal curriculum (the programme of lessons);
 - the informal curriculum (extra-curricular activities); and
 - the 'hidden curriculum' (the ethos of the school, the quality of personal relationships, etc.).
- All members of the school should be aware of our equal opportunities policies. This includes students, academic staff, education support staff, administrative staff and parents.
- Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

- Equal opportunities issues should be seen as interrelated and as applying to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas

B. Religion

- We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

C. Culture, class and race

- We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavor to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We are happy for our staff and students to wear special forms of dress where these are an essential part of their religious or cultural background headscarves, etc.
- We will not tolerate racist behaviour in any form.

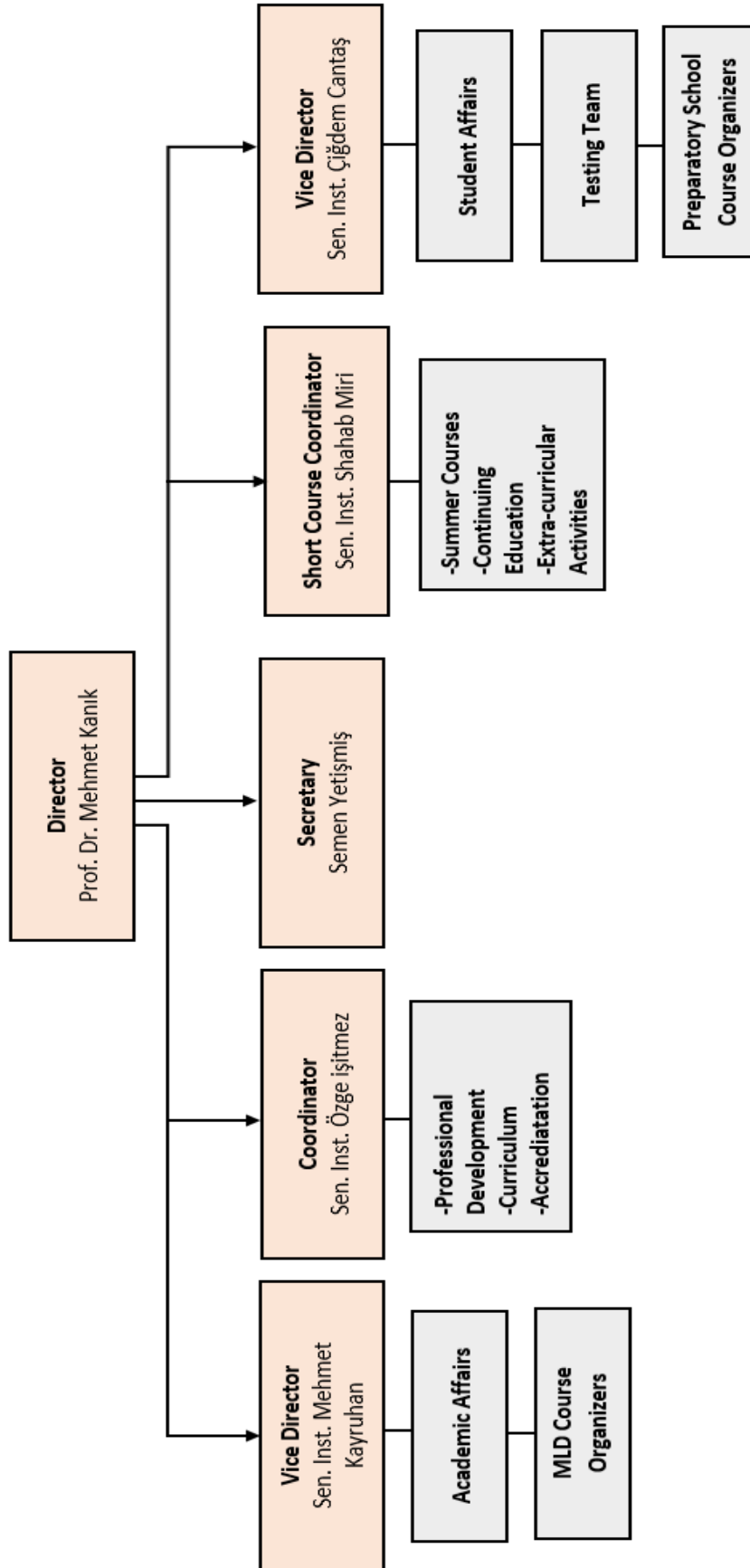
D. Gender

- As a school, we are aware that there may be gender inequalities in our society which tend to impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- We encourage our students to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non-sexist books and materials which value the achievements of women as well as men.
- We try to ensure that academic staff allocate their time fairly between the sexes, and that all students have opportunities for working with students of both sexes.

E. Sexuality

- As a school, we make no assumptions about the sexuality of any of our members.
- Offensive name-calling (of any sort) is unacceptable.

1.8: Organizational Chart of SFL



1.9: Who is who

Name	E-mail address	Office Number
Prof. Dr. Mehmet KANIK Director, SFL	mehmet.kanik@final.edu.tr	Vice Rector Office
Sen. Inst. Çiğdem CANTAŞ Vice Director, SFL, Academic Affair, PS	cigdem.cantas@final.edu.tr	AS141
Sen. Inst. Mehmet KAYRUHAN Vice Director, SFL, Administrative Affairs, PS	mehmet.kayruhan@final.edu.tr	AS141
Sen. Inst. Özge ÇAKMAK İŞİTMEZ Coordinator, SFL, Academic and Administrative Affairs, MLD	ozge.isitmez@final.edu.tr	AS142
Sen. Inst. Shahab MIRI Coordinator, SFL, Student and Administrative Affairs, PS, MLD	shahab.miri@final.edu.tr	AS141
Sen. Inst. Birtun BENER ENGP010 Level Organizer, Academic and Administrative affairs, PS	birtun.bener@final.edu.tr	AS138
Sen. Inst. Sena TANTA ENGP020 Level Organizer, Academic and Administrative affairs, PS	sena.tanta@final.edu.tr	AS138
Sen. Inst. Yasemin KILIÇ ENGP030 Level Organizer, Academic and Administrative affairs, PS	yasemin.kilic@final.edu.tr	AS122
Sen. Inst. Sonia Jahangirian ENGP040 Level Organizer, Academic and Administrative affairs, PS	sonia.jahangirian@final.edu.tr	AS122
Sen. Inst. Hossein BANAEIN ENGP050 Level Organizer, Academic and Administrative affairs, PS	hossein.banaeian@final.edu.tr	AS138
Sen. Inst. Meys ÖZSEZER Course Organizer, Academic and Administrative affairs, MLD, Turkish Medium	meys.ozsezer@final.edu.tr	AS122

Sen. Inst. Gaelle YUBİ Course Organizer, Academic and Administrative affairs, MLD, English Medium	gaelle.youbi@final.edu.tr	AS138
Sen. Inst. Ece Işılai ŞİK Course Organizer, Academic and Administrative affairs, MLD, English Medium	ece.isilay@final.edu.tr	AS122
Sen. Inst. Uğurcan TAŞDELEN Academic and Administrative affairs, Turkish PS, MLD	ugurcan.tasdelen@final.edu.tr	AS132
Semen Yetişmiş Secretary	semen.yetismis@final.edu.tr	Dean's Office 3

1.10: List of Academic Advisors

Name	E-mail address	Office number
Sen. Inst. Gaelle YUBİ Academic Advisor for Business Administration & International Trade and Business	gaelle.youbi@final.edu.tr	AS138
Sen. Inst. Yasemin KILIÇ Academic Advisor for English Language Teaching, Dentistry, Nutrition, Physiotherapy & Pharmacy	yasemin.kilic@final.edu.tr	AS122
Sen. Inst. Ece Işılai ŞİK Academic Advisor for International Finance and Banking, International Finance & Banking	ece.isilay@final.edu.tr	AS122
Sen. Inst. Birtun Bener Academic Advisor for Political Sciences, Information Management System & Economy	birtun.bener@final.edu.tr	AS138
Sen. Inst. Vacide Köse Academic Advisor for Graduate Studies, Ulster Enterprise, BA Ulster & Tourism	vacide.kose@final.edu.tr	AS138

Sen. Inst. Meys Özsezer Academic Advisor for Computer Engineering, Electric Electronic & Computer Programming	meys.ozsezer@final.edu.tr	AS122
Sen. Inst. Sonia Jahangarian Academic Advisor for Civil Engineering, Software Engineering & Artificial Intelligence Engineering	sonia.jahangirian@final.edu.tr	AS122
Sen. Inst. Sena Tanta Academic Advisor for Psychology , International Law and Marketing	sena.tanta@final.edu.tr	AS138
Sen. Inst. Mustafa Kasapoğlu Academic Advisor for Architecture & Interior Architecture	mustafa.kasapoglu1@final.edu.tr	AS138

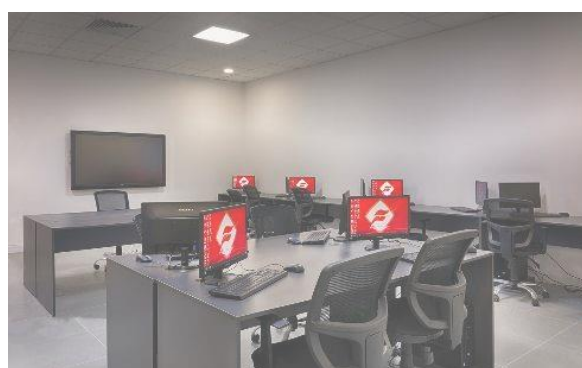
PART 2: English Language Placement and Proficiency Test

2.1: FIU English Language Placement and Proficiency Test

If you are studying English medium programs, you will need to take the **FIU English Language Placement and Proficiency Test** when you register at FIU. Both new and old English Preparatory School students can take this test at the beginning of the academic year in order to identify their English language levels. The test is offered in two stages. English Placement Test (Stage I) and English Proficiency Test (Stage II) The students who are successful in Stage I have the right to take stage II. Students whose Stage I result is below B1 level have to study in English Preparatory School until they successfully complete B1+ level (Intermediate).

