

Student's Handbook

2019 – 2020 ACADEMIC YEAR



ACCREDITED
Eaquals
Excellence in Language Education

School of Foreign Languages English Prep Program
KARABÜK UNIVERSITY

DIRECTOR'S MESSAGE



Dear Students,

Welcome to the heart of modern education. From this moment on, you will definitely enjoy the pride and happiness of being a member of Karabük University family. As School of Foreign Languages team, we are happy to welcome you, our dear students, who have joined us after a period of hard labour and patience. I congratulate our new students on their first step to the hopeful future by being admitted to this university.

The goal of the School of Foreign Languages is to furnish the students to graduate from all the faculties, schools, and vocational schools with the knowledge and skills of a foreign language required for accessing the up-to-date information, following any current releases for their academic studies, getting acquainted with different cultures and introducing their own culture in exchange, on the way to attain the targets of this university. Having employed the purpose of attaining continuous development in class

management and language teaching, and making use of all the possibilities of technology on this way, this School takes it upon itself to impose the same spirit to its students, as well. In order to accomplish these goals, the School of Foreign Languages renders the physical infrastructure and qualified circumstances of education to provide the students acquire the knowledge and skills of a foreign language by the creative, young, and dynamic staff that also places importance to social development beside language education.

The globalising world witnesses that science and technology is improving in a fast manner, overseas tourism and international relationships are gaining importance, the borders between countries are being removed, and therefore competition is gaining speed. In order to avoid getting alone in this world of high competition, to keep pace with the developing technology, and to get a share from prosperity, it is a must to open to outer world. And the first requirement to do this is to speak a foreign language.

In consideration with all these, you, dear students, are supposed to act in a responsible manner to learn the foreign language, taking the advantage of the education facilities served to your side to the fullest extent.

I wish a year of success to all students.

Asim AYDIN

The Director of School of Foreign Languages

Our vision is to achieve international quality standards in institutional and educational practices and thus to become a prestigious language institution that has gained credibility among other institutions across the world.

Our primary mission is to provide quality language education for students and parallel to this:

- To help students gain essential academic and language skills to continue their studies in their departments or programs where the medium of instruction is partly or completely English;
- To enable students to communicate effectively in the target language in future social and professional contexts;
- To encourage students to be more autonomous and disciplined in their own learning process;
- To promote technology use in language learning process.

Our Philosophy

Karabük University School of Foreign Languages (SFL) covers a level-based one year English language preparatory program for students who will study at a department where medium of instruction is partly/fully English. SFL has been offering a more multi-cultural environment by welcoming more international students from different countries every year so we believe in contributing students'

understanding of different cultures as well as their academic and social development.

Considering the nature of SFL, our main philosophy is to have a welcoming environment by building a valuable learning community for our students where they will feel safe and confident to try, learn and use the target language, where they are not afraid to make mistakes and volunteer to speak their minds freely and finally where they grow into active members of society.

We believe that learning is a continuous process and also an individual responsibility. To that end, our main aim, as well as providing an effective language teaching, is to help students to discover their own learning styles and be active participants of language learning process by motivating them, teaching them to take responsibility for their own learning, to develop critical thinking skills in addition to promoting language and academic skills and using a variety of methods and techniques in classes.

We strongly believe that every student is unique and has something valuable to bring to the class, so does every teacher. Thus, we offer a universal design for learning where teachers might adapt their methods according to students' needs. We ensure that the various methods and techniques applied by each instructor do not contradict our general pedagogic approach where the fundamental values are as follows:

- *exposing students to target language as much as possible,
- *encouraging learner-centred instruction,

*enhancing collaboration and student participation,

*ensuring the use of contextualization in language teaching process.

Technology is widely utilized throughout the program both in and outside the class. In language laboratory courses, students study and practise the language through online programmes of qualified publishing companies. They are also offered a variety of language exercises on a software programme they can use on their mobiles both in and outside the class. Through these programmes, they also have the chance of monitoring their own progress and identify any weaknesses. Moreover, through the use of interactive boards, educational websites such as Padlet, Quizlet and Kahoot, and video-recording speaking tasks they can both engage in language activities and improve their knowledge of technology usage for learning.

In order to achieve high quality language education which will also meet the current international standards, the curriculum has been aligned with Common European Framework as Reference (CEFR) and language levels have been organized accordingly by also making use of Global Scale of English (GSE) descriptors. Especially at higher levels, the curriculum is supported with learning objectives where the main focus is English for Academic Purposes (EAP). SFL applies both summative and formative assessment where learners receive regular feedback on their progress through portfolio studies and ungraded online quizzes. In this way, both students and teachers can receive

information on what they know/ can do and identify areas of weaknesses. As well as these, achievement exams (mid-level exam and end of level tests) are also applied in order to assess students' competence in a level. In both course objectives and assessment tools, CEFR is utilized and it is aimed to enhance students' ability to use English in the areas of speaking, listening, reading and writing as well as contributing to their knowledge of vocabulary and grammar. The curriculum is revised and renewed depending on the feedback from faculty students and instructors which is received through questionnaires and focus group meetings.

As personal and social development is also considered as an important part of education, we also offer students extra-curricular activities; such as trips, and competitions, where they can develop social skills by teamwork. Throughout year, clubs are also organized according to students' needs and interests where they can enhance their language skills. The school newsletter, The Owls, is published regularly which is prepared by students and instructors collaboratively.

The SFL staff consists of well-qualified instructors who seek continuous professional development to be able to provide high standards in teaching and to respond students' needs. With this belief, most of the instructors continue their MA and PhD studies, attend seminars, workshops and training programs while several other instructors completed MA studies and gained valuable certificates in language teaching field. Lesson observation and student feedback is

valued and used as a tool for professional development. Professional Development Unit organizes meetings, trainings and events on a regular basis in order to meet instructors' needs.

The key to success is to make the most of the program in every possible aspect. We believe that students will be able to accomplish it by active involvement into the whole process and by taking responsibility for their own learning.

