

FENERBAHÇE UNIVERSITY FOREIGN LANGUAGES DEPARTMENT

Student Handbook
2026-2027



FBU
FENERBAHÇE UNIVERSITY

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PART 1

FLD HEAD’S MESSAGE

Dear Students,

As the Head of the Foreign Languages Department at Fenerbahçe University, it is my pleasure to welcome you to our dynamic and multicultural academic community, home to instructors and students from around the world.

At our department, we are committed to creating an inclusive, engaging, and learner-centered environment tailored to meet the diverse needs of our students. Whether you are beginning your language-learning journey through our modular English Preparatory Program or advancing your skills in one of our Associate or Undergraduate Degree Programs, we are here to support you every step of the way.

Our teaching philosophy is firmly grounded in the principles of the Common European Framework of Reference for Languages (CEFR), providing you with a structured and internationally recognized path to language proficiency. More than just fluency, our programs emphasize cultural awareness and the ability to communicate effectively in a globalized world. Our experienced and dedicated faculty are here to guide you in concord with these high standards.

At Fenerbahçe University, we recognize the importance of strong language skills in today’s interconnected world. Through our English Preparatory Program and our English Courses for Academic Purposes, we aim to equip you with the confidence and competence to apply your language skills in academic, professional, and everyday contexts.

We encourage you to take full advantage of your time here, not only in the classroom but also by exploring Istanbul, a city rich in culture, history, and linguistic diversity. Let this experience be your gateway to new perspectives and opportunities.

Welcome to the Foreign Languages Department at Fenerbahçe University, where learning languages opens doors to a world of possibilities.

Warm regards,

Assoc. Prof. Serhat UYURKULAK
Head, Foreign Languages Department
serhat.uyurkulak@fbu.edu.tr

WHAT GUIDES AND INSPIRES US

BASIC VALUES OF FBU

Fenerbahçe University upholds corporate autonomy to ensure innovative governance, champions academic freedom and responsibility in research and teaching, and embraces internationalization by integrating global perspectives into its programs. Guided by a student-centered focus, the University strives to broaden access to higher education for diverse learners, maintaining a commitment to transparency and accountability in all processes. By encouraging participation from every stakeholder, it values plurality and diversity as cornerstones of a vibrant academic community. In fulfilling its social responsibility, Fenerbahçe University applies its scholarly resources for the public good while internalizing national values in its mission to foster ethical, engaged, and forward-thinking graduates.

MISSION OF FBU

To be and become a university targeting to learn in unity, generate knowledge, share such knowledge generated, add value to the society, internalizing and adopting universal values. While scientific research and works, support provided to innovative and venturing ideas, organizational climate nurturing competition and self-confidence transform our students' academic and personal development into a well-qualified odyssey, added-value generated by our employees is a valuable source and asset towards economic and social development of the community.

VISION OF FBU

Fenerbahçe University seeks to develop individuals who are academically and professionally competent, capable of thinking and expressing themselves freely, and respectful of diverse thoughts and opinions. By fostering a commitment to life-long learning, elevated self-confidence, well-honed communication skills, and internalized ethical values, the University ensures students appreciate and uphold universal principles of humanity. Through these efforts, Fenerbahçe University aims to enhance graduates' employability, while solidifying its reputation as a prestigious institution of higher education both in its region and worldwide.

MISSION OF FBU PREP

Our mission under the guidance of our competent and experienced teaching staff is to:

- **strengthen our students' personal awareness of being an English language user.**
- **ensure that our students take responsibility for their own learning process.**
- **constantly prioritize appropriate methods and techniques in English language learning and to create a dynamic program.**
- **equip our students with the English language proficiency and learning skills that will be required in their academic education.**
- **offer effective solutions to the challenges of our students in English language learning and to constantly support them academically.**

VISION OF FBU PREP

Aiming at becoming a respected university in international and national higher education, our vision is to:

- **ensure that our students are proficient English language users to express themselves independently.**
- **equip our students with the language skills they will need in the academic field and work life by providing high-quality English language teaching.**
- **adopt academic excellence as a target in English language learning.**
- **provide our students with opportunities to learn different languages throughout their education and to support them on the way to become citizens of the world.**
- **contribute to the enhancement of English language learning and learning in different foreign languages in our higher education.**

OUR GOALS

• Foster Linguistic Competence

Provide academically rigorous instruction in foreign languages, enabling students to master essential communication skills for both academic and professional settings.

• Encourage Responsible and Lifelong Learning

Promote a culture of continuous self-improvement where students take ownership of their language education and develop confidence in their own learning journey.

- **Cultivate Cross-Cultural Awareness**

Expand students' global perspectives by emphasizing respect for cultural diversity, ethical values, and international collaboration.

- **Nurture Ethical and Social Responsibility**

Align teaching methodologies with the University's commitment to social responsibility and national values, shaping well-rounded individuals dedicated to contributing positively to society.

- **Support Collaboration and Innovation**

Encourage participation, dialogue, and innovative teaching approaches that drive departmental excellence and reflect the University's corporate autonomy and international standards.

ENGLISH PREPARATORY PROGRAM

Fenerbahçe University offers both English and Turkish education. Students enrolling to a program where the medium of instruction is English must enroll and succeed in English Preparatory Program. Participation in this program is optional for students who plan to study in departments where Turkish is the medium of instruction.

Before the start of each academic year, all students are required to take the English Placement Exam. Students scoring 60 out of 100 on this exam qualify to take the English Proficiency Examination, whereas those scoring below 60 are placed at the appropriate level in the English Preparatory Program.

To be exempt from the English Preparatory Program, undergraduate and Vocational School of Health Services (SHMYO) students aiming to pursue four-year undergraduate programs must achieve a minimum score of 60 out of 100. In the Department of English Language and Literature, the required minimum passing grade is 70 out of 100.

Additionally, students presenting a qualifying score from an international examination recognized by Fenerbahçe University as equivalent to its English Proficiency Examination are exempt from the English Preparatory Program.

Exam Type	For undergraduate students;	For students registered in the Department of English Language and Literature;	Valid for;
Pearson PTE Academic	55	78	2 years
TOEFL IBT	72	79	2 years
CAE (Cambridge Advanced English)	C	B	3 years
FCE (First Certificate in English)	C	B	3 years
CPE (Cambridge English C2 Proficiency)	C	B	3 years
YDS/e-YDS/YÖKDİL/e-YÖKDİL	70	80	5 years
e-TEP	74	90	2 years
FBU-Proficiency	60	70	4 years

- 1) *All scores above must be submitted to Fenerbahçe University before the academic year begins. Students who successfully pass these exams during the academic year may only commence their departmental studies in the following semester.*
- 2) *According to Fenerbahçe University Foreign Languages Department Directive, **TOEFL IBT Home Edition** is not valid.*

Students who present an English proficiency document confirming successful completion of a university-level English Preparatory Program in Turkey within the past two years (at an institution where 100% of instruction is in English), as well as students who have completed at least the last three years of their high school education in Australia, Canada, Ireland, the United Kingdom (England, Scotland, Wales, Northern Ireland), New Zealand, South Africa, India, Pakistan, Nigeria or the United States—in a school attended by citizens of these countries—may be exempt from the English Preparatory Program.

PART 2: FENERBAHÇE UNIVERSITY

2026-2027 ACADEMIC CALENDAR

Students will be able to access academic calendar via <https://www.fbu.edu.tr/en/academic-calendar-2026-2027>

INTRODUCTION TO OBS (Student Affairs System)

Fenerbahçe University uses the Online Information System (OBS) to manage all student-related academic procedures. Once registered at the university, students can access OBS using their university-provided email addresses ending with **@stu.fbu.edu.tr**. Please note that this email account is Microsoft/Outlook-based.

Through OBS, students can:

- **Track their grades** and access their **transcript**
- Follow the **academic calendar**
- Stay informed about **university announcements and events**
- **Monitor their weekly attendance records**, which is especially important for English Preparatory Program students
- **Join student clubs and societies** available at the university

You can access the system using the following link:

<https://ois.fbu.edu.tr/auth/login/ln/en>

It is recommended that students check the system regularly to stay updated on their academic progress and responsibilities.

FACILITIES & SERVICES AT THE CAMPUS

Fenerbahçe University provides a range of on-campus opportunities and services designed to foster academic success, personal well-being, and community engagement. Students can access the Psychological Guidance Service for mental health support and Health Services for routine medical care and preventive health measures. Administrative assistance is available through the Department of Student Affairs, while the Department of International Relations helps international students adjust and thrive. The Part-Time Student Program offers flexible work-

study options, and Student Clubs encourage collaboration, creativity, and leadership skills. The Special Needs Unit is dedicated to ensuring accessible education for all, complemented by the Orientation & Peer Counselling Program, which eases the transition into university life. In addition, the Career Center provides essential career guidance and professional development resources, and Sports Coordination supports a variety of athletic activities for physical fitness and teamwork. Finally, the Blackboard platform integrates digital tools and resources into everyday learning, delivering a comprehensive educational experience that meets the diverse needs of every student.

Psychological Guidance Service

The aim of the Fenerbahçe University Psychological Guidance Center aims to provide professional support to make it easier for students to adapt to university life, to support their personal, social and academic development throughout their university life, to gain skills to deal with problems, to gain awareness in their self-knowledge and to contribute to their personal development and daily life problems.

The psychological counseling process is completely voluntary and the principle of confidentiality is the most important criterion in this process.

Who can benefit?