2.1.1: English Placement Test (Stage I)

The name of this test is the **Oxford Online Placement Test (OOPT)**. This is an international test that you complete on the computer. The students have 70 minutes to answer the questions, which cover grammar, vocabulary, general use of English and Listening. Based on the results of the



placement test students are either eligible to proceed to the second test or are placed in the preparatory program.

The placement test, which will take place at FIU University campus in Çatalkoy is a computer based test with about 45 multiple-choice and fill in the blanks types questions. Students who do not take this initial test are automatically placed in ENGP010 which is the beginner level course in the English Preparatory School. Additional information can be found in the school website [Link](#).

2.1.2: FIU English Language Proficiency Test (Stage II)

If you have reached a B1 Score in the OOPT Exam, you are

- invited to the **English Language Proficiency Test (Stage II)**. The English Language Proficiency Test consists of two parts, Speaking and Writing. In the written test, students write an academic essay. In the speaking part, students attend a face-to face interview. Students can proceed to their departments if they get a total score of 51 from Stage I and Stage II. Detailed grading scheme is given in section 2.2.
- If you have not reached the B1 Score in the OOPT Test, according to your score you are
- Placed in ENGP010 or ENGP020 for a minimum of **two semester full-time English language program**.
- Placed in ENGP030 or ENP050 for a minimum of **one semester full-time English language program**.

2.2: Grading in the FIU English Language Placement and Proficiency Test

PROFICIENCY EXAM (ENGP070/TURH070) FOR ALL PROGRAMS EXCEPT GRADUATE STUDIES		
PART 1 (WRITTEN/COMPUTER-BASED TEST)		DECISION
English Exam	Turkish Exam	
31 and higher	24 and higher	ADVANCE TO PART 2
24 - 30	-	PREP SCHOOL (ENGP050)
16 - 23	16 - 23	PREP SCHOOL (ENGP030/TURH030)
8 - 15	8 - 15	PREP SCHOOL (ENGP020/TURH020)
0 - 7	0 - 7	PREP SCHOOL (ENGP010/TURH010)

PART 2 (AT B1+ LEVEL)		
	English Exam	Turkish Exam
WRITING EXAM	10 and above	13 and above
SPEAKING EXAM	10 and above	13 and above

TOTAL (FOR ALL PROGRAMS EXCEPT GRADUATE STUDIES)			
English Exam	Turkish Exam	LETTER GRADE	DECISION
55 and above	54 and above	S	PASS TO DEPARTMENT
51 - 54	50 - 53	CS	CONDITIONALLY PASS TO DEPARTMENT**
50 and below	49 and below		PREP SCHOOL (ENGP 040/050/TURH040/050)

**Register for ENGL123/TURK133 and ENGL124/TURK134 in the academic program

PROFICIENCY EXAM (ENGP070/TURH070) FOR GRADUATE STUDIES ONLY		
PART 1 (WRITTEN/COMPUTER-BASED TEST)		DECISION
English Exam	Turkish Exam	
35 and higher	32 and higher	ADVANCE TO PART 2
24 - 34	24 - 31	PREP SCHOOL (ENGP050/TURH050)
16 - 23	16 - 23	PREP SCHOOL (ENGP030/TURH030)
8 - 15	8 - 15	PREP SCHOOL (ENGP020/TURH020)
0 - 7	0 - 7	PREP SCHOOL (ENGP010/TURH010)

PART 2 (AT B2 LEVEL)		
	English Exam	Turkish Exam
WRITING EXAM	10 and above	13 and above
SPEAKING EXAM	10 and above	13 and above

TOTAL (FOR GRADUATE STUDIES)			
English Exam	Turkish Exam	LETTER GRADE	DECISION
60 and above	58 and above	S	PASS TO DEPARTMENT
55 - 59	54 - 57	CS	CONDITIONALLY PASS TO DEPARTMENT***
54 and below	53 and below		PREP SCHOOL (ENGP040/050/TURH040/050)

***Register for ENGL501 or TURK501 in the graduate program

2.3: What do you need to do to take the FIU English Language Placement and Proficiency Exam

In order to take the test, you need to follow the following steps:

- Go to the link on the FIU web site or scan the QR code made available at the registrar's office and register for the exam by filling out the form.
- Follow your FIU email account to receive the date, time and the venue within 3 working days. The form will not automatically send you a confirmation or date, time and the venue.
 - Please make sure you register for a working FIU email account with the IT department.
- Take the test at the specified date and time.
- You can learn your result on <https://online.final.edu.tr/ufuyyes/>

2.4: Optional Proficiency Exam

The Optional English Proficiency exam is available to students at all levels, including Unsuccessful and NG students.

The exam will be held on the dates specified in SFL Academic Calendar listed in the appendix section of this handbook and on the school website. Students can only attempt the optional proficiency exam once, choosing one of the provided dates in each exam period. If a student registers for Optional Proficiency on the first date but fails, they cannot take the Optional Proficiency on the second date unless they register again.

To successfully complete the optional proficiency exam, students must first pass Part 1 before proceeding to the compulsory Part 2.

2.4.1: How to take the Optional Proficiency exam

Students who want to take the Optional Proficiency Exam will:

1. Go to the student accounting office and pay the registration fee and obtain the receipt.
2. With a digital copy of your receipt, register for the exam by visiting the link on the school website or scanning the QR code made available on school premises.

2.4.1: Refund Policy

- There will be no refund under any circumstances.

- If a registered student is unable to attend the Optional Proficiency on the first date and they still wish to participate in the Optional Proficiency on the second date, they will need to pay the fee again.

2.4.2: Results

Students will be able to view their results on the university website at <https://online.final.edu.tr/ufuyyes/>

2.5: Exemptions from OOPT

If you already have an international English language qualification, you may not need to take OOPT. For direct admission to English or Turkish medium programs, FIU recognises:

- ÜDS / YDS / KPDS / YÖKDİL 50 (60 for graduate students)
- IELTS 5.0 (5.5 for graduate students) or above within 2 years of the date of application to the University.
- TOEFL IBT 60 (65 for graduate students) or above within 2 years of the date of application to the University.
- Pearson Test of Academic English 40 (46 for graduate students) within 2 years of the date of application to the University.
- GCE or GCSE English Grade 'C' ('B2 for graduate students) or equivalent high school qualification.
- For other exemptions options, please visit the SFL Regulation Exemption Table available on the following link <http://final.edu.tr/regulations>

2.6: Level changes

If a student feels that they have been placed in the incorrect level they must submit a petition to the SFL secretarial office before the registration period is over. Then, the school executive board will make a decision on the individual petition.

PART 3: Program Overview

3.1: List of Courses and Levels

This table shows you all the English classes that we teach at FIU-SFL and their levels, including their level on the CEFR: **The Common European Framework of Reference for Languages.**

CEFR	LEVEL	PS	MLD: English – Medium programs:	MLD: Turkish – Medium programs:
A1	Beginner	ENGP010		INGL101 – English I
A2	Elementary	ENGP020		INGL102 – English II
B1	Pre-Intermediate	ENGP030		
B1+	Intermediate	ENGP040		
B1+ B2	Upper-Intermediate	ENGP050		
B2 - C1			ENGL121- English I ENGL122- English II	

All our courses are based on the CEFR, so it is important that you take some time to understand what the CEFR levels mean.

3.2 Grading in Preparatory School and Passing through the Levels

GRADING IN PREPARATORY SCHOOL			
END OF LEVEL RESULT	LETTER GRADE	INTERPRETATION	DECISION
60 and above	S	SATISFACTORY	PASS TO NEXT MODULE
49 and lower	U	UNSATISFACTORY	REPEAT MODULE
50 - 59	CS	CONDITIONAL SATISFACTORY	PASS TO NEXT MODULE*

*PASSING THROUGH MODULES WITH CS GRADE			
MODULE 1	MODULE 2 RESULT	MOD. 2 LETTER GRADE	DECISION
CS (50-59)	Not attended	NG	REPEAT MODULE 1
CS (50-59)	49 and below	U	REPEAT MODULE 1
CS (50-59)	50-59	U	REPEAT MODULE 2
CS (50-59)	60 and above	S	PASS TO NEXT MODULE

A conditional pass grade is given to those who score between 40%-59% at the end of level result. In order to proceed to the next level students should not fail (U), not get NG or Conditional Pass (CP) again from the next consecutive module.

3.3: CEFR Common Reference Levels: Global Scale

The table below shows you what a learner at each of the CEFR levels **can do**:

Proficient User	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1+	<ul style="list-style-type: none"> • Can understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent. • Can understand the main points in straightforward texts on subjects of personal or professional interest. • Can start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc. • Can write about a variety of familiar subjects well enough for others to follow the story or argument. • Can describe unusual and predictable situations and to express thoughts on abstract or cultural as well as everyday topics (such as music, films). (taken from EAQUALS 2008 www.eaquals.org info@eaquals.org)
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

If you go to the Internet, you will find that this document has been translated into many other languages.

3.4: Progressing Up the CEFR Levels

So how long does it take to go from one CEFR level to the next CEFR level? Normally, the answer to this is given in **learning hours**. Most estimates say that it will take you:

- **200** learning hours to reach **CEFR A2**
- **400** learning hours to reach **CEFR B1**.
- **600** learning hours to reach **CEFR B2**.

Learning hours means serious concentration on learning! Not just sitting in class! There are also sixty minutes in a learning hour! So one lesson is not the same as one learning hour!

Learning hours take place not only in the classroom. They include all the homework and extra language study you do. To be successful with your language learning, you will have to do a lot of study **outside the classroom**.

3.5: Learning Hours

The following table shows classroom hours per week for all courses, along with minimum recommended study hours outside class, including semester breaks.

	Classroom Hours per week	Recommended Study Hours Outside Class per week
Intensive English Division Classes	20	15
Modern Languages Division Classes	3	5
Semester Breaks		5-10

3.6 Study Timetable Template

At the beginning of each semester, you will receive an official timetable for your classes. We suggest however that you make your own timetable to include all your study hours both inside and outside the classroom:



	MON	TUE	WED	THU	FRI	SAT	SUN
9.30							
10.30							
11.30							
12.30							
13.30							
14.30							
15.30							
16.30							
17.30							
18.30							

First copy in your classes. Then add in extra hours, for clubs, use of computer labs, use of library and home study. Don't study too much in one go. Study for short periods but frequently.