School Management



Director: Asım AYDIN
Room No: 4



Vice Director: Tuğba AKBAŞ
Room No: 2



Vice Director: Sami AKGÖL
Room No: 8



Head of Department: Tuğba YILDIRIM KARAKURLUK
Room No: 3



Vice Head: Uğur TURAN

Room No: 3



Level 1 Coordinator:

Özgür ÇETİNKAYA

Ofis No: 225-E



Level 4 Coordinator:

Özgür BIÇER

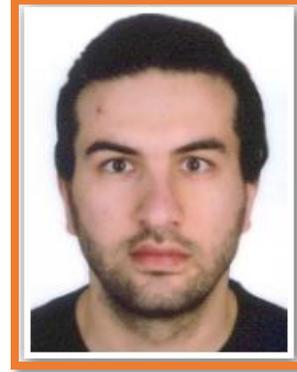
Room No: 127



Level 2 Coordinator:

Gözde Begüm MIZRAK

Ofis No: 131



Sosyal ve Akademik Etkinlikler

Birim Koordinatörü

Fırat LULACI

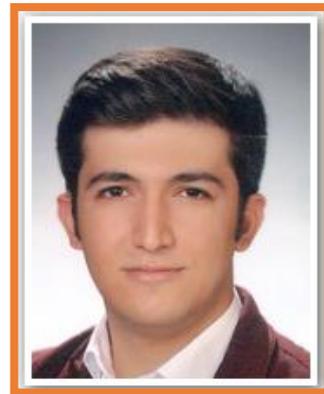
Ofis No: 126



Level 3 Coordinator:

Yalçın ERDEN

Ofis No: 233



Kurslar Koordinatörü

Mustafa POLAT

Ofis No: 227

About School of Foreign Languages (SFL)

School of Foreign Languages consists of two departments: Department of Translation and Interpreting and Department of English Language Preparation. This booklet is designed to inform you about the system and operation of English Prep Program.

Currently, SFL English Preparatory Program is mandatory for English Language and Literature, Applied Language and Translation and several engineering departments, such as computer, automotive, mechanical, railway and electrics-electronics engineering where medium of instruction is partly (%30) or fully (%100) English.

Students from other departments are accepted based on their request.

Students study at four levels in order to complete the program successfully. The programs of all levels are mapped to Common European Framework (CEFR) and Global Scale of English (GSE). Students also develop their language in terms of academic skills especially at the last two levels.

Level	CEFR Level	Purpose
Level 1	A1 & A2	*EGP
Level 2	A2 & A2+	EGP
Level 3	B1 & B1+	**EAP
Level 4	B1+ & B2	EAP

*EGP: English for General Purposes

**EAP: English for Academic Purposes



System of English Preparatory Program

The duration of education at prep program is one academic year. This duration does not reckon out of the duration of the department students are enrolled in.

Those who succeed in prep program continue their education at the department they are registered. **At the end of the year, the procedures below are applied for those who study at prep program but fail:**

- a. The students who have completed Level 3 but have not studied at Level 4 or have studied but failed at Level 4 may take Level 4 course at summer school (provided it opens) and complete prep program successfully if they succeed in summer school.
- b. Those who fail at prep program must take the placement exam which is applied at the beginning of the upcoming academic year, and they can take the proficiency exam if they succeed in the placement exam. Those who also fail this proficiency exam and want to improve their language use with their own means can take the proficiency exam at the end of spring term if they deliver a petition, stating that they will not continue attending lessons at preparatory class to SFL Student Affairs Desk within five workdays following the announcement of the proficiency exam results.

- c. Upon the request of the students who fulfilled the compulsory attendance but failed anyway, it is stated by the Assessment, Selection and Placement Center that they are placed at an equivalent department at Karabuk University of which medium of instruction is Turkish; in such a case that there is no equivalent department, they are placed at one of the similar departments. For this, the university entrance exam score of the student should not be lower than the targeted department's lowest entrance exam score of the same year the student is placed. Yet, those who cannot fulfill the compulsory attendance cannot take advantage of the aforementioned right.

Those who fail at prep at the end of their second year at the program are dismissed from their departments, and, by Assessment, Selection and Placement Center they are placed at an equivalent department at Karabuk University where the medium of instruction is Turkish. In such a case that there is no equivalent department; they are placed at one of the similar departments. For this, the university entrance exam score of the student should not be lower than the targeted department's lowest university entrance exam score of the same year the student is placed.

Academic Calendar

2019-2020

2019 – 2020 Academic Calendar	
Fall Term	
9-10 September 2019	Placement Exam
11 September 2019	Proficiency Exam I
16 September 2019	Start of lessons
17 January 2020	End of lessons
20 January 2020	Term Break
31 January 2020	
Spring Term	
3 February 2020	Start of lessons
22 May 2020	End of lessons
2 June 2020	Proficiency Exam II

Period calendar for modules

Fall Term	PERIOD I Intensive module : 4 weeks Only Level 1 16.09.2019 - 11.10.2019
	PERIOD II 9 weeks All levels 21.10.2019 - 20.12.2019
	PERIOD III 9 weeks (first 3 weeks) 30.12.2019 – 17.01.2020
Spring Term	PERIOD III 9 weeks (last 6 weeks) 03.02.2020 – 13.03.2020
	PERIOD IV 9 weeks 23.03.2020 – 22.05.2020

*Level 4 ELT exam days might take two days as speaking part is administered at this level.

Level descriptions

SFL Prep program consists of four levels. The levels include learning objectives that are mapped according to CEFR and academic needs of Karabük University students.

LEVEL 1 (A1 & A2 – EGP)

LEVEL 2 (A2 & A2+ - EGP)

LEVEL 3 (B1& B1+ - EAP)

LEVEL 4 (B1+ & B2 – EAP) – exit level

Students are placed into these levels according to placement exam scores they take at the beginning of the first school term. Each level lasts for eight weeks. Students can complete four levels during one academic year. In order to pass a level, students' level average score must be ≥ 65 . Students repeat the level if they score < 65 and if they exceed absenteeism limit.