Fenerbahçe University students, administrative and academic staff can benefit from our Psychological Guidance Service. pdr@fbu.edu.tr

What issues can be addressed by the Guidance Center?

- Difficulties in adapting to university life
- Depression
- Family conflicts
- Relationship Problems
- Anxiety related problems (anxiety, panic attacks, social phobia, exam anxiety)
- Attention deficit /Hyperactivity
- Anger Management Issues
- Self-confidence Issues
- Time management/procrastination problems
- Uneffective studying/lack of motivation
- Eating Disorders
- Loss and mourning
- Post Traumatic Stress Disorder
- Risky behaviors

Health Services

Our infirmary, located on the lobby floor of our university campus, offers instant health services with a full-time nurse and a part-time physician. Our infirmary, which provides first and emergency assistance to our students against instant accidents during the day, ensures that they are referred to the relevant health institutions after the first aid and manages these procedures.

Department of Student Affairs

Department of Student Affairs aims to manage all student-related procedures accurately, efficiently, and in accordance with relevant laws and regulations, from initial registration to graduation. It also works in coordination with academic and administrative units throughout this process.

Student Affairs System

Our students, in parallel to the commencement of their education process, shall follow-up their course entries, grades, absenteeism records and such other similar operations over the automation system. They can enter the student affairs system over the address ois.fbu.edu.tr . When our student forgets the password or does not know the password, he/she can enter the credentials required, from the student affairs system page by entering the option “I forgot my password” and ask for a new password.

Duties and responsibilities of Department of Student Affairs are as given below;

- Preparing such data and statistics asked from institutions like YÖK, ÖSYM,
- Conducting university matriculation and admittance procedures,
- Creating and archiving student files,
- Conducting course registry procedures,
- Preparing Student Certificates, Transcripts and Student Status Documents,
- Conducting procedures concerning students who are foreign nationals,
- Receiving intra-institution as well as inter-institutional lateral transfer applications and conducting any relevant procedures,
- Conducting Double Major and Sub (Minor) Branch registration procedures,
- Conducting special student as visiting student matriculation procedures,
- Conducting Summer School operations,
- Preparing and delivering students graduating with diploma as well as diploma supplements, honor and high honor certificates,

- Realizing registry deletion, discharge and matriculation suspending certificates,
- Preparing reports with respect to the students.

Student Affairs Communication: ogrenciisleri@fbu.edu.tr

Department of International Relations

The Department of International Relations was established in 2019 to support the internationalization policy of Fenerbahçe University. Its main responsibilities include developing partnerships with internationally recognized universities and research institutions, attracting international students, and strengthening the University's academic reputation and international visibility.

In line with Fenerbahçe University's internationalization policy, the Department acts as a bridge between the students and staff of FBU and those of universities abroad. It aims to create learning opportunities that encourage intellectual, academic, and intercultural exchange and help participants develop new perspectives.

All associate, undergraduate, and graduate programs at Fenerbahçe University are open to international students. The Department provides the necessary support and services to help incoming exchange students make the most of their time at the University academically, socially, and culturally. It also encourages FBU students to participate in exchange programs offered by respected universities abroad.

Through exchange programs, international partnerships, and projects, the Department contributes to the University's goal of educating individuals who are self-confident, think critically and analytically, embrace universal values, act responsibly, communicate effectively in at least one foreign language, respect diversity and pluralism, and seek to understand different cultures.

Department of International Relations Communication: internationaloffice@fbu.edu.tr

Part Time Student Program

Announcements required for applications at the beginning of each academic year are made through our e-mail, social media and boards, for our students to gain work experience, to develop socially and culturally, to get to know various units of the university better and to earn a certain income by taking part in the working environment in the university during their

education. Within the scope of this program, our students can work a maximum of 60 hours a month and receive a symbolic fee per hour.

According to Article 5 of the Social Insurances, Social Insurance and General Health Insurance Law No. 5510, paragraph B; Subject to Article 46 of the Higher Education Law No. 2547, part-time earnings-based earnings are applied to students who work part-time, and occupational accident and occupational disease insurance are applied to those who are not more than thirty times the earnings-based earning limit determined according to article 82. Those listed in this paragraph are considered to be insured within the scope of paragraph (a) of the first paragraph of Article 4.

Units where the Part Time Student Program is implemented:

1. Department of Information Technologies
2. Department of Administrative Affairs
3. Department of Corporate Communication
4. Department of Library and Documentation
5. Department of Health, Culture and Sports
6. Continuing Education, Application and Research Center
7. Department of International Relations

Student Clubs

Fenerbahçe University is also providing support to the development and diversity of the student clubs under the organization and framework of our University in order to provide contribution to the socio-cultural development of the students besides the theoretical education received, highlighting their lives from different perspectives, upbringing innovative, creative, entrepreneurial individuals.

Functioning to serve the aforesaid purpose, we have 41 student clubs.

- | | | |
|--|-----------------------------|--------------------------------------|
| 1. R&D, Innovation and Entrepreneurship Club | Environment Protection Club | 8. Industrial Engineering Club |
| 2. Nutrition Club | 4. Dancing Club | 9. Financial Innovation-Economy Club |
| 3. Natural and Historic | 5. Nature Sports Club | 10. Physiotherapy Club |
| | 6. E- Sport Club | |
| | 7. Literature Club | |

- | | |
|--|--|
| 11. Touring and Culture Club | 33. International Student Club |
| 12. Aviation, Space and National Technology Club | 34. International Apprenticeship Exchange and Mentoring Club |
| 13. Nursery Club | |
| 14. IEEE Club | 35. Uni-BJK Club |
| 15. Communication Club | 36. Uni-FEB-1907 Club |
| 16. Career and Communication Club | 37. Uni-GFB Club |
| 17. Architectural Design Club | 38. Uni-TS Club |
| 18. Humor Club | 39. Production Researches Club |
| 19. Motorcycling Club | 40. Software and Informatics Club |
| 20. Debate Club | 41. Sailing Club |
| 21. Music Club | |
| 22. Robotic Automation Club | |
| 23. Art Club | |
| 24. Chess Club | |
| 25. Cyber Security Club | |
| 26. Cinema and Photography Club | |
| 27. Sports Club | |
| 28. Water Sports Club | |
| 29. Drama Club | |
| 30. Social Volunteers Club | |
| 31. Ultra Lion-Uni Club | |
| 32. International Relations and Politics Club | |

Student Council

Student councils are established at universities in accordance with Articles 7 and 65 of Higher Education Law No. 2547 and the relevant regulation issued by the Council of Higher Education on 4 November 1981.

The purpose of such regulation comprises of meeting requirements of those associate and undergraduate students registered before the institutions of higher education in Turkey regarding training, health, sports and culture-related needs and attending to their rights towards development of the same, enabling them to become sensitive towards national interests, upon establishing an effective communication by and between the management bodies of higher education institutions and the students, conveying the expectations and wishes of the students to such management bodies and ensuring that students participate in decisions concerning training and education, including organizing the foundation, duties, authorities as well as operating principles of the Higher Education Institutions Student Councils as well as such Higher Education Institutions National Student Council to represent the former at national and international levels.

Student Council formed as a result of students in all departments of our University electing their own representatives, and then by such faculty representatives elected in turn by the department representatives so elected, ensure and provide for the relations by and between the students and administration within framework of the concept of creating a democratic and free university ambient; operations of which are supported by Health, Culture and Sports Directorate.

Sport and Social Life

Fenerbahçe University supports students' social, cultural, artistic, athletic, career, and personal development through a wide range of activities, particularly those organized by student clubs. Students are at the centre of these activities and actively take part in their planning and implementation. FBU aims to make university life enjoyable, productive, and meaningful while helping students create lasting memories.

In addition to academic development, FBU encourages students to become socially aware, culturally informed, physically active, and well-rounded individuals from the beginning of their university education.

The Department of Health, Culture and Sports supports, promotes, and guides students in organizing social, cultural, artistic, and sports activities based on their interests. Students can establish or join clubs to participate in activities they are interested in. These clubs operate under the supervision of the Department of Health, Culture and Sports. FBU currently has 41 academic, cultural, artistic, and sports clubs.

FBU sports teams participate in leagues and championship competitions organized by the Turkish University Sports Federation. They also take part in sports events organized by non-governmental organizations and private institutions. Through the Sports Club and Nature Sports Club, students can participate in activities such as trekking, cycling, camping, and rafting.

The main aim of these activities is to provide students with opportunities that match their interests, abilities, and career goals throughout their university education. By supporting students' academic, social, and personal development, FBU seeks to create a lively, inclusive, and intellectually stimulating campus environment.

Special Needs Unit

Special Needs Unit is a unit affiliated to the Rector's Office, consisting of representatives from faculty members and relevant department head offices; established in order to determine the requirements of disabled students in academic, administrative, physical, accommodation, social and such other areas and setting forth those activities needed for meeting these requirements, thereafter planning, implementing, developing the activities to be carried out as well as assessing and evaluating the results of such activities conducted.

Objective of the unit ongoing with its activities comprises of minimizing the difficulties to be encountered and suffered by disabled students during their education and campus lives and ensuring cooperation between the relevant parties in eliminating the impediments. Conducting in a coordinated matter such activities and operations realized with the purpose of facilitating education lives of our disabled students who would be continuing with their educations in our University and enhancing their social involvement and participation are all carried out and performed by the "Special Needs Unit".