3.7: Office Hours

At FIU-SFL our doors are always open. You can visit your instructors at any time you like for help and advice. Your instructors will also give you an official 'office hour' for each class and will be in their office at that time. Make sure you add these office hours to your timetable, and make good use of them.

3.8: FIU-SFL Program Learning Outcomes

All programs at FIU have Learning Outcomes. These learning outcomes tell you what you should be able to do by the end of the program. The learning outcomes for SFL are provided below. Each learning outcome tells you what you should have succeeded in doing by the end of your language studies.

SFL01	<ul style="list-style-type: none">• To demonstrate reading and listening comprehension skills in general and academic subjects
SFL02	<ul style="list-style-type: none">• To communicate both fluently and accurately in English in both written and spoken form
SFL03	<ul style="list-style-type: none">• To demonstrate the knowledge of the vocabulary and grammar structures necessary for the use of language skills according to their level
SFL04	<ul style="list-style-type: none">• To define and discuss academic and professional concepts, principles and procedures in their field
SFL05	<ul style="list-style-type: none">• To take responsibility in independent and collaborative assignments, reports, presentations and projects in English related to general and academic subjects
SFL06	<ul style="list-style-type: none">• To gain the required proficiency in vocabulary, grammar and language skills to enable progression to English-medium departments
SFL07	<ul style="list-style-type: none">• To prepare and share written and oral presentations by using technology in accordance with academic ethics and quality standards
SFL08	<ul style="list-style-type: none">• To gain the ability to communicate with potential colleagues and clients in national and international settings in and out of the classroom and to acquire the habit of lifelong learning
SFL09	<ul style="list-style-type: none">• To gain the skills of critical and creative thinking, research and self-assessment
SFL10	<ul style="list-style-type: none">• To respect cultural diversity and individual differences

3.9: FIU CEFR-Linked Learning Outcomes

We also have learning outcomes for each CEFR level. These include outcomes for the other skills you need to be a successful University student, such as digital skills and study skills:

These are summarised below:

CEFR B2 Objectives

CEFR	Digital Skills	Learning Skills	Social-Cultural-Professional Skills
<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. 	<ul style="list-style-type: none"> • Can easily navigate through and comprehend material on the English speaking web. • Can use Office Applications such as Word, Excel, PPT for professional and academic purposes. • Can use e-mail programs and write professional and correct emails. • Follows health and safety principles in computer use and applies computer ethics. • Can present a professional profile through the web. 	<ul style="list-style-type: none"> • Can learn easily and effectively without direct support. • Uses the internet and other resources selectively and critically. • Can identify and remedy weaknesses in language, content and logic and remedy them. • Can work with others in problem-solving exercises and show leadership of small teams when required. • Can manage time effectively and prioritise and manage tasks. 	<ul style="list-style-type: none"> • Can work and communicate across cultures, showing cross-cultural understanding and awareness. • Can bring to discussion a knowledge of different fields and their applications, including the arts, sciences. • Is aware of professional demands and ethics and is ready for career demands, including presentation skills, cv writing skills, letter writing skills, and interview skills

CEFR B1 Objectives

CEFR	Digital Skills	Learning Skills	Social-Cultural-Professional Skills
<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. 	<ul style="list-style-type: none"> • Can understand the main ideas of material on the English speaking web. • Can use Office Applications such as Word, Excel, PPT to produce simple, smart documents. • Can use email effectively and efficiently without major difficulty. Follows basic computer use procedures. and applies computer ethics. • Can use social media to present a useful and respectable profile through the web. 	<ul style="list-style-type: none"> • Can learn easily and effectively with only limited support and supervision. • Uses the internet and other resources efficiently and to good purpose. • Can proof-read and check for language, content and logic and improve drafts. • Can work with others in team exercises and contribute fully. • Can produce time and task management schedules as personal study guides. 	<ul style="list-style-type: none"> • Is willing and able to work harmoniously with others irrespective of background. • Is able to share cultural perspectives with others and engage in critical discussion. • Is aware of academic demands and ethics and is ready for full-time academic study involving lecture and seminar skills, and extensive reading and writing.

CEFR A2 Objectives

CEFR	Digital Skills	Learning Skills	Social-Cultural-Professional Skills
<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. 	<ul style="list-style-type: none"> • Can use the web as a tool for language development. • Can use Office Applications such as Word and PPT to produce homework and projects. • Can write simple emails. Knows basic computer terminology in English. • Has a good awareness of what resources are available on the web to support all types of learning. 	<ul style="list-style-type: none"> • Shows the ability to complete simple tasks without direct guidance. • Uses the internet and other resources for additional study • Can proof-read and check for simple and major mistakes in documents and improve drafts. • Can participate in structured pair and group work activities. • Can make simple study plans. 	<ul style="list-style-type: none"> • Works with others and attempts to overcome language and cultural barriers to achieve simple tasks. • Reads widely and records learning activity as a resource for further language study.

- **CEFR B1+ Objectives** cover approx. the second half of the B1 level and the first half of Intermediate (B2) level
- For the **DigCompEdu framework** please visit https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework/digcompedu-proficiency-levels_en

PART 4: Courses, Learning Outcomes and CEFR Levels

4.1: Courses

4.1.1: Courses in English Preparatory School

ENGLISH PREPARATORY SCHOOL	
Course Code	Course Title
ENGP010	BEGINNER ENGLISH
ENGP020	ELEMENTARY ENGLISH
ENGP030	PRE-INTERMEDIATE ENGLISH
ENGP040	INTERMEDIATE ENGLISH
ENGP050	INTERMEDIATE EXTENDED ENGLISH
ENGP070	ENGLISH PROFICIENCY TEST

4.1.2: Courses in Turkish Preparatory School

TURKISH PREPARATORY SCHOOL	
Course Code	Course Title
TURH010	TÜRKÇE BAŞLANGIÇ SEVİYE
TURH020	TÜRKÇE TEMEL SEVİYE
TURH030	TÜRKÇE ALT ORTA SEVİYE
TURH040	TÜRKÇE ORTA SEVİYE
TURH050	TÜRKÇE GENİŞLETİLMİŞ ORTA SEVİYE
TURH070	TÜRKÇE HAZIRLIK YETERLİLİK SINAVI

4.1.3: Courses in Modern Languages Division

ENGLISH-MEDIUM PROGRAMS		
Course Category	Course Code	Course Title
Univ. Core	ENGL121	ENGLISH-I
Univ. Core	ENGL122	ENGLISH-II

TURKISH-MEDIUM PROGRAMS		
Course Category	Course Code	Course Title
Univ. Core	INGL101	İNGİLİZCE-I
Univ. Core	INGL102	İNGİLİZCE-II

TURKISH AS A FOREIGN LANGUAGES		
Course Category	Course Code	Course Title
Univ. Core	TURK131	TURKISH AS A FOREIGN LANGUAGE-I
Univ. Core	TURK132	TURKISH AS A FOREIGN LANGUAGE-II

MLD also offers general or specific purpose elective language courses.

4.1.1: Registration for the courses

Students in the preparatory school need to see their academic advisors to register for the courses. The names and the office numbers of academic advisors are listed in section 1.9 above. The name of the advisor is also available through the student SIS system. The academic advisor will register students for the suitable course and will give students a course schedule (see section 4.3.3 for a sample).

Students in academic degree programs can register for courses online and will see their academic advisor for confirmation. They will see their schedule in the student SIS system.

4.2: Learning Outcomes for CEFR Levels by Skill.

The CEFR Levels are also available by skill and language area, specifically:

- Reading
- Listening
- Writing
- Speaking
- Use of English / Grammar
- Vocabulary

Remember, it is normal for a student to be at one CEFR level for one skill, and another CEFR level for another skill. You need to identify which skills you are good at, and which skills you are not so good at. This will also help you plan your study-time:

You can use the CEFR grid in the CEFR [Self Assessment link](#) to help you understand what each level includes.

Your textbooks and course descriptions will also be very helpful.

Complete the following table to help you find out where you are and what you need to do next by looking at the descriptors.

MY LEVEL	A0	A1	A2	B1	B2	C1
• Reading						
• Listening						
• Writing						
• Speaking						
• Use of English / Grammar						
• Vocabulary						

4.3: Course Descriptions, Syllabi and Schedule

Every semester, your instructors will give you the course's official course descriptions, syllabuses and schedules for each course you are taking. These are important documents, as they give you all the information you need about the course, including a complete weekly schedule. Keep your course description with you at all times so that you can check on your progress. A sample is provided in appendices:

For each course, a weekly syllabus will be made available on course LMS pages, showing the learning outcomes for each skill on a daily and weekly basis. You should use this syllabus as a personal checklist so that you can follow your own progress.

Look carefully at the sample on the next page from the beginner's syllabus, showing you the plan for the first three lessons of the beginner's course.

You will also find learning outcomes for units in most of your textbooks. Study these carefully as well. Your teacher will review these outcomes with you regularly.

**FINAL INTERNATIONAL UNIVERSITY INTENSIVE ENGLISH UNIT PROGRAMME
BEGINNER PROGRAMME – PREP 101.-WEEKLY SYLLABUS**

WEEK	UNIT 1&2	Grammar	Vocabulary	Pronunciation	Function	Reading	Listening	Speaking	Writing	Assign ment	Project Lesson	Academic Skills
1	Lesson 1.1 Where are you from?	Be: I/you	Countries	Sentence stress: word stress	-		*Can understand basic personal details if given carefully and slowly P) L1	*Can establish basic social contacts with simple, polite greetings and farewells (CA) A1 19 8 S1 *Can ask where other people are in a limited way (P) S2	*Can write the letters of the alphabet in upper and lower case (P) W1			RW Unit.....
	Lesson 1.2 Arrivals	Be: he/she/it	Jobs	Word stress		*Can identify basic factual information in very simple texts (P) R1		*Can ask and answer simple questions in areas of immediate need or on very familiar topics (CA) S3				LS Unit
	Lesson 1.3 How do you spell?	Give personal information	The alphabet	The alphabet; sentence stress			Recycle L1	* Can ask for the spelling of a word, or for the word to be written down (P) S4 * Can ask for the spelling of a word, or for the word to be written down (P) S5				

4.3.1: Sample Schedule

At the beginning of each module, you will receive a schedule like the one below. In this schedule you will find information about the days and times of your lessons as well as the initials of the instructors who teach those lessons. You will also find out about the group number and the classrooms where you will have your lessons.