Level Descriptions

LOWER LEVELS: EGP objectives supported with basic EGAP objectives

Level 1 (A1 & A2): By the end of this level, you will be able to:	
Reading	➤ understand short simple texts on familiar topics which contain high-frequency vocabulary and everyday expressions
Listening	➤ understand / follow short simple speech which contains familiar phrases and expressions if it is articulated slowly and carefully
Writing	➤ produce a series of simple sentences linked with simple connectors on familiar topics (50-70 word count)
Speaking	➤ give simple descriptions of people/places/things ➤ initiate and respond to simple statements on familiar topics in predictable everyday situations

Level 2 (A2 & B1): By the end of this level, you will be able to:	
Reading	➤ understand main ideas and supporting details in short straightforward and clearly signalled texts on non-academic topics.
Listening	➤ understand main points and extract essential information provided the speech is articulated slowly and carefully
Writing	➤ write short descriptions of people/ places/ things/ activities (74-100 word count)
Speaking	➤ interact in simple and routine tasks which require exchange of information on familiar and personal matters ➤ describe people/places/events/experiences/personal interests in a basic way

HIGHER LEVELS: Mainly EGAP objectives

Level 3 (B1 & B1+): By the end of this level, you will be able to:	
Reading	➤ understand main ideas, supporting details and make basic inferences in simple academic texts
Listening	➤ understand / follow the main points, extract specific information, make simple inferences in short talks, simple academic presentations or lectures aimed at a general audience if delivered slowly and clearly
Writing	➤ produce simple, straightforward and mostly coherent texts on a range of familiar topics
Speaking	➤ interact on topics which are familiar of interest or pertinent to everyday life with a degree of fluency and spontaneity ➤ give clear descriptions and prepared presentations by presenting information in a logical order ➤ give and seek personal views and opinions using simple language and by giving brief reasons and explanations

Level 4 (B1+ & B2): By the end of this level, you will be able to:	
Reading	<ul style="list-style-type: none"> ➤ understand main information/ arguments/ details of relatively longer and more complex texts on a variety of topics but may experience difficulty with low frequency idioms ➤ understand/interpret numerical data in graphs/charts and the main message from complex diagrams and visual information
Listening	<ul style="list-style-type: none"> ➤ understand and follow main points/arguments/details and make inferences in a straightforward presentation, lecture, or a technical discussion in their field
Writing	<ul style="list-style-type: none"> ➤ write structured text clearly signalling main points and supporting details by using a range of linking words, phrases, adverbial clauses ➤ make brief comments about numerical information in graphs and charts (ENG)
Speaking	<ul style="list-style-type: none"> ➤ interact fluently, naturally and spontaneously in tasks and situations that are less predictable with some confidence ➤ justify and sustain views clearly by providing relevant explanations and arguments in a simple academic discussion ➤ give clear, systematically developed descriptions and presentations on a wide range of subjects related to his/her field of interest with appropriate highlighting of significant points and relevant supporting details
Although there may be minor breakdowns in communication	

SPECIFIC LEARNING OBJECTIVES

OF EACH LEVEL

Level 1 (A1 & A2): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:	
Reading	<ul style="list-style-type: none"> ➤ understand descriptions of places/people/things, short written notices, signs and instructions with visual support, and short, simple messages. ➤ understand simple questions and familiar phrases. ➤ follow short, simple instructions and directions. ➤ get the gist of short, simple narratives and simple informational material. ➤ find specific and predictable information in everyday materials. ➤ understand referencing words at a very basic level. <p>Texts: menus, timetables, simple questionnaires/interviews, short simple descriptions and narratives, short simple personal letters/e-mails, notices/signs</p>
Listening	<ul style="list-style-type: none"> ➤ understand basic questions and instructions. ➤ extract key factual information such as prices, times and dates from short clear, simple texts. ➤ get the gist of short, simple recorded texts about familiar topics if it is conducted slowly and clearly. ➤ recognise phrases and content words related to familiar topics. <p>Texts: phone calls/messages, everyday transactions (shopping, eating out and etc.), simple announcements, everyday conversations, short simple interviews, simple stories.</p>

Writing	<ul style="list-style-type: none"> ➤ complete a simple form with basic personal details. ➤ write series of simple sentences about someone's life/routines, family, personal interests and skills, possessions, plans and arrangements and etc. ➤ write short, simple notes and emails to friends. ➤ use basic punctuation (e.g. full stop, comma, question mark) and very basic connectors like 'and', 'but', 'so' and 'then'.
Speaking	<ul style="list-style-type: none"> ➤ ask and answer questions about everyday/personal matters. ➤ participate in simple conversations (making introductions, greetings and etc.) and everyday transactions (shopping, eating out and etc.). ➤ describe people/places/things in a simple way. ➤ give simple opinions using limited range of fixed expressions.

Level 2 (A2 & B1): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:

Reading	<ul style="list-style-type: none"> ➤ understand short, simple narratives, biographies, short articles, and letters. ➤ identify specific information in simple letters, brochures and short articles and simple factual texts. ➤ follow the sequence of actions or events in a text on a familiar topic. ➤ extract key information from a simple academic text, if guided by questions. ➤ make basic inferences from simple information in a short text. ➤ identify the main topics and the purpose of the text. ➤ derive the probable meaning of simple unknown words from short, familiar contexts. ➤ understand simple references in a text. <p>Texts: simple questionnaires/interviews, simple descriptions and narratives, simple personal letters/e-mails, notices/signs, short articles</p>
Listening	<ul style="list-style-type: none"> ➤ understand standard speech on familiar matters, with some repetition or reformulation. ➤ follow the sequence of events in a short, simple dialogue or narrative. ➤ identify the topic of discussion around them when conducted slowly and clearly ➤ follow the main points of short talks on familiar topics if delivered in clear standard speech. ➤ identify key details, speakers, context, and relation between the speakers in a simple recorded dialogue or narrative. ➤ derive the probable meaning of simple, unknown words from short, familiar contexts. <p>Texts: Monologues, short conversations, interviews, simple discussions, descriptions, instructions, announcements, narratives, short and simple podcasts</p>
Writing Given a model	<ul style="list-style-type: none"> ➤ write short texts describing places, people, things, everyday personal experiences or future events. ➤ write a short narrative with a simple linear sequence. ➤ write short, simple notes, e-mails, messages relating to everyday matters. ➤ write simple texts expressing their opinions on everyday topics. ➤ organize a text with most frequent connectors.
Speaking	<ul style="list-style-type: none"> ➤ communicate in routine tasks requiring simple and direct exchanges of information ➤ give a short talk about a familiar topic with visual support. ➤ ask and answer simple questions and respond to simple statements in an interview. ➤ give a description of everyday topics (people, places, experiences, events) in a simple way. ➤ give or seek personal views and opinions in discussing topics of interests.