Duties of the Special Needs Unit

It is included in particular duties of this unit, determining and specifying any and all requirements of all disabled students being educated under our University with respect to

training-education, scholarships, administrative, physical, social and such other similar areas, setting forth the measures required to be taken for meeting and covering these requirements.

The unit developing programs and projects to upgrade and enhance the level of consciousness and sensitivity regarding disabled students, is responsible for the measurement and evaluation of all students in a fair and accurate manner, enabling equal opportunities and making education process effective and efficient, providing time, proper place, material, accompanying reader to the disabled student in respect of exams, including taking necessary measures towards differences arising from special requirements of the student and adopting any arrangements necessary to that effect.

For the sake of resolving any problems which might be encountered by disabled students in visa, exam and project evaluations with the purpose of assessing the courses, it shall further be made assignment for guidance and counseling.

Accessibility

In our University, it is provided all possible physical conditions for access of the disabled. Fenerbahçe University Ataşehir Campus is planned and constructed, starting from design of the relevant architectural project for access of the disabled under unimpeded university standards.

For our disabled students, building entrance has been designed without steps and ramp in accordance with unimpeded access concept. There is no elevation difference between the pedestrian route and building entrance. Main entrances are enabled by means of two automatic revolving doors of diameter 336 cm. These doors have buttons for the disabled. Further, there are also two emergency exits of width 98 cm. at the entrance. Necessary orientation and guidance could be provided from the Help Desk at the entrance. Next to the security turnstiles at either sides of the entrance hall, there are swinging doors for access of the disabled. Access to the elevators is enabled with ease. There are buttons with the elevators, addressing the disabled (at low heights and incorporating the Braille alphabet).

Within premises of the building, there are toilets for the disabled on all floors. Inner space of the toilets is in accordance with the relevant standards and statutory. Lavatories, closets, supporting bars, mirrors are amongst the equipment designed in compliance with utilization by the disables. Floor covering items are of non-slippery quality.

PART 3: COURSE DETAILS

LEVEL 1

1. **Course Description:** Level 1 course is intended for students who have either chosen to start the English Preparatory Program from Level 1 or students who obtained a score of 29 or below from the Proficiency Exam. Students who successfully complete this course will be eligible to take the Level 2 course, and those who do not will repeat Level 1. Prerequisite: Placement into Level 1.
2. **Course Goal:** The aim of this course is to help students develop basic English language skills in listening, speaking, reading, and writing. By the end of the course, students will be able to understand and use familiar everyday expressions, introduce themselves and others, and interact in simple conversations on familiar topics.
3. **Course Length:** Level 1 course spans eight weeks of intensive, in-person instruction.
4. **Course Structure:** Students receive 24 hours of instruction each week, with each session lasting 50 minutes. The weekly schedule includes integrated and productive skills classes, providing a balanced focus on listening, reading, writing, and speaking. Each class is co-taught by two/three instructors: a main instructor and one or two support instructors. Typically, the main instructor delivers the core in-module content, while the support instructor is responsible for teaching from the coursebook. Regular attendance is mandatory at the Level 1, as consistent participation is essential for academic progress and language development. The absenteeism limit for Level 1 is %30 and students who fail to meet the attendance must repeat the level and are not entitled to take the Final Exam.
5. **Level Materials:**
 - Macmillan Education Language Hub Elementary Coursebook
 - Bridge Materials
 - In-Module Materials
 - Level 1 Word Lists
 - Self-Study Pack
6. **Student Learning Outcomes:**

GRAMMAR

Students completing Level 1 will be able to

- **Use the Present Simple form of “be”** to create positive and negative sentences, form questions, and understand the difference between using “a” and “an” Learn to use plural nouns, demonstratives like “this,” “that,” “these,” and “those,” as well as “there is” and “there are” for describing existence. Practice possessive adjectives, use apostrophes for possession, and express ownership using “have got” and “has got.” Learn to describe nouns using adjectives.
- **Form yes/no questions in the Present Simple** tense and provide short answers. Use question words to ask for information. Understand when to use “have to” and “don’t have to” for expressing obligation. Learn to use adverbs of frequency to describe how often actions occur.
- **Use “can”** to express ability, permission, and possibility. Practice giving and following commands using imperatives. Express preferences using phrases like “likes and dislikes.”
- **Use “was” and “were”** to talk about past states and form positive sentences in the Past Simple tense with regular and irregular verbs.
- **Use “could”** to express past ability, form negative sentences in the Past Simple tense, and ask questions about past events. Distinguish between countable and uncountable nouns, and use “some” and “any” appropriately. Learn to quantify nouns using “much,” “many,” “a lot of,” and recognize when to use articles like “a,” “an,” or no article.
- **Use the Present Continuous Tense** to describe ongoing actions. Compare and contrast when to use the Present Simple versus the Present Continuous tense. Learn to use object pronouns in sentences.
- **Use object pronouns** correctly in sentences. Learn to form and use comparatives and superlatives for comparing things and use the verb + “to” + infinitive structure to express purpose.
- **Use “should” and “shouldn’t”** to give advice or suggestions. Learn to use the Present Perfect tense to describe experiences or actions with relevance to the present and compare it with the Past Simple tense to describe completed actions.
- **Use “going to”** for talking about planned future events. **Use “will”** to make predictions about the future and understand how to use “might” to express possibility.

VOCABULARY

Students completing Level 1 will be able to

- Use words related to numbers, the alphabet, family members, appearance, time, jobs, food, preposition of place, body, sports, transport, clothes, landscape features.

READING

Students completing Level 1 will be able to

- identify the main idea(s)
- identify specific information
- identify reference words

WRITING

Students completing Level 1 will be able to

- describe a place
- introduce a person
- describe a person's daily routine
- generate ideas on familiar and theme-related topics
- describe the past
- make predictions

LISTENING

Students completing Level 1 will be able to

- identify the main idea(s)
- identify specific information
- identify basic dialogues

SPEAKING

Students completing Level 1 will be able to

- introduce themselves and their families
- describe people and places
- respond briefly to simple personal questions
- describe images containing level-appropriate vocabulary

LEVEL 2

1. **Course Description:** Level 2 course is designed for students who have successfully completed Level 1 or have demonstrated proficiency through a placement examination. This course aims to further develop students' foundational language skills, preparing them for progression to Level 3 and Level 4 within the preparatory program.

Prerequisite: Successful completion of Level 1 or attainment of the required score on the placement examination.

2. **Course Goal:** The primary objective of this course is to enhance students' linguistic competencies, enabling them to communicate effectively in familiar contexts and engage in fundamental academic discourse. The course emphasizes the integration of reading, writing, listening, and speaking skills to facilitate holistic language acquisition.
3. **Course Length:** Level 2 course spans eight weeks and consists of intensive, in-person instruction. Throughout the course, students engage in structured activities designed to reinforce language skills through interactive and practical applications.
4. **Course Structure:** Students receive 20 instructional hours per week, with each session lasting 50 minutes. The curriculum is designed to provide a balanced focus on receptive (listening and reading) and productive (speaking and writing) skills. Classes are conducted by a main instructor and a support instructor, with the main instructor delivering core instructional content and the support instructor facilitating activities related to coursebook materials. Regular attendance and active participation are essential for academic success.

5. **Level Materials:**

- Macmillan Education Language Hub Pre-Intermediate Coursebook
- In-Module Materials
- Weekly word lists
- Self-Study Pack

6. **Student Learning Outcomes:**

GRAMMAR

Students completing Level 2 will be able to:

- Form and respond to various question types accurately.
- Utilize frequency adverbs (e.g., always, sometimes, never) appropriately in sentences.

- Construct grammatically sound sentences using present and past tenses.
- Express future intentions using “going to” and “will.”
- Employ comparative and superlative structures (e.g., bigger, the biggest) to make distinctions.
- Apply modals (e.g., can, must, should) to express ability, obligation, and permission.
- Demonstrate comprehension and usage of first and second conditional sentences (e.g., If it rains, I will stay home.)
- Convert active sentences in present simple and past simple into passive form (e.g., papers are checked by our teachers)

VOCABULARY

Students completing Level 2 will be able to:

- Expand thematic vocabulary related to topics such as family, daily routine, travel, work, health, leisure, money, art, natural features, commercials & TV.
- Use suffixes and prefixes to make antonyms (happy vs. Unhappy) and change parts of speech (happy + ness = happiness)
- Recognize and utilize synonyms and antonyms to enhance lexical range.
- Match words with their definitions and apply them appropriately in context.

READING

Students completing Level 2 will be able to:

- Identify the main idea and key supporting details within a text.
- Recognize referential cohesion (e.g., pronouns such as it, they, this) and their corresponding antecedents.
- Infer the meaning of unfamiliar lexical items based on contextual clues.
- Comprehend the overall purpose of a text and distinguish between different text types.

WRITING

Students completing Level 2 will be able to:

- Compose well-organized paragraphs (120- 150 words) that include a topic sentence, supporting details, and a concluding statement.
- Employ cohesive devices (e.g., conjunctions, transition words) to establish logical flow within written texts.

- Utilize grammatical structures and thematic vocabulary with increasing accuracy.

LISTENING

Students completing Level 2 will be able to:

- Identify factual information by responding to comprehension questions (e.g., True/False, multiple-choice).
- Demonstrate active listening skills by taking structured notes during short spoken presentations.
- Determine the main idea and extract specific details from spoken discourse.