FIU SFL ENGLISH PREP SCHOOL - 2022-2023 SPRING SEMESTER						
MODULE II	Course Code:	ENGP010	Section:	1	ROOM:	CR108
	Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Shift 1	08:45 - 09.30		ENGP010 (1) MAIN - BK		ENGP010 (1) MAIN - BK	
	09.30 - 10.15		ENGP010 (1) MAIN - BK		ENGP010 (1) MAIN - BK	
	10.15-10.30	BREAK				
	10.30 - 11.15		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK	
	11.15 - 12.00		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK	
				BREAK		
Shift 2	13.00 - 13.45	ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK
	13.45 - 14.30	ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK
	14.30 - 14.45	BREAK				
	14.45 - 15.30	ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK
	15.30 - 16.15	ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BB		ENGP010 (1) MAIN - BK

4.4: Exams and Assessment

Student success will be evaluated as the following:				
Type of assessment	Number	Weight (%)	Total (%)	Learning Outcomes
Mid-course Quiz	1	15	15	1 2 3 7 8
Portfolio	1	50	50	4 5 6 9 10 11 12 13
Online Homework (10%)				
Writing Assignment tasks (total 20 %)				
Projects (total 20%) *Speaking will be assessed during PBL				
Final Exam	1	35	35	1 2 3 7 8
Grand Total			100	

For exam dates and important deadlines students need to check the Academic Calendar for Prep School. You can find the Academic Calendar in the Appendices of this book

PART 5: Code of Conduct and Support

5.1: Attendance and Absenteeism Policies

Regular attendance in class is required. Students are permitted to miss 30% (42 class hours) of classes

in each module that lasts for 140 class hours.

According to the university disciplinary regulations, continuous absenteeism without an excuse extending 7 days is punishable by warning.

Student absence hours and late arrivals are entered daily into the gradebook. You can consult with your course instructors if you are concerned about your absenteeism.

Our classroom attendance and absenteeism policies are important for several reasons:

- Your health and safety are top priority. We need to be able to act quickly should there be a problem that needs solving.
- Academic success requires regular active participation in classes.
- Absences from classes affect class planning and teaching. Both the course instructor and other students can be affected by their friends falling behind and requiring further help in class.

We therefore expect you to make every effort to actively participate in 100% of all classes and other scheduled activities.

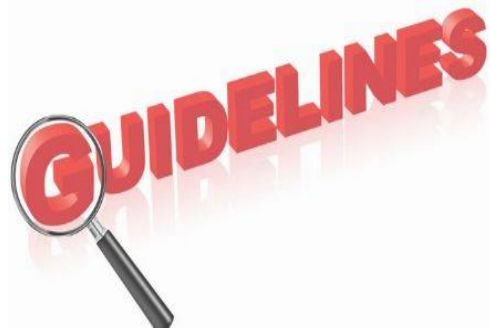
According to the regulations of the university, if you are absent for more than 30% of your classes, you will receive a 'fail' grade for that course regardless of any documentation you may present.

It has been shown again and again:

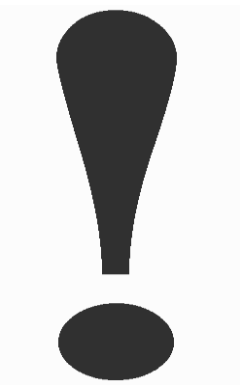
Successful students actively attend classes

5.2: Classroom Conduct

We ask all our students to be sensitive to the following:



- Being punctual and ready for classes, so that lessons start and finish on time.
- Having all the materials required for the classes – textbooks, notebooks, pens etc.
- Phones and tablets should be in silent mode and used only if the instructor gives permission.



- Using only the language of instruction in the classroom.
- Respecting the environment by clearing away litter, not writing on desks etc.
- Not chatting during classes, or interrupting the course instructor or other students. This is learning time!

In short, we ask all our students to follow a simple principle of **respect**.

5.3: Textbook Policies

Please always bring your textbooks to classes. You should also be aware that:

- **We cannot photocopy commercial textbooks for students. This breaks international copyright law.**
- **Students who photocopy or buy copied books are also breaking the law.**

Please use original books only.

Books and Materials and Copyright:

- Students are required to attend classes with all necessary books and materials. If students do not come to class with their books, and materials, the lecturer will warn them.
- Students are also required to purchase and use original copies of all their books. Photocopied versions are not acceptable. Students who insist on using photocopied material after sufficient warning from the lecturer will receive the same treatment as the students who come to class without their materials.

5.4: Academic Integrity and Honesty

At FIU, academic integrity is an important value. It applies to all types of class activities, exams, assignments, projects and presentations.

As FIU students, you should make sure that all your work is honestly produced and is your own.

Copied work (whether from the Internet, a fellow student, or elsewhere) will lead to failure from the assigned work, and if repeated, to disciplinary action. This applies both to written work, and to oral work, such as presentations.

According to the disciplinary regulations of our university:

- Attempting to cheat in exams is punishable by reprimand.
- Cheating (receiving or spreading) in an exam is punishable by short term suspension (1 to 7 days) from the university.
- Plagiarism is punishable by long-term suspension (31 days to a whole semester) from the university.
- Having someone else do homework, project or do homework, project for someone else is punishable by long-term suspension (31 days to a whole semester) from the university.
- Having someone else take the exam for oneself or taking the exam on behalf of someone else is punishable by expulsion (permanent suspension) from the university.

Please review the student disciplinary regulation available at <https://www.final.edu.tr/regulations> for other disciplinary offences and penalties.

It is important in an academic environment that you learn:

- What exactly is plagiarism? See for example: <https://apa.org/plagiarism>.
- How to use an academic referencing system, such as APA. See, for example: <http://www.citethisforme.com/citation-generator/apa>

Your teachers will help you in your classes with all these issues.

5.5: Advice and Support

On registering at FIU, you will be assigned a Student Advisor. Your Advisor will:

- Help you register for your courses each semester.
- Follow your performance throughout your program and advise you as required.
- Help you with other academic matters and concerns that you may have.

At FIU-SFL, you should always consult your class teachers about your studies. With other issues, you may wish to talk to the FIU-SFL Counselling Centre.

5.6: Health and Adaptation Issues

- For health problems, all FIU students are able to visit the **FIU Health Center**.
- For other types of problems, for example homesickness, difficulty adapting, problems with studying, time management and more, you are welcome to make an appointment with the **FIU Counselling Centre**.

5.7: Grievances and Complaints

If you have a complaint about any aspect of your life at FIU, it is always best to try and solve it directly with the people involved. If you cannot do this, you should see the SFL vice directors or Coordinators, who will refer the matter to the SFL Director if necessary. At FIU we make every effort to find peaceful and satisfactory solutions to problems, but in the event an official complaint is made, you would need to write an official petition with the SFL secretary, providing full details of the case. The office and contact information of the SFL secretary is provided in section 1.8 above.

5.8: Other Requests and Support

Students who have other requests or applications can use two different channels.

- They can consult with the SFL secretary and if deemed necessary, write a petition explaining the reason for the request. The office and contact information of the SFL secretary is provided in section 1.8 above
- Students can go on to <http://support.final.edu.tr> or <http://destek.final.edu.tr> and make their requests online.
- Also available is an SFL support email address, engl@final.edu.tr.

Part 6: Successful Learning

6.1: A Student-Centred Approach

At FIU we have a student-centred learning philosophy. This means we try to help you develop the knowledge, skills and competences that enable you to:

- Take responsibility for your own independent learning.
- Relate your learning to the real world outside including the world of employment.
- Work together with others inside and outside the classroom.
- Bring to the classroom your own learning and life experiences and share these with the class.
- Enjoy your learning.

- We aim to achieve this in part by implementing formative assessment for 50% of assessment tasks and also by involving students both in and out of the classroom where they can exercise voice and choice. They can manage their own learning through these assessment tasks as well as by reviewing recorded lessons, digital materials and other resources. The university also has an open door policy which allows students to always receive support and scaffolding.

6.2: Be an independent learner

Learning a new language is a big job. You can't achieve success unless you study outside the classroom. You should feel free to set your own goals, and explore your own interests through English. Do not see English as just a matter of attending classes and doing the homework you are set. Explore the many resources available and take your studies further. Make your own choices!

Here are some great resources, you might want to look at:

- <https://www.duolingo.com/> (free courses)
- <http://www.bbc.co.uk/learningenglish/>
- <http://learnenglish.britishcouncil.org/en>
- <https://www.youtube.com/user/bbclearningenglish>

6.3: Be a Responsible Learner

- Attend all your classes
- Make sure you always have your books, notebooks, and pens and pencils with you.
- Keep to a study schedule
- Attend office hours
- Ask questions and participate actively in classes
- Take notes during classes.

6.4: Be a Team-Player

- Form a study group
- Make a study plan
- Arrange times to meet and study and discuss
- Be active in pair and group-work

6.5: Learn How to Manage Time

- Create a weekly schedule
- Take notes and set reminders
- Plan your free-time as well as your study, but prioritize your studies
- Sleep properly and eat regular meals
- Identify where you waste time
- Find support
- Be flexible

PART 7: Developing Your Language Skills

7.1: Effective Listening

Check how good your listening skills are on the Common European Framework of Reference for Languages (CEFR) by trying out the online test at:

<https://www.oxfordonlineenglish.com/listening>

A1	A2	B1	B2
I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

Here are some suggestions to help you improve your listening:

A1	<ul style="list-style-type: none"> • https://www.examenglish.com/A1/A1_listening.htm
A2	<ul style="list-style-type: none"> • https://www.examenglish.com/A2/A2_listening.htm
B1	<ul style="list-style-type: none"> • https://www.examenglish.com/B1/B1_listening.htm
B2	<ul style="list-style-type: none"> • https://www.examenglish.com/B2/B2_listening.htm
General	<p>Listen to online Radio at:</p> <ul style="list-style-type: none"> • http://tunein.com/radio/Learning-English-p51794/ (especially produced for English language learners) • https://learningenglish.voanews.com/ <p>Watch online TV and videos</p> <ul style="list-style-type: none"> • https://www.youtube.com/playlist?list=PL5146C9A4FD908B6D (official Cambridge Channel) Watch films in English!