Level 3 (B1 & B1+): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:

Reading	<ul style="list-style-type: none"> ➤ identify main idea and key concepts by skimming a short academic text. ➤ find specific information by scanning a simple academic text. ➤ recognise the writer's point of view and purpose in a simple academic text, if guided by questions. ➤ make simple inferences based on information given in a short article. ➤ derive the probable meaning of simple unknown words from short, familiar contexts. ➤ recognize examples and their relation to the idea they support. ➤ distinguish between fact and opinion in a simple academic text. ➤ distinguish between the main idea and related ideas in a simple academic text. ➤ understand references. <p>Texts: academic texts on a variety of topics, magazine/ newspaper articles, blogs, reviews, reports, short story, letters, brochures.</p>
Listening	<ul style="list-style-type: none"> ➤ follow the main points of short talks on familiar topics if delivered in clear standard speech. ➤ identify a speaker's point of view, attitude in a simple presentation or lecture aimed at a general audience. ➤ identify specific information in a simple presentation or lecture aimed at a general audience. ➤ take notes while listening to a simple, straightforward presentation or lecture on a familiar topic. ➤ extract key details from a simple academic presentation, lecture or discussion on a familiar topic, if delivered slowly and clearly. ➤ distinguish between main ideas and supporting details in familiar, standard texts. ➤ infer opinions in a simple presentation or lecture if guided by questions. <p>Texts: simple presentation or lectures, discussions, podcasts, radio programmes, interviews, narratives.</p>
Writing	<ul style="list-style-type: none"> ➤ express a personal opinion in a simple academic text. ➤ write a basic paragraph containing a topic sentence, related details and a concluding sentence, if provided with a model. ➤ prepare a simple outline to organise ideas and information. ➤ describe the sequence in a process when writing a simple text, using common discourse markers. ➤ summarise factual information from a text (written or spoken) within their field of interest. ➤ paraphrase information from a simple text, if guided by questions. ➤ support a main idea with explanations and examples in a structured paragraph on a familiar topic. ➤ use limited discourse devices to link sentences smoothly into connected discourse. ➤ edit and improve a simple text by checking and correcting spelling, punctuation and grammar. ➤ show a basic direct relationship between a problem and a solution in a simple structured text.
Speaking	<ul style="list-style-type: none"> ➤ express belief, opinion, attitudes, agreement and disagreement using simple language and by giving brief reasons and explanations. ➤ participate in a classroom discussion about an academic topic by making use of interactional strategies (e.g. asking for clarification, turn-taking). ➤ give a simple rehearsed presentation on an academic topic in their field by using basic discourse markers to structure the presentation. ➤ paraphrase information taken from several simple academic texts. ➤ summarise factual information from a text (written or spoken) within their field of interest. ➤ initiate, maintain and close simple, face-to-face conversations on familiar topics.

Level 4 (B1+ & B2): Learning objectives that will be covered through the level in order to help students achieve exit level outcomes: Students can:

<p>Reading</p>	<ul style="list-style-type: none"> ➤ understand the main idea of relatively longer and more complex texts. ➤ identify the main line of argument in a simple academic text. ➤ distinguish supporting details from the main points in a text. ➤ locate relevant details by scanning quickly through longer and more complex texts. ➤ make inferences from a structured text. ➤ understand the author's tone, attitude, purpose, intended audience, and the type of texts. ➤ infer the meaning of new words using a variety of strategies. ➤ understand referencing words. <p>➤ ENG- interpret the main message from complex diagrams and visual information.</p> <p>➤ ENG –understand the numerical data in graphs and charts in a linguistically complex academic text, if guided by questions.</p> <p>Texts: academic texts on a variety of topics, magazine/ newspaper articles, blogs, reviews, reports, short story, letters, brochures.</p>
<p>Listening</p>	<ul style="list-style-type: none"> ➤ identify the main ideas and supporting details in a straightforward presentation, lecture or a technical discussion in their field. ➤ infer opinions in a presentation or lecture. ➤ recognize paraphrasing and repetition in a straightforward presentation, lecture or a discussion. ➤ understand speaker's tone, attitude, purpose, and intended audience. ➤ take notes while listening to a simple, straightforward presentation/lecture on a familiar topic. ➤ distinguish supporting details from the main points in a text. ➤ infer the meaning of new words <p>Texts: simple presentation or lectures, discussions, podcasts, radio programmes, interviews, narratives.</p>
<p>Writing</p>	<ul style="list-style-type: none"> ➤ write a structured text clearly signalling main points and supporting details by using a range of linking words, phrases and adverbial clauses. ➤ respond to a written / spoken text by summarizing the main points & key points. ➤ write an academic report if provided with a model. ➤ ELL- write a simple argumentative essay. ➤ ENG –make brief comments about numerical information in graphs and charts. ➤ ENG – clearly signal problem and solution relationships in structured text.
<p>Speaking</p>	<ul style="list-style-type: none"> ➤ exchange information on a wide range of topics within their field with some confidence. ➤ contribute to a conversation fluently and naturally provided the topic is not too abstract or complex. ➤ give clear and effective presentation on a wide range of subjects. ➤ participate in academic discussions by developing and expanding ideas. ➤ summarize a wide range of texts by discussing, contrasting points and main themes.

Course descriptions and contents

Courses are designed according to the level needs. Students will learn at least from three different instructors during a course. And this gives them the opportunity to experience three different teachers with different teaching techniques and accents.

At lower levels (Level 1 and Level 2), where main language focus is on general English, students attend IS course 20 hours a week.

Integrated skills (IS)

During this lesson, students are integrated into tasks and activities that promote four language skills, reading, listening, speaking and writing, while also practising grammar and vocabulary. Pair and group works are frequently included in this lesson's activities on reading, listening, speaking and writing. In IS lessons, students are encouraged to use the target language as much as possible especially through speaking and writing activities. Students strengthen their use of target language through course books, worksheets and activities carried out in class or as take home assignments. The pieces of work students produce in English such as speaking role-play videos and/or writing a text are put in portfolios. Instructors give feedback to these pieces of work and evaluate student progress.

At higher levels (Level 3 and Level 4), where main language focus is on academic English, students attend IS course 20 hours a week.

IS: Reading Writing & Listening Speaking

The aim of the course is to foster students' academic skills by expanding their vocabulary knowledge, improving their reading and listening strategies and techniques as well as speaking and writing skills. Through in-class and take-home activities, students have the opportunity to enhance their academic skills, such as listening to a lecture and note-taking, making a summary of an article, describing charts/graphs, writing an essay and etc.

In addition to skills coursebooks, additional materials including scientific essays, literary texts, articles, short stories, newspaper reports, grammar lessons with exercises can be utilized depending on the level needs.

Online language study (2 hours a week – all levels)

This lesson is applied through materials provided for students on the internet in lab classes. Students have the opportunity to practice and improve the target language on the program which presents a content parallel to course materials and sources. They complete activities on grammar, vocabulary, listening and reading. At least two instructors guide students during the lessons by helping them and answering their questions.