SPEAKING

Students completing Level 2 will be able to:

- Participate in structured discussions on familiar topics using appropriate discourse strategies.
- Provide clear and coherent responses to questions by supporting opinions with basic reasoning.
- Describe visual stimuli (e.g., images, graphs, or places) using accurate and contextually appropriate language.
- Demonstrate progress in pronunciation, intonation, and overall fluency through oral communication tasks.

LEVEL 3

1. **Course Description:** Level 3 course is designed for students who have successfully completed Level 2 or have demonstrated proficiency through a placement examination. Students who successfully finish this course will qualify to enroll in Level 4 course, while those who do not meet the requirements will need to retake Level 3.

Prerequisite: Completion of Level 2 or placement into the Level 3.

2. **Course Goal:** The goal of this intermediate-level course is to improve students' English language skills in listening, speaking, reading, and writing, allowing them to communicate effectively in a variety of contexts. By the end of the course, students will be able to engage in conversations on various topics, express their opinions clearly, and understand and use common expressions in everyday and academic contexts. The course focuses on integrating these skills to promote confident and independent language use.

3. **Course Length:** Level 3 lasts eight weeks and includes intensive, face-to-face instruction.
4. **Course Structure:** Students participate in 20 hours of instruction per week, with each session lasting 50 minutes. The weekly timetable includes classes that integrate productive skills, ensuring a balanced emphasis on listening, reading, writing, and speaking. Each class is led by two instructors: the main instructor, who presents the main course content, and a support instructor, who focuses on teaching from the coursebook. Regular attendance is crucial at Level 3, as consistent participation plays a vital role in academic advancement and language acquisition.
5. **Level Materials:**
 - Macmillan Education Language Hub Intermediate Coursebook
 - In-Module Materials
 - Weekly word lists
 - Self-Study Pack
6. **Student Learning Outcomes:**

GRAMMAR

Students completing Level 3 will be able to:

- Identify subject and object questions to ask about specific information.
- Recognize relative pronouns (who, which, that, where, when, why, whose) to define people, things, places, or times.
- Use present perfect tense and past simple to discuss general experiences and completed activities.
- Employ narrative tenses to recount past experiences effectively.
- Apply passive voice to emphasize actions rather than the doer.
- Use zero conditional to express general truths.
- Employ first conditional to discuss present and future possibilities.
- Apply second conditional to describe imaginary or impossible situations in the present.
- Use third conditional to express regrets about the past.
- Use future forms to indicate future events.
- Employ articles and quantifiers to specify nouns.

- Apply wish and hope structures to express desires, regrets and aspirations.
- Apply comparative and superlative structures to compare objects.
- Employ reported speech to convey someone else's words.

VOCABULARY

Students completing LEVEL 3 will be able to:

- Expand their vocabulary to cover a range of intermediate topics, including business, travel and transportation, hobbies, food, and sport.
- Learn the meanings and usage peculiarities of the words, gaining the ability to use them effectively in context.
- Express ideas more fluently and precisely on various subjects, enhancing their ability to communicate confidently in both spoken and written forms.

READING

Students completing LEVEL 3 will be able to:

- Identify the main idea(s) of a text and will use skimming technique while reading
- Identify specific information and will use scanning technique while reading
- Identify the reference words and what they refer to
- Guess the meaning of unknown words
- Answer different types of questions (true/false/not given; multiple choice; matching headings with the paragraphs; reference questions).
- Paraphrase the sentences from the texts.

WRITING

Students completing LEVEL 3 will be able to:

- Write 200-300 word essays expressing agreement or disagreement on various topics that includes an introduction, two body paragraphs, and a conclusion.
- Recognize the differences between a paragraph and an essay.
- Learn the structure of an agree/disagree essay.
- Apply grammatical structures and thematic vocabulary with increasing accuracy.
- Use cohesive devices (e.g., conjunctions, transition words) to create a logical flow in written texts.
- Generate ideas on familiar and related themes.

LISTENING

Students completing LEVEL 3 will be able to:

- (1) In everyday conversations and interviews conducted at a natural pace on familiar topics,
 - Recognize the main idea.
 - Pinpoint specific details.
 - Draw inferences.
- (2) Take notes while listening to a mini-lecture or brief talk delivered at a natural pace (4 to 6 minutes).
 - Record key terms, utilizing abbreviations and symbols during the lecture.
 - Use the notes to determine the main idea.
 - Extract specific information from the notes.

SPEAKING

Students completing LEVEL 3 will be able to:

- Answer properly in dialogues on familiar and/or theme-related topics such as communication, experiences, transport, work, food, etc.
- Respond effectively to familiar and course-related questions, expanding on ideas with relevant examples while maintaining fluency, coherence, and accurate pronunciation.

LEVEL 4

1. **Course Description:** Level 4 course is designed for students who have successfully completed Level 3 or have demonstrated proficiency through a placement examination. Those who successfully pass this course will qualify to take the Proficiency Exam.
Prerequisite: Completion of Level 3 or placement into Level 4.
2. **Course Goal:** This course aims to help students enhance their language abilities so they can use them confidently and independently in various situations.
3. **Course Length:** Level 4 course spans eight weeks of intensive, in-person instruction. During this time, students engage in a variety of language-focused activities aimed at strengthening their reading, writing, listening, and speaking skills through interactive classroom sessions and practical exercises.

4. **Course Structure:** Students receive 20 hours of instruction each week, with each session lasting 50 minutes. The weekly schedule includes integrated and productive skills classes, providing a balanced focus on listening, reading, writing, and speaking. Each class is co-taught by two instructors: a main instructor and a support instructor. Typically, the main instructor delivers the core in-module content, while the support instructor is responsible for teaching from the coursebook. Regular attendance is mandatory at the Level 4, as consistent participation is essential for academic progress and language development.

5. **Level Materials:**

- Macmillan Education Language Hub Upper Intermediate Coursebook
- In-Module Materials
- Weekly word lists
- Self-Study Pack

6. **Student Learning Outcomes:**

GRAMMAR

Students completing Level 4 will be able to:

- use relative pronouns (*who, which, that, where, why, when, whose*) to define or give additional information about people, places, things, or times, and omit the relative pronoun when it serves as the object in a relative clause.
- apply non-defining relative clauses to comment on an entire preceding clause.
- use noun clauses introduced by *that*, question words, or *to-infinitives* to substitute for nouns or noun phrases in a sentence.
- construct noun clauses using *whether/if* and *wh-ever* words to replace nouns or noun phrases.
- use the past perfect tense to describe actions that were completed before another event in the past.
- use the second conditional to talk about unreal or hypothetical situations in the present or future.
- use the third conditional to refer to unreal situations in the past or missed opportunities.
- use wish clauses to express regrets or unreal desires about the present or past.

- use modal verbs (such as *must*, *might*, *could*, *can't*) to make logical guesses or deductions about present or past situations.
- form sentences in the passive voice to emphasize the action or the receiver of the action, rather than the doer.
- use past modals of deduction (e.g., *must have*, *might have*, *could have*, *can't have*) to draw conclusions about past events based on evidence or reasoning.

VOCABULARY

Students completing LEVEL 4 will be able to:

- use vocabulary associated with the themes of connection, lifestyle, change, the future, community, business, and media, as well as terms from academic word lists.

READING

Students completing LEVEL 4 will be able to:

- determine the central idea(s).
- locate detailed information.
- recognize reference words and what they refer to.
- infer the meaning of unfamiliar vocabulary.
- determine who the intended audience is.
- understand the purpose of the text.
- draw conclusions to make logical inferences.
- recognize the author's perspective or stance.

WRITING

Students completing LEVEL 4 will be able to:

- write a text of approximately 300–350 words that includes an introduction, body, and conclusion.
- develop and express ideas on familiar subjects and topics related to the course theme.

LISTENING

Students completing LEVEL 4 will be able to:

In daily conversations, interviews, and discussions spoken at a natural speed on generally familiar subjects and some abstract ideas (especially when repeated or clarified),

- recognize the main idea
- locate specific details
- make logical inferences

Additionally, they will practice taking notes while listening to short talks or mini-lectures delivered at a regular pace.

SPEAKING

Students completing LEVEL 4 will be able to:

- Engage in discussions on various topics by expressing clear opinions, providing justifications, and offering arguments both for and against a given idea; agree or disagree with viewpoints in a respectful and coherent manner.
- Respond effectively to familiar and course-related questions, while demonstrating the ability to elaborate on ideas, use appropriate examples, and maintain fluency and coherence throughout the conversation.

Proficiency Oriented Preparation (POP)

1. **Course Description:** This program is intended for students who have either completed Level 4 successfully but failed in the proficiency exam or must wait for the proficiency exam. This is a program for the students to equip themselves with improved skills in language proficiency tests.

Prerequisite: Successful completion of Level 4.

2. **Course Goal:** This course aims to help students gain the competence to succeed in the proficiency exam.
3. **Course Length:** The POP spans eight weeks of face-to-face instruction. During this time, students engage in a variety of language-focused activities aimed at strengthening their

reading, writing, listening, and speaking skills through interactive classroom sessions, formative assessments and assignments.

- 4. *Course Structure:*** The program consists of seven/eight weeks of intensive instruction. Students are required to be in the campus for face-to-face classes three days a week. Two days of the week is allocated to self-study. Attendance and participation to the classes is mandatory. Students must attend to the classes by 70% of the instruction time. Exceeding the absenteeism limit of 30% will result in failure regardless of the student's score. In addition to the midterm and final examinations, the program incorporates a range of reading assignments, assessments, and tasks, which may be either graded or ungraded in each module forming a cumulative grade 20% of which will be added to the 80% of the Proficiency score that the students will get.