7.2: Effective Reading

Check how good your reading skills are on the Common European Framework of Reference for Languages (CEFR) by trying out the online test at:

<https://www.oxfordonlineenglish.com/english-level-test/reading>

A1	A2	B1	B2
I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.

Here are some suggestions to help you improve your reading:

A1	<ul style="list-style-type: none"> • https://www.examenglish.com/A1/A1_reading.htm
A2	<ul style="list-style-type: none"> • https://www.examenglish.com/A2/A2_reading.htm
B1	<ul style="list-style-type: none"> • https://www.examenglish.com/B1/B1_reading.htm
B2	<ul style="list-style-type: none"> • https://www.examenglish.com/B2/B2_reading.htm
General	Reading activities at all levels at: <ul style="list-style-type: none"> • http://dreamreader.net/ • http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice • Pay a weekly visit to the FIU library, and choose a new book to read each week. • Write short summaries and reviews of your books. • Follow the news in English on the World Wide Web.

7.3: Effective Writing

Check how good your writing skills are on the Common European Framework of Reference for Languages (CEFR) by trying out the online test at:

<https://writeandimprove.com/>

A1	A2	B1	B2
<p>I can write isolated phrases and sentences.</p> <p>I can write a short, simple postcard, for example sending holiday greetings.</p> <p>I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>	<p>I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.</p> <p>I can write a series of simple phrases and sentences linked with simple connectors like <i>and</i>, <i>but</i> and <i>because</i>.</p>	<p>I can write personal letters describing experiences and impressions.</p> <p>I can write straightforward connected text on topics, which are familiar, or of personal interest.</p>	<p>I can write letters highlighting the personal significance of events and experiences.</p> <p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p>

7.4: Effective Speaking

A1	A2	B1	B2
<p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.</p> <p>I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> <p>I can use simple phrases and sentences to describe where I live and people I know</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p> <p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p> <p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>

Practise your speaking by:

- Using IELTS topics. See: <http://ieltsliz.com/ielts-speaking-part-2-topics/>
<http://ieltsliz.com/ielts-speaking-part-3-topics-2/>
- Making friends with a student who does not know your mother language, and arranging conversation hours.
- Joining an English-speaking club.
- Always speaking English in classes.
- Doing presentations and other types of projects.

PART 8: Other activities and resources

8.1: Student Clubs and Societies

Participation in clubs, activities and events helps you make friends across our international community and practise your English. But it also helps in the development of valuable career skills, including:

- Interpersonal skills
- Intercultural skills
- Organisational skills
- Teamwork skills
- Leadership skills
- Communication skills



So don't delay! Join at least one of our English speaking clubs and societies:

Computer Society

Nature Club

Dance Community (Folk Dances/World Dances)

Nature Walking and Nature Community

Literature Club

Crafts and Painting Club

ELT Club

Early Childhood Education Club

Photography Community

Law Society

English Speaking Club

Model United Nations Society (MUN-FIN)

Happy Paws Club

Special Education Community

Psychological Counseling and Guidance Club

Psychology Club

Chess Society

Cinema Society

History Club

Public Speaking Club

Tourism and Culinary Arts Club

8.2 FIU International Summer School

FIU International Summer School offers an excellent opportunity for students to spend a short period of time studying with us and experiencing life in North Cyprus, as well as providing new students with the chance to polish their English language skills before the beginning of the semester.

8.3: Other Activities and Events



Throughout the academic year, many other events and activities are organised that have both social and educational purposes, including seminars from visiting speakers, concerts, exhibitions, parties, and celebrations of our multicultural character, through international nights of music, cuisine and dance.

8.4: Student Council

The Student Council is the official elected body of students at FIU, formed for students to have an official voice and representation regarding all issues concerning their education and welfare more generally.



8.5 Library

FIU library not only provides a varied selection of reading materials but free access to numerous international databases and research materials. It is fully equipped with computers, and is a comfortable, quiet and relaxing environment in which to pursue your studies.



8.6 FIU MOODLE

FIU MOODLE is the online learning platform / learning management system that we use at our University. You can access it from <https://lms.final.edu.tr>

Many instructors make use of this platform to allow students access to all course resources and materials, as well as making use of its capacity for uploading work, participating in online discussions, and more.

9. APPENDICES

9.1: SFL Academic Calendar

SFL ACADEMIC CALENDAR 2023-2024 FALL SEMESTER					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 0	2 Oct		3 Oct		4 Oct
	5 Oct		6 Oct		
	PROF. EXAM (Stage I)		PROF. EXAM (Stage II)		PROF. EXAM (Grading)
	(Announcement of Prof. Exam Grades)				
WEEK 0	9 Oct		10 Oct		11 Oct
	12 Oct		13 Oct		
	PROF. EXAM (Stage I)		PROF. EXAM (Stage II)		PROF. EXAM (Grading)
	(Announcement of Prof. Exam Grades)				
	REGISTRATION				
WEEK 1	16 Oct		17 Oct		18 Oct
	19 Oct		20 Oct		
	CLASSES COMMENCE		Optional PROF. EXAM (Stage I)		Optional PROF. EXAM (Stage II)
WEEK 2	23 Oct		24 Oct		25 Oct
	26 Oct		27 Oct		
			Optional PROF. EXAM (Stage I)		Optional PROF. EXAM (Stage II)
	Last Day For Late Registration				

WEEK 3	30 Oct 31 Oct 1 Nov 2 Nov 3 Nov				
	Writing Task 1 on time submission deadline 17.30 (ENGP010 -20-30)				
WEEK 4	6 Nov 7 Nov 8 Nov 9 Nov 10 Nov				
	Writing Task 1 on time submission deadline 17.30 (ENP050 ONLY)	Writing Task 2 on time submission deadline 17.30 (ENGP010 -20-30)			Quiz
WEEK 5	13 Nov 14 Nov 15 Nov 16 Nov 17 Nov				
	Assignment of Presentation		TRNC Republic Day (National Holiday)		
WEEK 6	20 Nov 21 Nov 22 Nov 23 Nov 24 Nov				
	Writing Task 3 on time submission deadline 17.30 (ENGP010 -20-30)				Presentation outline & Draft Submission Deadline by 19.00
WEEK 7	27 Nov 28 Nov 29 Nov 30 Nov 1 Dec				
	Writing Task 4 on time submission deadline 17.30 (ENGP010 -20-30)	Writing Task 2 on time submission deadline 17.30 (ENP050 ONLY)	Self-reflection Task online Submission Deadline by 17.30		Presentations

WEEK 8	4 Dec	5 Dec	6 Dec	7 Dec	8 Dec
	EXAM WEEK				ANNOUNCEMENT OF NEW LEVELS
WEEK 9	11 Dec	12 Dec	13 Dec	14 Dec	15 Dec
	CLASSES COMMENCE				
WEEK 10	18 Dec	19 Dec	20 Dec	21 Dec	22 Dec
WEEK 11	25 Dec	26 Dec	27 Dec	28 Dec	29 Dec
	Christmas Day		Writing Task 1 on time submission deadline 17.30 (ENGP010 -20-30-40)		
WEEK 12	1 Jan	2 Jan	3 Jan	4 Jan	5 Jan
	New Year's Day (Holiday)	Writing Task 3 on time submission deadline 17.30 (ENP050 ONLY)	Writing Task 2 on time submission deadline 17.30 (ENGP010 -20-30-40)		Quiz

WEEK 13	8 Jan 9 Jan 10 Jan 11 Jan 12 Jan				
	Assignment of Presentation				
WEEK 14	15 Jan 16 Jan 17 Jan 18 Jan 19 Jan				
	Writing Task 3 on time submission deadline 17.30 (ENGP010 -20-30-40)				Presentation outline + Draft Submission Deadline by 19.00
WEEK 15	22 Jan 23 Jan 24 Jan 25 Jan 26 Jan				
	Writing Task 4 on time submission deadline 17.30 ALL LEVELS		Self-reflection Task online Submission Deadline by 17.30		Presentations
WEEK 16	29 Jan 30 Jan 31 Jan 1 Feb 2 Feb				
	EXAM WEEK				
WEEK 17	5 Feb 6 Feb 7 Feb 8 Feb 9 Feb				
	PROF. EXAM (Stage I)		PROF. EXAM (Stage II)		LETTER GRADE SUBMISSION
WEEK 18	12 Feb 13 Feb 14 Feb 15 Feb 16 Feb				
	MAKE-UP EXAMS		Optional PROF. EXAM (Stage I)	Optional PROF. EXAM (Stage II)	

SFL ACADEMIC CALENDAR 2023-2024 SPRING SEMESTER						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
WEEK 0	19 Feb		20 Feb	21 Feb	22 Feb	23 Feb
	PROF. EXAM (Stage I)		PROF. EXAM (Stage II)	PROF. EXAM (Grading)	(Announcement of Prof. Exam Grades)	
	REGISTRATION					
WEEK 1	26 Feb		27 Feb	28 Feb	29 Feb	1 Mar
	CLASSES COMMENCE		Optional PROF. EXAM (Stage I)	Optional PROF. EXAM (Stage II)		
WEEK 2	4 Mar		5 Mar	6 Mar	7 Mar	8 Mar
			Optional PROF. EXAM (Stage I)	Optional PROF. EXAM (Stage II)	Last Day For Late Registration	
WEEK 3	11 Mar		12 Mar	13 Mar	14 Mar	15 Mar
		Writing Task 1 on time submission deadline 17.30 (ENGP010 -20-30)				
WEEK 4	18 Mar		19 Mar	20 Mar	21 Mar	22 Mar
	Writing Task 1 on time submission deadline 17.30 (ENP050 ONLY)	Writing Task 2 on time submission deadline 17.30 (ENGP010 -20-30)				QUIZ