Course materials

Course materials are determined by material selection committee consisting of academic management members, level coordinators, academic units' representatives and other instructors who volunteer to take part in. This commission examine the books according to the criteria list determined by SFL and create reports by using some of the parts from books during lessons as a pilot scheme, and make a decision as a result of instant survey.

2019 – 2020 SFL ENGLISH PREP COURSEBOOKS AND MATERIALS

	Level 1	Level 2	Level 3	Level 4
Period 1	Focus 1 PEARSON			
Period 2	Focus 1 PEARSON	Focus 2 PEARSON	Skillful 2 Reading & Writing Listening & Speaking MACMILLAN	Skillful 3 Reading & Writing Listening & Speaking MACMILLAN
Period 3	No class at this level	Focus 2 PEARSON	Skillful 2 Reading & Writing Listening & Speaking MACMILLAN	Skillful 3 Reading & Writing Listening & Speaking MACMILLAN
Period 4	No class at this level	No class at this level	Skillful 2 Reading & Writing Listening & Speaking MACMILLAN	Skillful 3 Reading & Writing Listening & Speaking MACMILLAN
			3rd Repeat Pathways 2 - 2 nd Edition Reading & Writing CTS Listening & Speaking CTS	3rd Repeat Pathways 3 - 2 nd Edition Reading & Writing CTS Listening & Speaking CTS

Students can obtain their coursebooks from either place in other cities or on the Internet or from bookstands in the campus if they would like to. They have to obtain online program passwords with their materials. Photocopied or pirated copies are not allowed in the class.

SFL booklets and additional materials like self-study packs can be obtained from copy centers in the campus.

Attendance Policy

Each student has to attend the classes of the relevant course at a rate of 85%. The hours which are left from not being absent cannot be transferred to another course term. Every student is responsible for keeping the records of their absent days. **Leave of absence right is 35 hours (24 hours for four-week-intensive module)** for each level. If you have more than 35 hours of absence in a level (and more than 24 hours in the first intensive module), you

repeat the level regardless of your success rate.

Why is class attendance important?

Class attendance is of great importance in language learning. As you need to practise and revise the things you have been introduced in the following lessons, attending the lessons and making the most of them is to your benefit. Additionally, there is no make-up for tasks such as speaking and writing assignments that will be evaluated in the portfolio, so we advise you not to miss the class.

Also, there is no make—up for exams due to absenteeism, which will affect your grades to be able to pass a level.

If you fail at a level three times in an academic year, you cannot continue to study at the last period as this makes you fail preparatory program. Because of these reasons, you should not miss the classes, and you should keep your absence of leave right for hard times of yours instead of using it arbitrarily.

Exams and Assessment

Placement exam

With the placement exam, the students' levels are determined in the following conditions:

Selection and Placement Center as stated below are exempted from the compulsory preparatory class and compulsory English lessons without being subject to the proficiency exam.

- ✓ Who enrolls in the compulsory preparatory class for the first time or through lateral/vertical transfer,
- ✓ Who went on the preparatory class for one year but will have to repeat the class due to failure,
- ✓ Attend the preparatory class on demand,

Attention: The placement exam does not ensure being exempted from the preparatory program. Every student must take the placement exam.

Proficiency exam

It is administered two times in an academic year: at the beginning of the academic year and at the end of the both spring term. The passing grade is 65 out of 100.

The students who have completed Level 1/2/3 but have not studied at Level 4 cannot take the proficiency exam at the end of spring term. Students who have studied at Level 4 but have failed due to absenteeism or low level average can take Proficiency Exam II.

The students who have grades from internationally recognized exams such as TOEFL, Cambridge ESOL, PTE and TOEIC or from the exam made by Assessment

TOEFL IBT: 70 TOEIC LR: 650-785
PTE: 60
YDS/E-YDS/ YÖKDİL: 65

Level Passing

Assessment system of English Prep Program consists of forms of both informal and formal assessment. To that end, the functions of these various forms focus on both formative and summative assessment. In addition to impromptu feedback to student performance during a class, teacher’s assessment of classroom tasks by giving feedback in both written and oral forms is also an important part of assessment system. Through this type of formative assessment, it is aimed to guide students and make assessment a learning tool rather than grading performance. As students move from one level to a higher level during an academic year, an achievement exam is administered as an instrument of summative assessment.

Whether a student passes a level or not is determined by his/her level average which is illustrated in the table.

For the students to be reckoned as successful at the preparatory class, they should accomplish Level 4.



Make-up exam (only for midterms)

For the students who cannot take the midterm exams and whose excuses are accepted by the management, make-up exams can be applied.

The students who want to take the make-up exam should deliver their health reports or any other formal papers showing their excuses to SFL Student Affairs Desk following the end of their excuses in **five days** at the latest.

However, with a board decision, a right for taking a make-up exam for the exam which cannot be taken can be given to the students who represent Karabük University or Turkey, covering the time in competitions or camp periods aimed at competition.

Objection to exam results

You can object to your exam results by giving a petition to SFL Student Affairs Desk within three work days following the announcement of the results. However, before an official objection, the student should first consult his/her grader instructor to examine exam paper. The result regarding the examination of the paper again by the commission will be announced to the student by SFL student affairs.

Attention: The challenges students make about the coding mistakes made during the multiple-choice exams are not accepted.

For further information about exams and student rights; you may see SFL Rules and Regulations in the link below:

<http://oidb.karabuk.edu.tr/yonerge/yabanc%C4%B1%20dil%20haz%5B1%5D.%20y%C3%B6n.pdf>

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

ARTICLE 6

(1) Offenses that warrant a suspension from the institution of higher education for a period of one week to one month;

- a) Preventing the freedom of learning and teaching,
- b) Hindering disciplinary investigations,

- c) Giving a piece of document that the student has been entitled to receive from the institution of higher education to somebody else for personal use or using such a document for his/her own interest,
- d) Insulting or abusing the honour and dignity of the persons in speech or writing within the premises of the institution of higher education,
- e) Insulting or abusing the honour and dignity of the staff in speech or writing at indoor or outdoor premises of the institution of higher education,
- f) Consuming alcohol within the premises of the institution of higher education,
- g) Holding unauthorized meetings.