Self-study days are for the students to work on their own and to complete the tasks assigned by the instructors. The students are responsible for following the due dates of the assignments and skills quizzes. It is of utmost importance to stick to the deadlines for there is zero tolerance for late submission of any tasks and assignments.

5. *Level Materials:*

- WEXT Platform
- In-module materials & supplementary materials to be shared and assigned by the instructors.

6. *Student Learning Outcomes:*

GRAMMAR

Students completing POP will be able to

- Use key structures (e.g., present perfect, modals, narrative tenses, reported speech) appropriately in speaking and writing. understand the complex and compound sentence structures in the academic texts.
- Identify and correct grammar errors in practice quizzes or mock exams.
- Apply correct sentence forms in sentence-combination or rewriting activities.

VOCABULARY

Students completing POP will be able to

- Use vocabulary accurately in discussions, essays, and speaking prompts.

- Identify collocations, synonyms, and antonyms in reading and listening tasks. improve their vocabulary in use.
- Complete gap-fill and transformation tasks to consolidate word forms (e.g., noun–verb–adjective–adverb).

READING

Students completing POP will be able to

- Identify the main idea and specific information in texts with moderate complexity.
- Use context clues to understand unfamiliar words.
- Distinguish between fact and opinion in reading texts.
- Answer multiple-choice and open-ended reading comprehension questions.

WRITING

Students completing POP will be able to

- Write both argumentative and opinion essays with clear introduction, body, and conclusion paragraphs.
- Use appropriate linking devices, cohesive structures, and topic-related vocabulary.
- Support opinions with relevant reasons and examples.
- Edit and revise texts for coherence, grammar accuracy, and lexical variety.

LISTENING

Students completing POP will be able to

- Take clear and effective notes while listening to 2–5 minute academic or semi-formal recordings.
- Answer comprehension questions that focus on main ideas, details, and implied meaning.
- Identify transitions, examples, and speaker attitudes during listening tasks.

SPEAKING

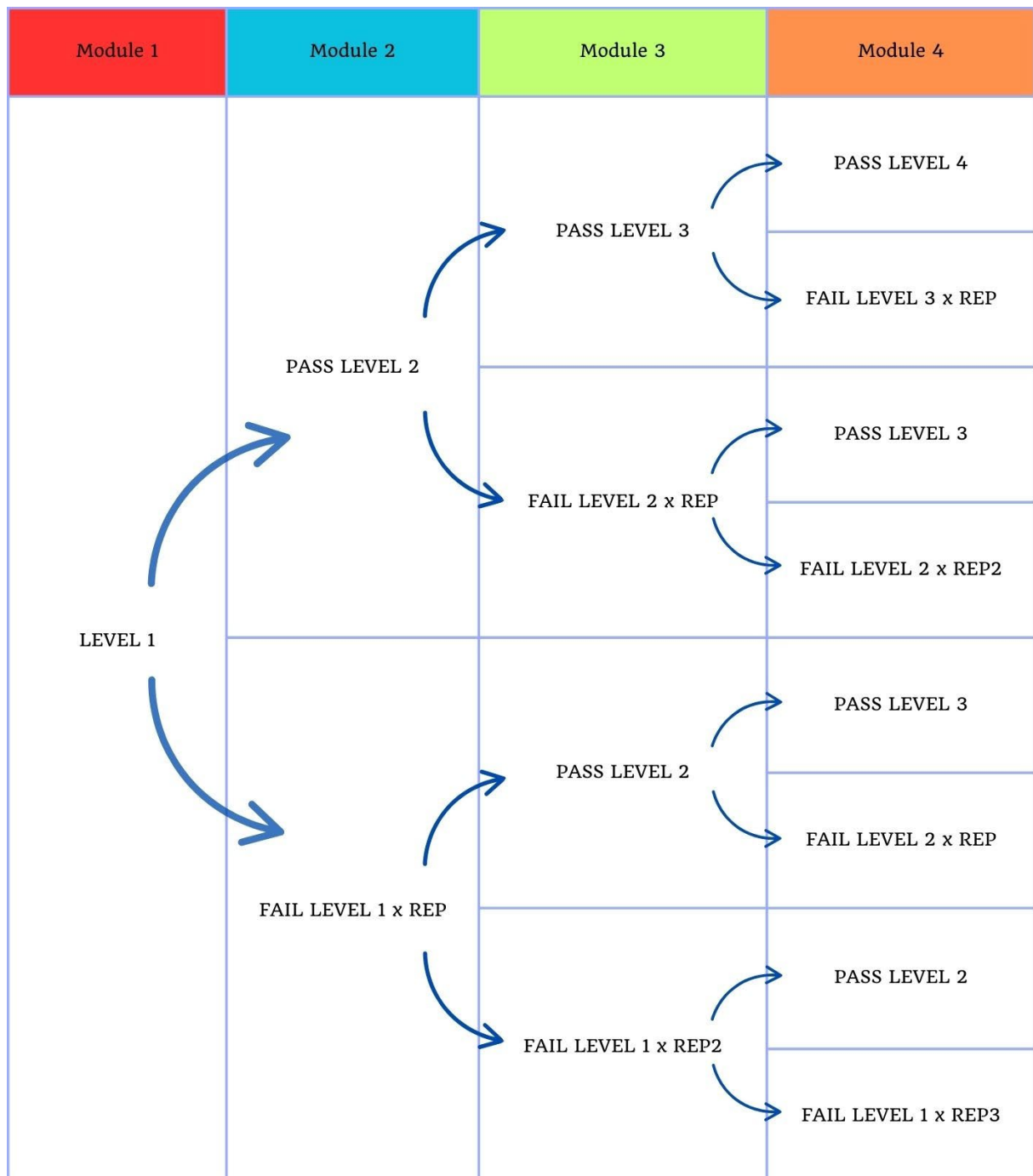
Students completing POP will be able to

- use a range of linking devices and supporting details to justify opinions, explain viewpoints, and respond spontaneously to follow-up questions.

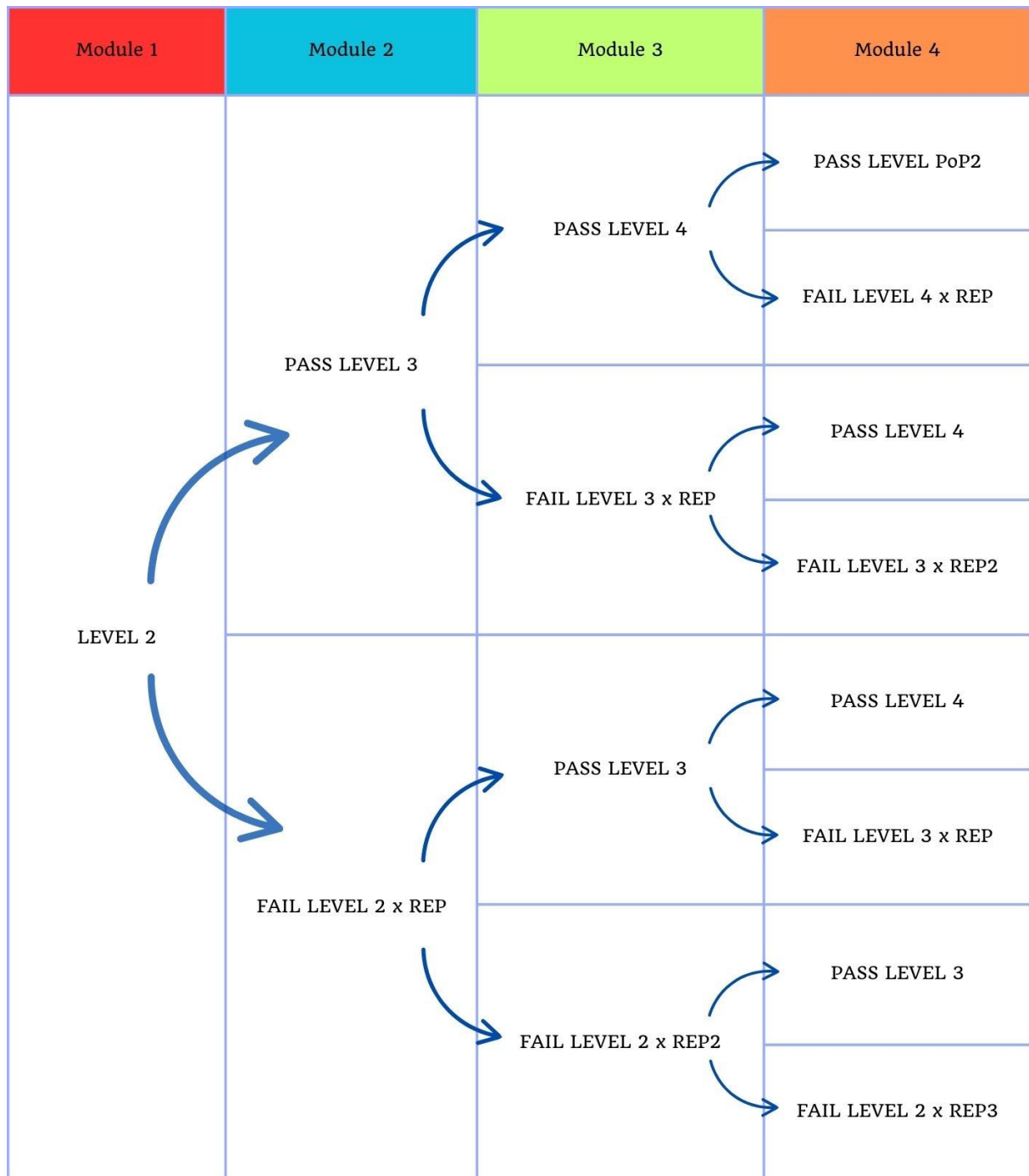
- plan, organize, and deliver extended spoken discourse on familiar and abstract topics with increasing fluency and accuracy.