WEEK 5	25 Mar 26 Mar 27 Mar 28 Mar 29 Mar				
	Assignment of Presentation Task				
WEEK 6	1 Apr 2 Apr 3 Apr 4 Apr 5 Apr				
	Writing Task 3 on time submission deadline 17.30 (ENGP010-20-30)				Presentation Outline + Draft Submission Deadline by 19.00
WEEK 7	8 Apr 9 Apr 10 Apr 11 Apr 12 Apr				
		Ramadan Eve and Feast (Holiday)			
WEEK 8	15 Apr 16 Apr 17 Apr 18 Apr 19 Apr				
	Writing Task 4 on time submission deadline 17.30 (ENGP010-20-30)	Writing Task 1 on time submission deadline 17.30 (ENP050 ONLY)	Self-reflection Task online Submission Deadline by 17.30		Presentations
WEEK 9	22 Apr 23 Apr 24 Apr 25 Apr 26 Apr				
	EXAM WEEK	National Sovereignty and Children's Day (Holiday)	EXAM WEEK		
WEEK 10	29 Apr 30 Apr 1 May 2 May 3 May				
	ANNOUNCEMENT OF NEW LEVELS	CLASSES COMMENCE	Labor Day (Holiday)		

WEEK 11	6 May 7 May 8 May 9 May 10 May				
WEEK 12	13 May 14 May 15 May 16 May 17 May				
	Writing Task 1 on time submission deadline 17.30 ENGP (010-20-30-40)	Writing Task 3 on time submission deadline 17.30 (ENP050 ONLY)			Assignment of Presentation Task
WEEK 13	20 May 21 May 22 May 23 May 24 May				
	Writing Task 1 on time submission deadline 17.30 (ENGP 010-20-30-40)	QUIZ			
WEEK 14	27 May 28 May 29 May 30 May 31 May				
	Presentation Outline + Draft Submission Deadline by 19.00	Writing Task 3 on time submission deadline 17.30 (ENGP010 -20-30-40)			Writing Task 4 on time submission deadline 17.30 (ENP050 ONLY)
WEEK 15	3 Jun 4 Jun 5 Jun 6 Jun 7 Jun				
	Self-reflection Task online Submission Deadline by 17.30	Writing Task 4 on time submission deadline 17.30 (ENGP010 -20-30-40)	LAST DAY OF CLASSES	Presentations	

WEEK 16	10 Jun	11 Jun	12 Jun	13 Jun	14 Jun
	EXAM WEEK			PROF. EXAM (Stage I)	PROF. EXAM (Stage II)
WEEK 17	17 Jun	18 Jun	19 Jun	20 Jun	21 Jun
	Arife and Kurban Bayram (Holiday)				LETTER GRADE SUBMISSION
WEEK 18	24 Jun	25 Jun	26 Jun	27 Jun	28 Jun
	Graduation Ceremony of FIU			Optional PROF. EXAM (Stage I)	Optional PROF. EXAM (Stage II)

9.2: SFL Course Outline

FINAL INTERNATIONAL UNIVERSITY									
School of Foreign Languages									
English Preparatory School Course Outline 2023 - 2024 Fall Semester									
Course Code	Course Title	Course Type	Weekly Course Hours			Total Credit	EC TS	Prerequisite	Language of Instruction
ENGP020	ELEMENTARY	PREPARATORY	20	0	0	0	0	None	English
Level Coordinator					Main Instructor		C.		
e-mail address		@final.edu.tr			e-mail address		@final.edu.tr		
Office No.					Office No.				
Office Tel. No.					Office Tel. No.				
Office hours					Office hours				
Web Address		https://lms6.final.edu.tr/LMS/			Web Address		https://lms6.final.edu.tr/LMS/		
R&W C. Instructor									
e-mail address		@final.edu.tr							
Office No.									
Office Tel. No.									
Office hours									
Web Address		https://lms6.final.edu.tr/LMS/							

Course Description	<p>Aim of this A2 level course is to ensure students attain the second level of CEFR. Upon the completion of this course, students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).</p> <p>In addition, students will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
General objective of the course	By the end of the course, students should be able to perform at Level A2 of the Common European Framework.

LEARNING OUTCOMES

	More specifically, on successful completion of this course, students will be able to;	PROGRAM OUTCOMES
Knowledge	1 Understand clear, slow, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment)	PO.1
	2 Catch the main point in short, clear, simple messages and announcements.	PO.1
	3 Understand short, simple texts containing high frequency vocabulary and shared international expressions.	PO.3 PO.6
	4 Identify specific information in simple written material such as letters, brochures and short newspaper articles	PO.1
Skills	5 Discuss topics in their field with a limited range of vocabulary.	PO.4
	6 Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.	PO.2
	7 Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.	PO.6
	8 Write short, simple notes and messages relating to matters in areas of immediate need, linking a series of simple phrases and sentences with simple connectors like 'and' , 'but' and 'because'	PO.5 PO.7
	9 Handle very short social exchanges, even though they cannot usually keep the conversation going of their own accord.	PO.8

	10	Write about their family, living conditions, schooling, present or most recent job and can describe past activities and personal experiences.	PO.4
Values, Attitudes and Behaviours	11	Listen to others intentionally and respect differences in beliefs and opinions.	PO.10
	12	Accomplish and monitor their own learning process through the ongoing work and completion of their assignments.	PO.9
	13	Demonstrate a positive attitude towards collaborative learning through participation in pair- and group work.	PO.5 PO.8
Textbook	<p>Maggs, P. & Smith, C., (2019). Language Hub Elementary Student's Book. Macmillan. London: Macmillan Education.</p> <p>Bohlke, D. and Zemach, D. E. (2018). Second Edition Skillful Foundation Reading and Writing Student's Book. London:Macmillan Education.</p>		
Secondary textbooks and other materials	Coursepack prepared by the instructor.		

CONTENT & WEEKLY SCHEDULE

Weeks	Topics	Learning Outcomes	Assessment
Week 1 Oct 16-20	Language Hub A2		In-class discussions - activities Homework assignment
	Introduction	1	
	Welcome	4	
	Unit 1 - ARRIVALS	5	
	Unit 2 - PEOPLE	6	
	Skillful Foundation Reading and Writing	9	In-class discussions
Introduction	2		
	3		
		7	

Week 2 Oct 23-27	Language Hub A2	1 4	In-class discussions - activities
	Unit 3 - DAYS	5 6	
	Unit 4 - WORK AND EDUCATION	9	
	Skillful Foundation Reading and Writing	2	In-class discussions Paragraph writing task
Unit 1 - SELF	3		
Unit 2 - FAMILY	7		
Week 3 Oct 30 - Nov 3	Language Hub A2	1 4	In-class discussions - activities
	Unit 5 - PLACES	5 6	
	Unit 6 - THAT'S ENTERTAINMENT	9	
	Skillful Foundation Reading and Writing	2	In-class discussions Paragraph writing task
	Unit 3 - STUDY	3	
	Unit 4 - MONEY	7	
Skillful Foundation Reading and Writing	8	In-class email writing task	
WRITING TASK 1 - Write an email asking for information	10		
Week 4 Nov 6 - 10	Skillful Foundation Reading and Writing	2	In-class discussions Paragraph writing task
	Unit 5 - TASTE	3	
		7	
	Language Hub A2	1 4	In-class discussions - activities
Unit 7 - TRAVEL AND TRANSPORT	5 6 9		
Skillful Foundation Reading and Writing	8	In-class descriptive paragraph writing task	
WRITING TASK 2 - Description of a restaurant	10		

	Language Hub A2 REVISION Catch-Up UNIT 1-2-3-4-5-6-7	1 4 5 6 9	In-class activities Homework assignment
	QUIZ Language Hub A2 UNIT 1-2-3-4-5-6-7 Skillful Foundation RW UNIT 1-2-3-4-5	1 2 3 7 8	Exam assessment
Week 5 Nov 13 - 17	PBL Assigning presentation topic(s) Methods for creating a slideshow presentation.		In-class oral presentation , using visual aids.
	Language Hub A2 Unit 8 - FOOD AND DRINK	1 4 5 6	In-class discussions - activities
	Unit 9 - SHOPPING	9	
	Skillful Foundation Reading and Writing Unit 6 - HEALTH	2 3	In-class discussions Paragraph writing task
	Unit 7 - PLACES	7	
15 November 2023 Republic Day of the TRNC (National Vacation)			
Week 6 Nov 20 - 24	Language Hub A2 Unit 10 - THE GREAT OUTDOORS	1 4	In-class discussions - activities
	Unit 11 - THE BODY	5 6	
	Feedback on presentation task	9	
	Skillful Foundation Reading and Writing Unit 8 - PLANS	2 3	In-class discussions Paragraph writing task
	Unit 9 - JOBS	7	

	Skillful Foundation Reading and Writing WRITING TASK 3 - Writing an invitation email.	8 10	In-class descriptive paragraph writing task
Week 7 Nov 27 - Dec 1	Language Hub A2 Unit 12 - MODERN LIVES	1 4 5 6	In-class discussions - activities
	REVISION Catch-Up UNIT 8-9-10-11-12	9	
	Skillful Foundation Reading and Writing Unit 10 - SKILLS	2 3 7	In-class discussions Paragraph writing task
	Skillful Foundation Reading and Writing WRITING TASK 4 - Describing your classmate's skills and abilities	8 10	In-class descriptive paragraph writing task
	Language Hub A2 REVISION Catch-Up UNIT 8-9-10-11-12	1 4 5 6 9	In-class activities Homework assignment
	PBL Presentations	11 12 13	In-class oral presentation , using visual aids.
	Week 8 Dec 4 - 8	FINAL EXAM WEEK Language Hub A2 Skillful Foundation Rd Wrt > UNIT - ALL	1 2 3 7 8

REQUIREMENTS FOR SUCCESS

In this course the students should:

- Active classroom participation and completion of all assigned work is required. There is a strong continuous assessment dimension to this course. Students are strongly advised to attend all classes. 70% attendance is a requirement for a pass grade per module.
- The medium of teaching and learning is English only.
- Course Books, clean notebooks and writing materials should be brought to all classes.
- Mobile phones, tablets etc. may be used for learning purposes only, and should be in silent mode at all times.