ARTICLE 7

(1) Disciplinary Offenses that warrant a suspension from the Institution of Higher Education for a period of one or two-term suspension from the university are as follows:

- a) Threatening the administrative staff, teaching personnel and students.
- b) Provoking students or others to prevent the staff from carrying out their work.
- c) Either as an individual or as a group, verbally assaulting the university administrators or their decisions, publishing against them, provoking other students to do that or attempting to do that,
- d) Theft,
- e) Breaking into or damaging university buildings that have been ruled as off-limits,
- f) Cheating or helping other students to cheat during exams, or attempting to do so
- g) Keeping any unauthorized printed matter forbidden by the University, or

copying or distributing them to other students

The Disciplinary Offenses That Warrant a Suspension from the Institution of Higher Education for Two Terms

ARTICLE 8

- (1) Offenses that warrant a suspension from the institution of higher education for two term;
- a) Making university officials at the university leave or to prevent them from performing their duties by using violence or physical threats,
 - b) Making university students at the university leave or to prevent them from performing their duties by using violence or physical threats,
 - c) Threatening or forcing either an individual or a group to demonstrate illegally or to participate in such a demonstration,
 - d) Using, or carrying, or being in possession of, or sale of illegal or controlled substances,
 - e) Cheating in exams by the use of threat, preventing or obstructing the removal of a cheating student(s), out of the classroom, or having a student take an exam in their place, or entering an exam assuming the identity of another student,
 - f) Raping any of the staff or students at the university,
 - g) Acting in express violation of "Law no: 6136 regarding firearms, knives, and other weapons or arms" carrying firearms, ammunition, and knives and explosives either to be used in defense or attack, have in possession in the

University grounds or be guilty of such crimes,

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

Disciplinary Conduct and Behavior Resulting in Expulsion from the University:

ARTICLE 9

- (1) The following actions or infractions will result in expulsion from the university;
- a) Having membership in an illegal organization, or acting or helping on behalf of these organizations
 - b) Using, or carrying, or being in possession of, or sale of illegal or controlled substances,
 - c) Acting in express violation of "Law no: 6136 regarding firearms, knives, and other weapons or arms" carrying firearms, ammunition, and knives and explosives either to be used in defense or attack, have in possession in the University grounds or be guilty of such crimes,
 - d) Rape

Unforeseen disciplinary infractions

ARTICLES 10 - (1) In situations not specified in the above passage, but are similar in nature and intent, similar penalties will be given.

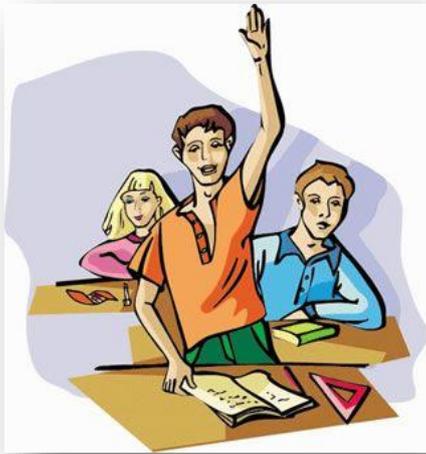
Repeat of disciplinary offense

ARTICLE 11 - (1) A degree of severe punishment is imposed on an action that has caused disciplinary action.

(2) In case of the repetition of the disciplinary offense, the penalty for removing from the higher education institution can not be given.

For detailed information:

<http://www.yok.gov.tr>



Duties and Responsibilities of Students

The rules that students are expected to obey and the behaviors that they are expected to exhibit are listed below:

- Participate the lessons regularly at scheduled times,
- Have information about the issues regarding themselves by following official websites and reading relevant documents such as this handbook.
- Comply with the school rules announced at the beginning of the semester,

- Attend classes with all required books, tools and materials mentioned in the course schedule,
- Come prepared for the course and do homework on time,
- Follow your program to compensate missing classes,
- Participate in the course by using English,
- Stick to the class hours,
- Participate in course activities,
- Submit your homework and assignments on time,
- Make regular revisions outside the course,
- Do not miss important exams.

Suspending Study and Disenrollment

(1) Students who want to freeze the registration must apply by petition until the end of the lastday of the week in which they take the course specified in the academic calendar, no later registration freeze requests will be processed. Registration freezing requests of students who want to freeze their registration are evaluated by the Department of Student Affairs and, if deemed appropriate, the registration freezing process is carried out in student automation on the basis of the date of the application petition.

(2) In the direction of the request, the student's registration may be frozen for at least one semester and at most two semesters during the education period. Students can not enroll in any courses during the semester they are absent and can not take the semester examinations. The registration freezing period is not counted during the education period. It is determined according to the provisions of the relevant legislation that the student will pay tuitionfee / student contribution

while he/ she freezes the registration. Students are obliged to monitor and learn the results of the registration freeze applications.

(3) Students who wish to extend the registration freezing period and to register for the period specified in the second paragraph of this article must certify the excuses of the students and apply by a petition; the applications of these students are evaluated by the Office of Student Affairs.

(4) After the end of the registration freezing period, the student will be enrolled in the next semester without making any application.

(5) Any application related to excuses, it must be done within one week at the latest from the date of the end of the excuse.

(6) In the event that the total number of students who have been excused in one semester exceeds the limit of absence stated in Article 24 of this Regulation, the student shall be deemed to have an excused leave with a decision of the relevant board for that semester without having to apply for the student.

(7) Students who have been granted permission due to their health condition may continue their education after documenting what they are going to continue their education with a medical report.

Students may, if they so desire, delete their registration by submitting a written

application. The date on which the petition for the request of the student to register is recorded is determined as the date on which the student is registered and the student's relationship with the university is canceled without the need for the Board of Directors. If students in this situation ask for it, diplomas are returned. If tuition is canceled in the university, tuition / tuition fees paid by the student will not be refunded. The student who leaves in this way is not re-enrolled.

Students who transfer to another higher education institution by way of a transfer will be dismissed from the university.

Medical Report and Leave of Absence

Medical reports do not remove the attendance. However, in cases where treatment is required for more than 20 days, the students are applied to the Medical Board (delegation) report and the Student Affairs Office of the Foreign Language School.

Students who are unable to take midterm exams due to health problems should submit at least 5 days official medical reports in writing to the Student Affairs of the Foreign Language School within 5 working days following the end of the report. A make-up examination is organized by the relevant commission for the place and time for the students whose excuse is valid. No make-up exam is given for portfolio studies or any other type of assessment.