LEVEL PROGRESSION CHART

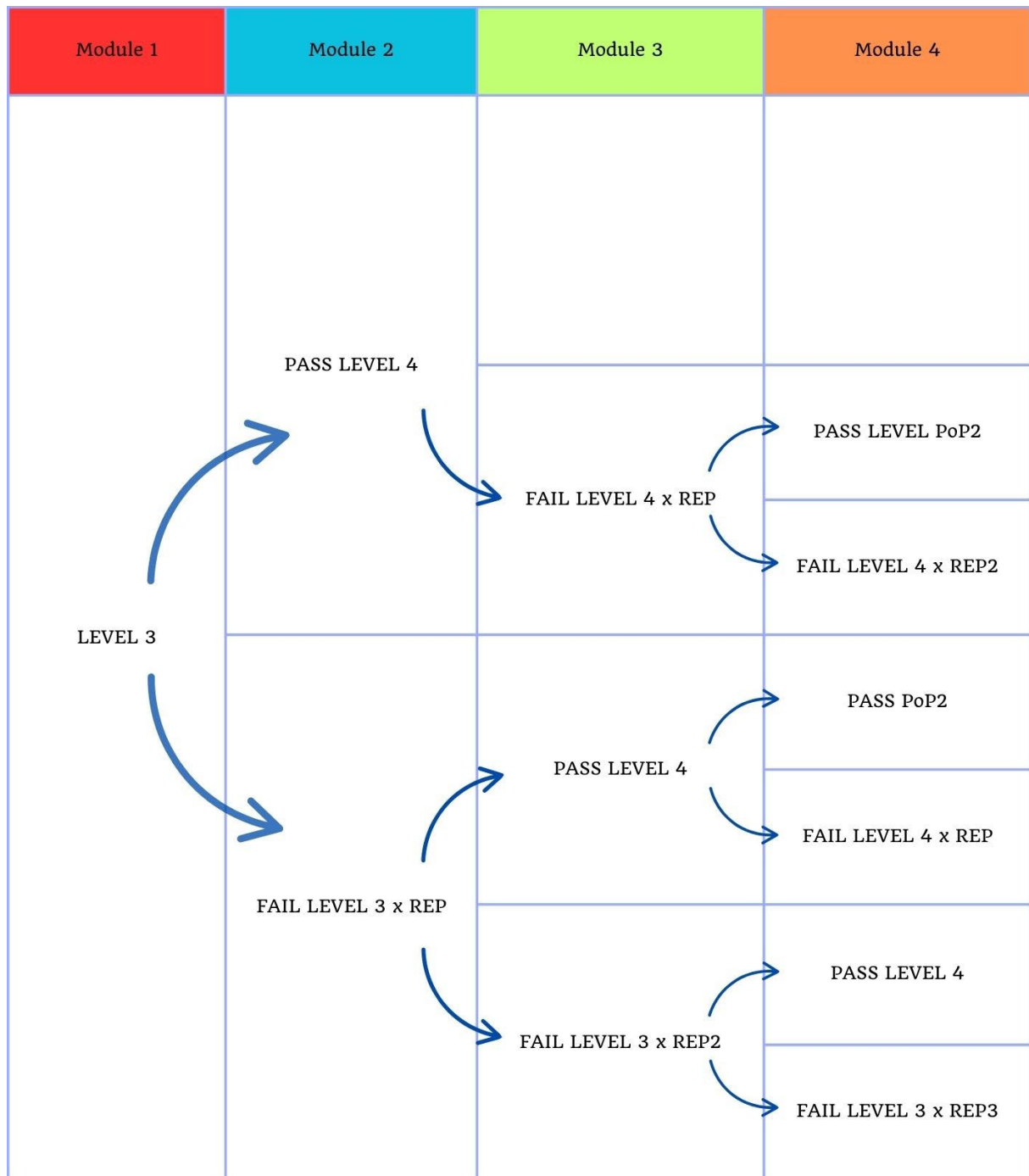
Level 1 Progress Flow Chart



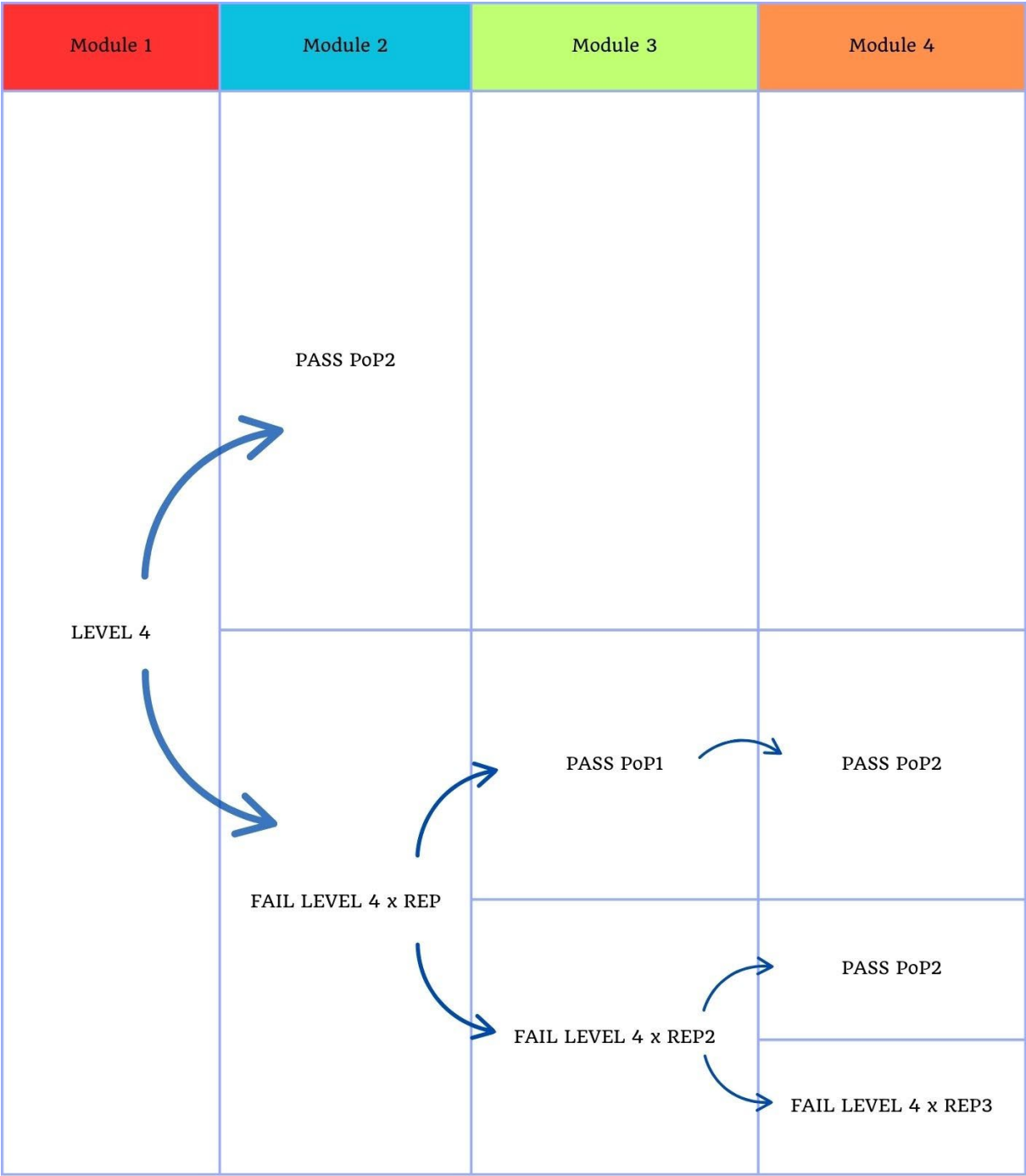
Level 2 Progress Flow Chart



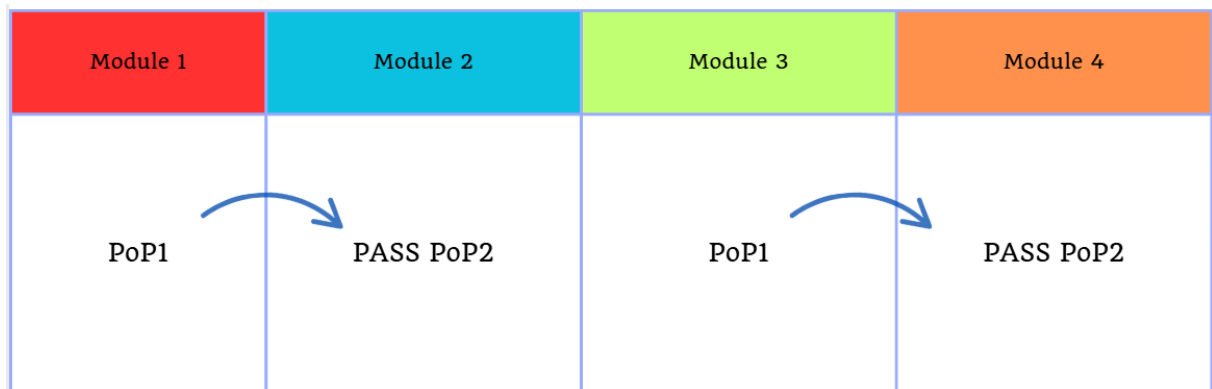
Level 3 Progress Flow Chart



Level 4 Progress Flow Chart



POP Progress Flow Chart



PART 4: COURSE MATERIALS

COURSEBOOK: MACMILLAN LANGUAGE HUB

At Fenerbahçe University Foreign Languages Department, Language Hub by Macmillan is the core coursebook used in the English Preparatory Program. The series is effectively integrated into the modular system, with levels ranging from Elementary to Upper-Intermediate, allowing for a structured progression of language development throughout the academic year.