METHODS OF ASSESSMENT

Student success will be evaluated as the following:

Type of assessment	Number	Weight (%)	Total (%)	Learning Outcomes
Mid-course Quiz	1	15	15	1 2 3 7 8
Portfolio				
Online Homework (10%)				4 5 6
Writing Assignment tasks (total 20 %)	1	50	50	9 10 11 12 13
Projects (total 20%) *Speaking will be assessed during PBL				
Final Exam	1	35	35	1 2 3 7 8
Grand Total			100	

9.3: PBL Criteria

	4	3	2	1	0
CONTENT	Have completely addressed the topic and the expectations stated in instructions. The content is totally relevant and meets the requirements of the task. The main message is well supported with enough details, examples and design elements.	Have mostly addressed the topic and the expectations stated in instructions. The content is mostly relevant and meets the requirements of the task. Most points are supported with details, Examples and design elements.	Have partially addressed the topic and expectations stated in instructions. The content is partially relevant and meets the requirements of the task. Some details and examples are presented to support the points including some design elements.	Have not addressed the topic and the expectations stated in the instructions properly. Few supporting details and design elements are provided.	Completely irrelevant and no supporting details are provided.
DELIVERY	The speech is completely comprehensible and clear. The student is fluent with almost no hesitations or pronunciation problems. Effective use of pacing and voice/volume. Effective use of body language/facial expressions without losing eye contact.	Most of the speech is comprehensible and can be understood. The student is fluent with occasional hesitations or pronunciation problems. The pace and voice/volume is mostly appropriate. The student mostly maintains eye contact and uses body language/facial expressions.	The speech is partially comprehensible. Some parts of the speech are difficult to follow and/or understand. Hesitations and pronunciation problems are common. The pace may sometimes be fast or slow. The student may be difficult to hear. The student sometimes maintains eye contact or uses body language/ facial expressions.	Large parts of the speech are incomprehensible and is not clear or understood. Pronunciation problems and hesitations seriously make the speech incomprehensible . The pace is too slow or too fast. It is very difficult to understand the student because of voice/volume. The student displays little eye contact and uses body language/ facial expressions.	Completely irrelevant and no clear idea is interpretable. It is almost impossible to understand the student. No eye contact or use of body language/ facial expressions. Only reads from slides
INTERACTION	The student answers questions fully and can manage turn taking with ease .	The student answers questions mostly and can manage turn taking with some lapses.	The student only answers questions partially and has difficulty managing interactive turns.	The student fails to answer questions and can barely manage interactive turns.	The student cannot get in interactive exchange.
ORGANIZATION	Ideas are coherent and logical throughout . The sequence of ideas is effective. The topic is fully developed.	Ideas are mostly coherent and logical. The relationship between ideas is clear. The topic is mostly developed.	Ideas are partially coherent and logical. The sequence of ideas may sometimes be confusing. The topic is partially developed.	Ideas are incoherent . The sequence of ideas is confusing. The topic is not developed.	Not enough expressed to detect an organization or to assess delivery. There is no development of ideas.
GRAMMAR & VOCABULARY	Appropriate for the level and almost no mistakes. Mistakes do not hinder comprehensibility. A wide range of vocabulary is used correctly. Choice of words is appropriate for the level.	Mostly appropriate for the level and mostly accurate. Sentences make sense despite errors. A good range of vocabulary for the level is used. Few mistakes in word choice or usage.	Limited for the level and many mistakes. Errors can hinder comprehensibility. A limited range of vocabulary is used. Many mistakes in word choice and usage. There are some repetitions of words in the speech.	Speech is full of mistakes. Errors hinder comprehensibility. Very limited vocabulary is used. Full of mistakes in word choice. There are many repetitions of words in the speech. Only produces isolated words.	Students cannot use basic sentence forms. Speech is incomprehensible because of the choice of words.

9.4: Writing Criteria

	4	3	2	1	0
CONTENT	Have completely answered the question(s). The main message is well supported with enough details and examples.	Have mostly answered the question(s) effectively. Most points are supported with details and examples.	Have partially answered the question. Some details are presented to support the points made.	Have not answered the question properly . Few supporting details are provided.	Completely irrelevant and no supporting details are provided.
COMMUNICATION	The text is completely comprehensible and the main message is clear. (The reader can read the text without pausing to think)	Most of the text is comprehensible and the message is understood. (The reader can follow the argument but not always with ease).	The text is partially comprehensible. Some parts of the text and message are difficult to follow and/or understand.	Large parts of the text are incomprehensible and the message is not clear or understood.	Completely irrelevant and no clear idea is interpretable.
ORGANIZATION	Ideas are coherent and logical throughout . Clear development is present with a beginning, middle and end. There are smooth transitions between ideas.	Ideas are mostly coherent and logical. There is a logical sequence with a beginning, middle and end with some use of transitions.	Ideas are partially coherent and logical. Attempts to follow a logical sequence with abrupt shifts between ideas or with unclear beginning or ending. Almost no transitions.	Ideas are incoherent . No clear organization. Includes disconnected ideas.	Not enough written to detect an organization.
GRAMMAR	Appropriate for the level and almost no mistakes. Mistakes do not hinder comprehensibility.	Appropriate for the level and mostly accurate. Sentences make sense despite errors.	Limited for the level and many mistakes. Errors can hinder comprehensibility.	Text is full of mistakes. Errors hinder comprehensibility.	Students cannot use basic sentence forms.
VOCABULARY	A wide range of vocabulary is used correctly with almost no spelling mistakes. Choice of words is appropriate for the level. All the words are relevant to the topic.	A good range of vocabulary for the level and some spelling mistakes. Most words are relevant to the topic.	A limited range of vocabulary and/or many spelling mistakes. Some words are relevant to the topic. There are some repetitions of words in the text.	Very limited vocabulary and/or full of spelling mistakes. There are many repetitions of words in the text.	Text is incomprehensible because of the spelling mistakes and choice of words.

Word limit:

If the text is below the required word limit;
No penalty for texts that are only 10% below the required word limit.
1 point is deducted from the total grade for every additional 10%.

If the text is over the required word limit;
No penalty for texts that are 50 words over the required word limit.
Texts that are more than 50 words over the required word limit, 1 point is deducted from the total grade for every additional 10%.

Use this rubric for all the writing assignments and tasks. Do not simply award a full score upon submission.

9.5: Outline Criteria

	Excellent 4	Good 3	Average 2	Weak 1	Not Acceptable 0
General Content	<ul style="list-style-type: none"> The outline includes the essential components; i.e. title, general statement (introduces topic and gives background) thesis statement, (shows the structure, includes both topic and controlling idea), topic sentences with supporting points, follow up details, and a conclusion refers back to the thesis statement and leaves readers with a final thought and sense of closure by resolving any ideas brought up in the essay. 	<ul style="list-style-type: none"> The outline may be missing or have incorrectly listed one to two components (TITLE-INTRODUCTION- Thesis- BODY I. A. 1.2. B.1.2. II- A.1.2. B.1.2. III.A.1.2.B.1.2. CONCLUSION) of the outline. And the conclusion mostly captures the focus of the essay, summarizes the writer's main points (aspects) of the essay by paraphrasing the thesis statement sufficiently. 	<ul style="list-style-type: none"> The outline may be missing or have incorrectly listed three to five components (TITLE-INTRODUCTION- Thesis- BODY I. A. 1.2. B.1.2. II-A.1.2. B.1.2. III.A.1.2.B.1.2. - CONCLUSION) of the outline. And the conclusion captures the focus of the essay and restates the thesis even a little. 	<ul style="list-style-type: none"> The outline is missing or has incorrectly listed more than five components (TITLE-INTRODUCTION- Thesis- BODY I. A. 1.2. B.1.2. II-A.1.2. B.1.2. III.A.1.2.B.1.2. - CONCLUSION) of the outline. And the conclusion does not capture the focus of the essay enough. 	<ul style="list-style-type: none"> No outline or completely irrelevant
Organization & Coherence	<ul style="list-style-type: none"> Outline is coherent and logical, clearly conveying the thoughts. All basic components (thesis, topic sentence of each body paragraph supporting points, concluding sentence) of the outline are properly ordered and numerated. 	<ul style="list-style-type: none"> Outline is almost coherent and logical, clearly conveying the thoughts. Almost all basic components of the outline are properly ordered and numerated. 	<ul style="list-style-type: none"> Outline is sufficiently coherent and logical, clearly conveying the thoughts. Some of the basic components of the outline are properly ordered and numerated. 	<ul style="list-style-type: none"> Outline is not coherent and logical enough, not clearly conveying the thoughts. A few of the basic components of the outline are properly ordered and numerated. 	<ul style="list-style-type: none"> No appreciable organization; lacks coherence.
THESIS	<ul style="list-style-type: none"> Thesis is clear and reflects in-depth understanding of the subject. Thesis clearly shows the relationship between main ideas and the writer's opinion about the subject, and gives the paper strong structural direction. 	<ul style="list-style-type: none"> Thesis is mostly clear and reflects a clear understanding of the topic. Thesis shows the relationship between main ideas and the writer's opinion about the subject, and establishes general structure of the essay. 	<ul style="list-style-type: none"> Thesis somewhat expresses a clear and coherent idea. Thesis is overly general; does not establish the relationship between main ideas and the writer's opinion about the subject. 	<ul style="list-style-type: none"> Thesis does not communicate a clear idea. The basic organization of the ideas is not clearly established in the thesis. The specific subject of the paper is unclear. 	<ul style="list-style-type: none"> No thesis The specific subject of the essay is not stated.
TOPIC Sentences	<ul style="list-style-type: none"> The topic sentence of each body paragraph is definitely and precisely articulated. Each topic sentence clearly and effectively syncs with the controlling idea(s) included in the thesis. 	<ul style="list-style-type: none"> The topic sentence of each body paragraph is clearly stated. Controlling idea(s) outlined in the thesis are included in topic sentences. 	<ul style="list-style-type: none"> The topic sentence of each body paragraph is stated but lacks clarity. Thesis has few elaborations under the topic sentences. 	<ul style="list-style-type: none"> Difficult to understand the main points of the topic sentences. There is a major discrepancy between the ideas expressed in the thesis and the points outlined. 	<ul style="list-style-type: none"> Topic sentence of each is either missing or seems to address different ideas than the thesis.
Supporting Leads & Follow up Details	<ul style="list-style-type: none"> Each topic sentence has a wealth of details/examples to support it. All examples/details are directly related to the topic sentence they support; reveal a solid understanding of the topic. 	<ul style="list-style-type: none"> Each topic sentence has enough examples/details to support it. Most examples/details are clearly related to the major point they support; demonstrate a basic understanding of the topic. 	<ul style="list-style-type: none"> Major points do not have enough examples/details to support them. A few examples/details are clearly related to the major point they support; reveal limited knowledge or understanding of the topic. 	<ul style="list-style-type: none"> Significant lack of supporting information for major points. Writer does not stay focused on the topic; examples are too general; demonstrate few understanding of the topic. 	<ul style="list-style-type: none"> Supporting details do not elaborate upon the topic sentences and thesis.