Students who are assigned by the University Board of Directors and who participate in social, sportive and cultural

activities within the university and / or university may be granted a course permit for the related dates if they are notified to the Presidency of the Directorate of Health, Culture and Sports by the dean / directorate. Notifications made after the event date are ignored.

Students are granted five work days for the death of first degree relatives and two work days for second degree relatives. In addition, students who are obliged to participate in the trial as a witness or as a suspect are given two days off for outside of province and one day for in the province. Students are required to submit their documents related to trial to the Foreign Language School Student Affairs Office before the trial, within 5 work days following the end of their leave of absence document (death certificate).

Student Services

SFL Student Affairs

You can consult SFL Student Affairs Desk with a petition for the following procedures:

Objection to exam results

Excuse letters for personal issues and/or makeup exam

Document for completing prep program

Student Certificate

Instructor's Academy Advisory

During an academic year, students can receive academic help from their grader instructors at certain times outside of the class. The office hours are announced in the first week of every period on the website.

OBS (AUTOMATION)

<https://obs.karabuk.edu.tr/>

Students can view their exam results, absenteeism records on this system. Also, they can perform course registration at their departments. The system is used by simply entering student ID no as user name and TR ID number as password. In order to use the system, they need to have the Internet access.



Student's Resource Room

Students can use and borrow a variety of coursebooks and materials at SFL student resource room on the first floor (116). They can also listen to and watch programs by plugging their headphones in the jugs on the desks.



Living on Campus

Kamil Güleç Main Library



Apart from SFL Student Resource Center, students can also benefit from the main library which presents to 55 thousand printed books, 27 online databases, 950 printed thesis, 65 printed journals, 18 thousand e-journals, 3,5 million e-books and 2 million e-thesis.

Stationery

In the campus, there is a stationery where students can purchase stationary materials and photocopy things at social facility center near SFL building.



Social Facilities



At the newly constructed Student Life Center, students can benefit from services such as cafeteria, hairdresser, patisserie, market, restaurants and cafeterias. Besides these, the Turuncu canteen, the central canteen and the canteen in the faculty buildings are at service of our students.

Our gym, which is located at Hasan Doğan School of Physical Education and Sports, is in the service of our students for various sports activities.



Social Activities and Student Clubs

Social Activities

Various activities are organized by SFL Social and Academic Events Unit together with volunteer teachers and student representatives selected from every class. Some of these events are illustrated below:



Quiz Show (Knowledge Contest): A general knowledge and vocabulary competition among classes. The top three teams that answer a wide range of questions from music, geography, cinema, sports, etc. are given various awards.

Taboo (Wordplay): Vocabulary competitions done among different student groups or classes.

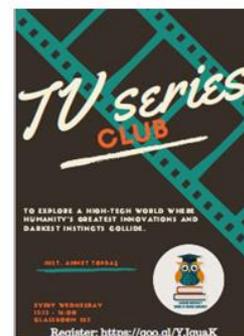
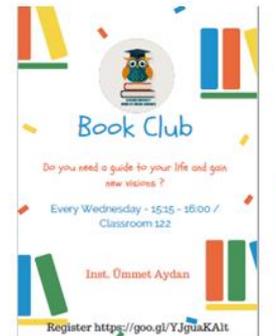
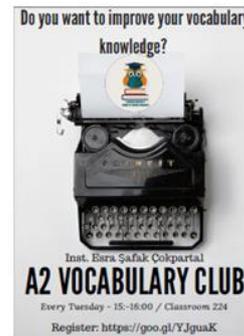


SFL Clubs

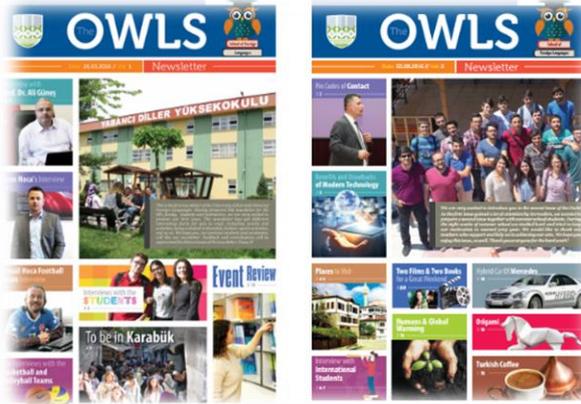


Speaking Club, Movie Club, Drama Club, Book Club, Music Club, Vocabulary Club and etc.

In the above-mentioned clubs, activities are organized with the participation of volunteer students and teachers actively in non-teaching time of the semester. The aim of the clubs is to offer you the opportunity to develop yourselves both in social and academic terms. You can follow club timetables at the pinboards.



The OWLS School Newsletter



A team consisting of volunteer and academic self-confident students from different curricula and coaches publishes 2/3 journals in an academic year by writing articles on different topics. You can find the previous issues at Student Resource Center.

Inter-classfootball / basketball / volleyball games



Tournaments can be organized among prep classes upon students' request. Information about these competitions will be made at events pinboards.



Sightseeing and social responsibility projects (crystal terrace, garbage collection, shelter, nursinghome visits, etc.)

During the semester, with the participation of the students, various trips, the scope of social projects help and service activities are organized. Detailed information about these events will be shared on SFL webpage, official social media accounts and at events pinboards.



Other Student Clubs at KBU

Any student who is studying in our school may attend and participate in the student clubs of our university. You can use the following link or QR code for detailed information about these clubs.

<http://sks.karabuk.edu.tr/icerikGoster.aspx?K=S&id=21&BA=index.aspx>

Frequently Asked Questions (FAQs)

1) Do we have to attend classes? If we have to, how many hours of absenteeism do we have?

-Yes, it's compulsory. %15 of your courses. It is 35 hours (24 hours for the first intensive module) for each period.

2) On religious and national holidays, on occasions before and after official holidays such as November 10th, April 23rd, May 19th, New Year, there are sometimes few and sometimes no students. If no students come to the class or if a few students come, will the attendance be taken anyway?

-Attendance is taken. You need to attend the lessons. As education and training program continue on those days, you are responsible for the lessons you have missed.

3) The first week of classes at the beginning of the period, is the attendance taken?

-Yes.

4) Is there flexibility in attendance hours?

-No. Attendance is of the utmost importance, as the year-round work on the modular system has a great impact on its success. Absolutely no flexibility during absence times.

5) Ever?

-Never.

6) For example, if my attendance is 37 hours at Level 2, do I have to retake the

module due to my lack of attendance for 2 hours?