The modular system enables students to be placed into appropriate levels based on their language proficiency, and Language Hub offers a seamless fit for this framework. Its well-organized structure and communicative approach ensure that learners can gradually build their language skills with confidence in a variety of real-life contexts. Each unit supports the development of all four language skills (listening, reading, speaking, and writing), as well as grammar and vocabulary, in a balanced and integrated way.

Teachers benefit from the course's user-friendly design. The Teacher's Book provides intuitive, ready-to-use lessons with detailed annotations and practical tips drawn from the award-winning Macmillan Books for Teachers. This allows instructors to deliver consistent, high-quality lessons with minimal preparation time while still being flexible enough to adapt to students' needs.

The effective use of Language Hub in the classroom fosters learner autonomy, encourages active participation, and supports the university's goal of equipping students with the English language skills required for academic and professional success. Through this approach, the Foreign Languages Department maintains a high standard of language education in alignment with international teaching practices.

IN-MODULE MATERIALS

In addition to the main coursebook (Language Hub), the Foreign Languages Department at Fenerbahçe University effectively incorporates a range of in-module materials to support and enrich classroom instruction across all levels. These materials are primarily developed by the level coordinators, ensuring alignment with the course objectives and learning outcomes.

In addition, instructors within each level team also contribute by creating and sharing supplementary materials tailored to students' specific needs, which promotes collaboration and academic consistency. These in-module resources include worksheets, interactive tasks, skill-based exercises, and additional language practice materials that complement the coursebook content.

Moreover, the digital availability of these materials significantly enhances accessibility and learning flexibility. Students can access them via the learning management system or other digital platforms, enabling continuous learning both inside and outside the classroom.

The consistent use of these in-module materials across all levels reinforces the department's commitment to delivering a well-rounded, skill-integrated language education within the modular system.

SELF-STUDY PACK

At Fenerbahçe University Foreign Languages Department, Self-Study Packs are prepared for each level and play an essential role in supporting student learning both inside and outside the classroom. These packs are carefully designed and updated each academic year based on students' needs and areas for improvement. The development process is led by level coordinators, who take into account detailed feedback from instructors to ensure the materials are relevant, level-appropriate, and skill-focused.

Once the module begins, instructors digitally share the Self-Study Pack with their students. These resources include a variety of practice activities, exercises, and tasks that align with the curriculum and serve as additional support tools. Students are encouraged to use them for independent study, remedial work, or further practice, depending on their individual learning goals.

The integration of Self-Study Packs across all levels reinforces learner autonomy and provides flexible opportunities for reinforcement, thus enhancing the effectiveness of the modular system as a whole.

WORD LIST

Word Lists are an integral part of the English Preparatory Program at Fenerbahçe University Foreign Languages Department and are used across all levels within the modular system. These

lists are compiled to include key vocabulary items that appear throughout the module and are shared with students at the beginning of each module.

Each Word List is designed to support vocabulary development in a structured and meaningful way. Each entry typically includes the word or phrase, its part of speech, pronunciation in both UK and US IPA (International Phonetic Alphabet), a clear definition, and an example sentence demonstrating its use in context.

The aim of these lists is to strengthen all four language skills—reading, writing, listening, and speaking—by helping students recognize, understand, and actively use the target vocabulary. Word Lists not only promote lexical awareness but also enhance learners’ academic readiness by integrating vocabulary into real-life and topic-based contexts relevant to each module.

By incorporating such detailed and pedagogically sound vocabulary materials, the department ensures consistent vocabulary exposure and recycling, supporting students in achieving language proficiency in a systematic and learner-centered manner.

PART 5: TESTING & ASSESSMENT

FBU PREP ENGLISH PLACEMENT EXAM

Placement test is used to determine general English language abilities and overall language proficiency to ensure students are appropriately placed into levels.

There are four sections in the test: grammar, vocabulary, reading comprehension and listening comprehension. For more detailed information, check **Table 1**

Placement test structure			
Grammar	Vocabulary	Reading	Listening
32 questions	32 questions	24 questions	12 questions
70 minutes			10 minutes

The information about the date of the Placement test can be found in Academic Calendar of Fenerbahçe University ([Academic Calendar \(2026 - 2027\) - Fenerbahçe Üniversitesi](#)).

Students may access sample questions for the Placement test via the following link: [Seviye Tespit Sınavı - Fenerbahçe Üniversitesi](#)

In case a student scores 60 and above, he/she is qualified for the Proficiency exam. More detailed scores information, you can find in **Table 2**.

Table 2

Placement test scores and corresponding levels		
Score	Level	Comment
0-29	Level 1-Elementary	FBU PREP
30-45	Level 2-Pre-Intermediate	FBU PREP
46-59	Level 3-Intermediate	FBU PREP
60 & above	→	Proficiency exam

FBU PREP PROFICIENCY EXAM

The purpose of the Proficiency exam is to determine students' language skills and whether these students are proficient enough in order to start their studies at faculties.

Proficiency exam takes place 4 times per year (in September, in January, in June, and in August). The dates can be found in the Academic Calendar of Fenerbahçe University. (Academic

Calendar (2026 - 2027) - Fenerbahçe Üniversitesi) There are four sections in the exam: Reading, Listening, Writing and Speaking. For more detailed information, check **Table 3**.

Table 3

Proficiency exam structure			
Reading	Listening	Writing	Speaking
2 texts (900 words) 20 questions (10 per each text)	While-listening (5 questions) Note-taking listening (10 questions)	Essay (300-350 words) - Opinion - Argumentative	2 parts - Interview - Monologue
60 minutes	20 minutes	60 minutes	10 minutes/student

It is usually administered during 2 (sometimes 3) days. The first day is the Written part of the exam (it includes Reading, Listening and Writing). The second day is the Speaking part of the Proficiency exam.

You can find more detailed information and sample English Proficiency Exams through the following link: [Yeterlilik Sınavı - Fenerbahçe Üniversitesi](#)

In case a student scores 60 and above (for English Language and Literature department students, the minimum passing score is 70), a student is able to start his/her Department courses. In case a student scores less than 60, he/she is required to take English Preparatory Course first.

Table 4

Proficiency test scores and corresponding levels		
Score	Level	Comment
0-44	Level 3-Intermediate	FBU PREP
45-59	Level 4-Upper Intermediate	FBU PREP
60 & above	→	Department

MODULAR ASSESSMENT TOOLS

Testing and assessment processes are viewed as an integral part of ongoing teaching and learning processes. FBU Prep students are assessed by both traditional and alternative ways of assessment methods to provide equal and successful opportunities for evaluation in order to succeed in their studies.

There are several assessment points that take place within each module. FBU Prep students have a chance to demonstrate how well they master their skills.

1. Midterm Exam (35%)

The objective of the exam is to test and measure students' achievement up to the middle of the module. It is expected to inform teachers about how much of the content has been successfully learned and applied by the students so far. For this reason, the exam is based on the course content, which includes the coursebook and its units that have been followed by the students. The exam is given only once in the middle of each module, which is during the 4th or 5th week. Since there are 4 modules in the academic year, it is administered 4 times throughout the year.

The Procedure and Components of the Exam: The exam has 5 parts: reading, grammar, vocabulary, listening, and writing. The reading, vocabulary, and grammar parts are administered together, with the allocated time for this section being 70 minutes for Level 1, 60 minutes for Level 2, and 70 minutes for Level 3. In Level 3, the grammar and vocabulary parts are combined, with reading part that takes 70 minutes. After completing this first section, the listening part of the exam follows. This part takes 10 minutes in Level 1 and Level 2 levels, 20 minutes in Level 3, and 20-25 minutes in Level 4. As the last section of the exam, the writing part is given. The allocated time for this part is 40 minutes for Level 1, 2, and 3; 50 minutes for Level 4.

Midterm Components	Level 1-Duration	Level 2-Duration	Level 3-Duration
Reading	70 mins	60 mins	70 mins
Grammar			
Vocabulary			
Listening	10 mins	10 mins	20 mins
Writing	40 mins	40 mins	50 mins

Midterm Components	Level 4-Duration
Reading	60 mins
Grammar	
Vocabulary	
Listening	20-25 mins
Writing	60 mins

2. Speaking Exam (15%)

This assessment tool is used to measure the speaking ability of students at a corresponding level of the Common European Framework of References for Languages (CEFR). These include

picture description, interview, and student's ability to express their opinions about familiar topics depending on their level by giving reasons and details. The exam is scheduled for the 6th week. It contributes 15% to overall assessment.