9.6: Frequently asked questions (FAQ)

Is the English Preparatory Program compulsory for all students?

The English Preparatory Program is “compulsory” for students who are registered in departments in which the medium of instruction is in English. (and who do not present a valid English proficiency certificate approved by the University Senate.)

How can I be exempt from the English Preparatory Program?

New students who want to be exempt from the English Preparatory Program are required to take and pass the exams given by the School of Foreign Languages English Preparatory Program at the beginning of the academic year. In addition, students who hold a document verifying that they have achieved an acceptable score in an international English proficiency exam (e.g. TOEFL, Pearson PTE Academic or Cambridge C1 Advanced (formerly known as Cambridge English: Advanced – CAE)) and in central language exams given in Turkey (e.g. YDS, ÜDS, YÖKDİL, IELTS, TOEFL,) recognized by the Senate of Final International University.

What is the teaching system in the English Preparatory Program?

A modular system (course system) is in effect for students attending the English Preparatory Program. The Academic Year consists of a total of 4 eight-week modules in length and the program offers 4 levels (A1, A2, B1, B1+,) and a B1+ Extended level course (1 semester length) . Students are required to successfully complete each level before they can advance to the next level. A student is required to complete each level successfully with an overall grade of at least 60 to advance to a higher level or 50 to advance conditionally. A student is required to comply with the school’s attendance requirements for that module in order to be eligible to take the End of Module Exam.

How long is the English Preparatory Program?

The normal period of study for the English Preparatory Program is 1 (one) academic year for students placed in ENGP010, ENGP020, ENGP030 and 1 (one) semester for ENGP050 students. The maximum duration is 2 (two) academic years. Students who successfully complete the program at the end of the first academic year start attending their respective programs at the university at the beginning of the second academic year; while those who are not successful continue to attend the English Preparatory Program. Students who fail to complete the English Preparatory Program until the end of the second academic year are (academically) dismissed from the university.

How can I view my grades and my attendance record?

Learners can check their grades by logging into our Student Information System (SIS) on the Final International University website using the username and password given to them during registration. For attendance students need to contact their Main Course Instructor.

What happens if I exceed my absenteeism limit?

If students are absent for more than 42 class hours in 8-week modules or more than 84 class hours in 16 week modules, they will not be able to take the End of Module Exam and repeat either the current or previous module depending on their grade in the previous module. Students are responsible for keeping track of their attendance.

What do I do if the data on my transcript (grades, attendance) is incorrect /incomplete?

Students should contact their class instructor(s) or advisors.

Am I allowed to attend class when I am late?

Students who do not arrive on time for a lesson are not allowed to attend that lesson and are recorded "Absent" for it.

Are Medical reports from health institutions acceptable?

Medical Reports are not accepted for attendance. They may be accepted to give make-up exams if a student experiences a medical condition during an exam day. Medical reports must be submitted to the English Preparatory School Secretariat within 5 (five) working days following the final date of the report. There are no make-up exams for Quizzes.

What should I do when I (my friend or I) have health problems at school?

Students should contact the infirmary on the campus.

Who can I contact for information about Social Activities and Club activities?

Students may contact the Rectorate's Social and Cultural Activities Coordinator Senior Instructor Shahab Miri via shahab.miri@final.edu.tr

I feel that I need individual support on matters like adjustment to university life, exam anxiety, and ways to relieve anxiety.

Students can request assistance from the Psychological Counselling Center by contacting the center via pdrm@final.edu.tr

I've lost a personal belonging at school, what should I do?

The school is not responsible for any lost items. Staff at the information desk (near the entrance) can be contacted for found items.

I would like access to information about the English Preparatory Program.

Interested persons/students can contact the School of Foreign Languages via email at engl@final.edu.tr. The website of the School of Foreign Languages can be accessed after selecting the "Academic" and the "Schools" options on the Final International University homepage.

Which exams do I have to take to be exempt from the English Preparatory Program?

1. English Placement Exam
2. English Proficiency Exam

What is the English Placement Exam? Is taking the English Placement Exam compulsory?

The English Placement Exam is an exam for evaluating the English proficiency levels of the students who will be attending university for the first time, and for determining the students who are eligible to take the English Proficiency Exam (that will be administered subsequently). All new undergraduate/post graduate students registered in departments in which the medium of instruction is English are required to take the English Placement Exam. Students who achieve a net score of 31 on this exam are eligible to take the English Proficiency Examination, while those who score less than the above-mentioned rate and fail, are placed in an appropriate level in the English Preparatory Program based on the results of their English Placement Exam.

What is the date, time and place of the English Placement Exam given at the beginning of the Academic Year?

The date, time, and place of the English Placement Exam at the beginning of the Academic Year can be found on the university's official website in the Academic Calendar. To access this information, please visit the School of Foreign Languages' website and navigate to the "Announcements" section. There, you will find the most up-to-date details regarding the English Placement Exam and the online application form. We recommend checking this section regularly for any updates or changes related to the exam. Please note that the exam schedule may vary from year to year, so it is essential to refer to the official website for the latest information regarding the English Placement Exam.

What sections are there in the English Placement Exam?

The English Placement Exam consists of 45-47 (c multiple choice questions on the Use of English and listening comprehension. You can find links explaining the English Placement Exam on our website through the sub link “English Proficiency and Placement Exam and Exemptions” tab.

How can I learn the result of my English Placement Exam?

You can learn the result of your English Placement Exam, by clicking on the sub link “Announcements” on the web page of the School of Foreign Languages.

What is the minimum score on the English Placement Exam to be eligible for the English Proficiency Exam?

Students who achieve a net score of at least 31 in this exam are eligible to take the English Proficiency Exam.

Is there another exam I can take?

Yes. All students can register for the Optional Proficiency Exam. For information, students should visit the SFL website and register online.

What is the English Proficiency Exam?

The English Proficiency Examination is an exam that assesses the students’ proficiency in English. Students who are successful in the English Placement Exam administered at the beginning of the academic year and students who pass B1 level (ENGP040) or B1+ Extended level (ENGP050) with a minimum score of 60 are eligible for the English Proficiency Exam. Students who pass the proficiency exam can register for their departments.

I have passed the Proficiency level but I want to stay in the English Preparatory Program to improve my English.

You can write a petition to the School secretariat explaining the situation and stating the reason. The School board will evaluate the request and give a decision.

What is the passing grade for the English Proficiency Exam?

For undergraduate students, the minimum passing grade required is 55 (fifty five). Undergraduate students with a score between 51-54 pass to the department on the condition that they apply in writing and take two additional courses in the department with the codes ENG123 and ENGL124. These courses are non credit and have an additional fee. For Postgraduate students, the minimum passing grade required is 60 (sixty). Graduate students with a score between 55-59 pass to the department on the condition that they apply in writing and take an additional course with the code ENGL501. ENGL501 is a non credit course which has an additional fee.

What are the components of the English Proficiency Examination?

Written Exam: assesses the writing skills of the students

Speaking Exam: assesses the students' speaking skills.

How can I learn the result of my English Proficiency Exam?

You can learn the result of your English Proficiency Exam by clicking on the sub link "Announcements" on the website of the School of Foreign Languages .

Can I review my English Placement Exam?

No, you can't as The English Placement Test (Oxford Online Placement Test) is an adaptive test. Adaptive testing typically refers to a type of computer-based testing where the difficulty of questions presented to the test-taker is based on their performance on previous questions. It means that the questions will adapt based on your responses. If you answer a question correctly, the following questions may be more challenging, and if you answer incorrectly, the subsequent questions may be less difficult. As per the testing policies set forth by OOPT, access to the questions and their answers is not permitted. This policy is in place to maintain the integrity of the testing process and to ensure fairness for all participants.

Where can I find information about exam dates, deadlines, assignments etc.?

You can find information about exam dates, deadlines, assignments, and other important academic dates on the academic calendar. The academic calendar for the English Prep School is published on the student Learning Management System (LMS) page at the beginning of each module or semester. Please log in to the LMS to access the calendar and stay informed about the key dates and events throughout the academic term.

I have a question which is not listed here. What should I do?

If you have a question that is not addressed in the provided FAQ (Frequently Asked Questions), please follow these steps:

Check the Entire FAQ: Make sure you have thoroughly reviewed the entire FAQ document to ensure that your question is not already addressed.

Contact Support: If your question is not covered in the FAQ, the next step is to reach out to the appropriate support channel. This could be the school's administrative office, the instructor of the course, or a designated support team. Check the contact information provided on the school's website or any communication channels you have.

Compose a Clear Message: When reaching out for assistance, be sure to compose a clear and concise message. Include your name, student ID, your level and group number and the specific course or context of your question, and the details of your inquiry. This will help the recipient understand your situation and provide a more accurate and timely response.

Patience: Once you've sent your inquiry, allow some time for the recipient to respond. If it's an urgent matter, mention the urgency in your message.