-Yes, due to absenteeism you have to retake the level.

7) If I have health report for the days I haven't attended the class, will my absence be deleted?

-No. If you have committee report, your absence will be taken into consideration by School of Foreign Languages.

8) When we have health report excuse, what should we do to take the make-up exam?

-You must submit your report to SFL Student Affairs Desk following the end of your report within five days at the latest. Makeup exam date is announced later.

9) Can a student who has been absent more than 35 hours (more than 24 hours in the first intensive module) take end of level test (ELT)?

-Students who fail to attend cannot take ELT. That means you need to study the same level again. For example, if Level 3 student cannot take the exam because of his/her absence, s/he will repeat Level 3.

10) Can any student from another class or my friend out of town come to my classroom to listen to the lecture?

-No. Unfortunately, guests cannot attend the classes. They can wait for you at the canteen.

11) Can I take food or beverage into the classroom?

-No.

12) Can I change my class if I do not like my classroom or if I have difficulties in terms of level?

-There is no such thing as changing a class to dislike. If you think you have difficulty in terms of your level, you have to tell your instructor or the course coordinator about your situation.

13) As a foreign student, additional quota, vertical and transitional student we are registered late. How does this affect our absence? Are we responsible for these days?

-No. From the date that the registration is officially completed and started, 15% of the course hours in the tuition will be absent.

14) Apart from class hours, can we use our classroom to study in the evening and on weekends, to prepare for class, to use internet connection or to read book?

-You cannot use classrooms. You can use SFL Student Resource Center at opening hours or main library to study.

15) I have completed prep program successfully in the first semester. I wanted to continue at my department but I couldn't receive any lesson. Can I come back to prep lessons, even though my relationship with the preparatory class is cut off?

-No.

16) Can I attend lessons when I'm late? Does the teacher take me to school?

-You must arrive on time. Latecomers are not allowed to enter the classroom.

17) When I come to my lesson without my book, is there a situation like not taking the lesson?

-As stated in the school regulations, students have to bring the necessary course materials.

18) I missed portfolio assignments /ELT because of my illness. Can I take them later?

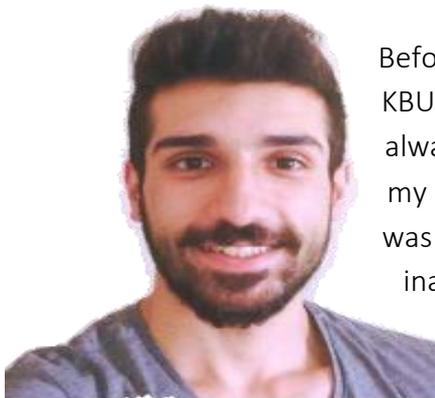
- Unfortunately, here is no compensation for them..

19) What should I do if my absence is higher than I expected?

-If you do not find a solution by consulting your instructor, you can apply for SFL student affairs on the date when the attendance is declared.

Student Remarks

Kadir Sağlam



Before studying the KBU preparation, I always thought that my pronunciation was bad and inadequate when I spoke English in the community

and I always kept quiet. Thanks to the support I have received in the maincourse and especially speaking classes there, I have improved my pronunciation and gained experience. I think the greatest benefit of the preparation is that it makes it possible to gain a habit of

acquiring a foreign language and to learn a third or fourth language.

and in educational relationship. Welcome to Karabuk University and Foreign Language School.



Tugce Ozdemir

The best part of studying the preparation in KBU was the increase in my interest in foreign

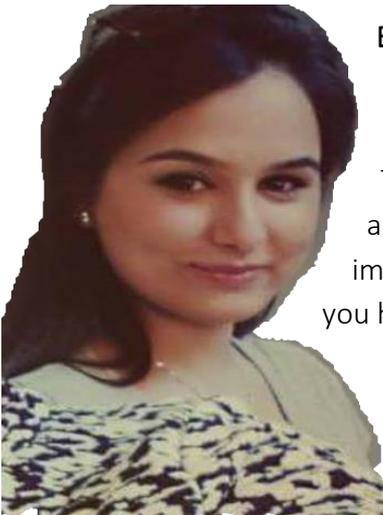
languages. While I have never been interested in foreign words and phrases from their meanings until their pronunciations, I am now more interested in particular foreign languages and I believe that this will help me all my life. In addition, friendships, social environment, activities and participation in the preparatory class further strengthened my relationships with people and made me more socially more active.



Esra Nur Yilmaz

Hello there. First of all, welcome to our university. When I came last year, I learned that our university has a compulsory preparationI thought I am

exempt from coming to DGS, but now I'm good to say I study it. For the reason, even if I do not communicate at a very advanced level, I can understand what the person is saying and I can speak as much as I can. I got a lot of help from my teachers. If I have difficulties in lessons, I have to face a lot to help me from other platforms and answered my questions diligently. Many events are held in our school. You are invited to participate in all activities that are of interest to you. I recommend you to participate in all the activities that are carried out. I hope you all pass preparation class, good luck.



Ezgi Calar

This year you will have a lot of opportunities to improve your language, you have time to get used to the university and make friends. If you are aware of these opportunities of the

year and use school facilities and teachers' experiences and recommendations, you will see how successful you will be. At our school you will notice that the English is not an obligation, but an entertainment

VEYSEL YAŞAR

Hi, I'm Veysel. I study at reparation class last year and I have very

good

memories in preparation. You will have many beautiful moments, do not miss it. You both know the school and you get used to the school and you get very nice friendships.

Emre Soykan

Preparation was a very good experience for me. That is, it would be difficult to go

directly to unprepared division in a place where I had to stand for the first time. But

for me it was a great advantage to make friends, besides studying English that was spread over a long period of time. During this time, I learned about the city and the possibilities of the city. In addition, by the help of my effort and with my lecturer I improved my English. In short, prep class prepare us both school life and Karabuk life.

You Have Got a Message**Instructor Pınar Mızrak**

You should consider it as a chance to learn English rather than seeing the preparation class as a comfortable year. You should be aware of the fact that you can learn English by not only listening but also by actively participating, so you should be aware that any kind of activity that is done in class will be useful for you. You can be confident that you will have a successful and enjoyable year as long as you fulfill the responsibilities of the student, such as keeping the day of absence by yourself, bringing the necessary materials into the classroom, participating in the class and respecting the class.





www.karabuk.edu.tr

<http://sfl.karabuk.edu.tr>



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