3. Final Exam (40%)

The objective of the exam is to test and measure students' achievement by the end of the module. It is expected to inform teachers about how much of the content has been successfully learned and applied by the students throughout the entire module. For this reason, the exam is based on the course content, including the coursebook and its units that have been followed by the students. The exam is given only once at the end of each module, which occurs during the 7th or 8th week. Since there are 4 modules in the academic year, it is administered 4 times throughout the year.

The Procedure and Components of the Exam: The exam has 5 parts: reading, grammar, vocabulary, listening, and writing. The reading, vocabulary, and grammar parts are administered together, with the allocated time for this section being 70 minutes for Level 1, 60 minutes for Level 2, and 70 minutes for Level 3. In Level 4, the grammar and vocabulary parts are combined that lasts 80 minutes. After completing this first section, the listening part of the exam follows. This part takes 10 minutes in Level 1 and Level 2 levels, 20 minutes in Level 3, and 20-25 minutes in Level 4. As the last section of the exam, the writing part is given. The allocated time for this part is 40 minutes for Level 1 and Level 2, 50 minutes for Level 3 and 60 minutes for Level 4.

Final Components	Level 1-Duration	Level 2-Duration	Level 3-Duration
Reading	70 mins	60 mins	70 mins
Grammar			
Vocabulary			
Listening	10 mins	10 mins	20 mins
Writing	40 mins	40 mins	50 mins

Final Components	Level 4-Duration
Reading	80 mins
Grammar	
Vocabulary	
Listening	20-25 mins
Writing	60 mins

4. Homework (10%)

This assessment tool is used to assess students' autonomous work throughout the module. Homework is assigned on the online Macmillan platform. At the end of each module, students are assessed depending on their results. The results are provided by Macmillan.

Modular Pass Criteria

In order to successfully complete a level (Level 1, 2, 3, 4), students must achieve a final average of 60 or more from all the assessment components while keeping their attendance at minimum 70% throughout a module.

Modular Fail Criteria

In case a student gets less than 60, the student fails the level. It means the student has not met the achievement standards and needs substantial improvement to demonstrate the knowledge and skills needed for success in the future. S/he needs to repeat the same level in order to gain the necessary knowledge and skills specified in the module objectives. S/he needs to show more effort, develop their study skills and use all the support provided by the institution.

If a student misses 30% and more of his/her classes, the student fails his/her level automatically.

Overview of Level-Specific Exams

EXAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Midterm Exam	1	1	1	1
Speaking Exam	1	1	1	1
Final Exam	1	1	1	1

PRIME Direct Progression Pathway Procedure

This program introduces an academic excellence-based progression and exemption pathway for students enrolled in the English Preparatory Program. Students are initially placed into Level 1, Level 2, Level 3, or Level 4 according to their Placement Test and Proficiency Exam results and then follow the progression routes indicated in the chart. Students who demonstrate consistently high academic achievement and meet all eligibility requirements may be exempt from the Proficiency Exam and, depending on their overall module average, from certain compulsory English courses offered in their undergraduate programs.

Module 1	Module 2	Module 3	Module 4	Summer School
Level 1	Level 2	Level 3	Level 4	X
Level 2	Level 3	Level 4	PoP	X
Level 3	Level 4	x	x	x
Level 4	PoP	X	X	X
X	Level 1	Level 2	Level 3	Level 4
X	Level 2	Level 3	Level 4	X
X	Level 3	Level 4	PoP	X
X	X	Level 3	Level 4	X
X	X	Level 4	PoP	X

Academic Excellence-Based Exemption Scheme

- The scheme will be implemented starting from the **2026–2027 academic year**.
- When students first register for the English Preparatory Program, they take the **Placement Test and Proficiency Exam**.
- Based on their Placement Test and Proficiency Exam results, students may be placed directly into **Level 1, Level 2, Level 3, or Level 4**.
- Therefore, not all students necessarily begin the program at Level 1.
- The progression chart has been designed to show the possible academic pathways for students according to their initial placement level and the module in which they begin their studies.
- Students progress through the levels shown in the chart by successfully completing the relevant level requirements.

- Under normal progression, students who successfully complete **Level 4** take the **Proficiency Exam** before beginning their undergraduate programs.
- Under the new scheme, students whose overall average across all completed modules is at least **80** may be exempt from the Proficiency Exam.
- To qualify for the scheme, students must complete at least **two modules** in the English Preparatory Program.
- A student's grade in any individual module must not be lower than **75**.
- Students who fail any module academically are not eligible for the scheme.
- Students who fail any module because of absenteeism are not eligible for the scheme.
- Students who attend the **PoP Program** must obtain a PoP average of at least **60**.
- Students with an overall module average **80 and above** are exempt from the **Proficiency Exam**.
- Students with an overall module average between **85 and 89** are exempt from the **Proficiency Exam** and **ENG103 – Advanced English I**.
- Students with an overall module average of **90 or above** are exempt from the **Proficiency Exam**, **ENG103 – Advanced English I** and **ENG104 – Advanced English II** when they begin their undergraduate programs.
- The same score requirements and exemption thresholds also apply to students enrolled in the English Language and Literature undergraduate program.

Summer School

- **Summer School is optional and subject to an additional fee.**
- Participation in Summer School is not compulsory.
- Students may attend Summer School only if they complete the required registration and payment procedures.
- A Summer School class for a particular level is opened only when at least **five students** register for that level.

- If fewer than five students register for a particular level, the relevant Summer School class will not be opened.
- The Summer School pathways shown in the progression chart apply only to students who voluntarily register and meet the conditions for class formation.

Example of an Eligible Student

Student X successfully completes:

- **Level 1 in Module 1: 87**
- **Level 2 in Module 2: 83**
- **Level 3 in Module 3: 81**
- **Level 4 in Module 4: 92**

The student's overall module average is calculated as follows:

$$(87 + 83 + 81 + 92) \div 4 = 85.75$$

Student X meets the eligibility requirements because the student:

- has completed at least two modules;
- has achieved an overall module average of at least 80;
- has not received a grade below 75 in any module;
- has successfully completed all four levels;
- has not failed any module academically or because of absenteeism.

Since the student's overall module average is **85.75**, Student X is exempt from:

- the **Proficiency Exam**; and
- **ENG103 – Advanced English I.**

Student X is not exempt from **ENG104 – Advanced English II**, as exemption from this course requires an overall module average of **90 or above**.

Example of an Ineligible Student

Student Y successfully completes all four levels:

- **Level 1 in Module 1: 75**
- **Level 2 in Module 2: 76**
- **Level 3 in Module 3: 78**
- **Level 4 in Module 4: 79**

The student's overall module average is calculated as follows:

$$(75 + 76 + 78 + 79) \div 4 = 77$$

Student Y:

- has completed at least two modules;
- has successfully completed all four levels;
- has not received a grade below 75 in any module;
- has not failed any module academically or because of absenteeism.

However, the student's overall module average is **77**, which is below the minimum required average of **80**.

Therefore, Student Y is **not eligible** for the Academic Excellence-Based Exemption Scheme and must take the **Proficiency Exam**.

Achievement Scale

Level 1 – Elementary – by the end of each course, students will be able to:

Structure

Accurately use basic vocabulary and grammatical structures to describe themselves and familiar topics in both spoken and written communication.

Demonstrate control of simple tenses, articles, pronouns, modals, and comparative forms to express basic ideas and relationships effectively.

Reading & Writing

Read short, simple texts of 500-600 words and identify details, and specific information using basic reading strategies such as scanning, skimming.

Write short, clear, and coherent texts (100–120 words) describing people, places, and events using simple sentence structures, appropriate linkers, and correct mechanics such as spelling and punctuation.

Listening & Speaking

Understand the main ideas and key details of short, slow-paced spoken texts (2–4 minutes) on familiar topics.

Engage in simple conversations by asking and answering questions, giving descriptions, and exchanging personal information clearly for 2–4 minutes using basic expressions and phrases.

Level 2 – Pre-Intermediate – by the end of each course, students will be able to:

Structure:

Use topic-based grammatical patterns to express ideas about familiar topics in the past, present, and future.

Apply pre-intermediate structures such as modals, perfect tenses, and simple conditionals accurately in spoken and written contexts.

Reading & Writing:

Identify main ideas and locate specific information in semi-authentic reading texts (600 to 700 words) through skimming and scanning.

Infer the meaning of unfamiliar words from context and interpret the writer's purpose.

Write clear and coherent paragraphs of 120–150 words including topic, supporting, and concluding sentences, using correct grammar, vocabulary, and cohesive devices.

Listening & Speaking:

Identify the main ideas and details in short monologues and dialogues on familiar topics (3 to 5 minutes). Express personal views and opinions using appropriate structures and vocabulary (5 to 6 minutes). Participate in short conversations, ask and answer questions, and take notes while listening to short recorded materials.

Level 3 – Intermediate – by the end of each course, students will be able to:

Structure:

Demonstrate accurate use of intermediate grammar structures (e.g. narrative tenses, future forms, passive voice, conditionals, articles and quantifiers, comparative and superlative adjectives) in both spoken and written communication.

Expand topic-based vocabulary and apply it appropriately with attention to meaning and contextual nuances.

Reading & Writing:

Employ effective reading strategies (e.g., skimming, scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar vocabulary through the given context, finding referents) to engage with intermediate level texts (700 – 800 words) efficiently.

Plan and write structured agree/disagree essays (200–300 words), developing coherent arguments, and using appropriate linking devices.

Listening & Speaking:

Comprehend main ideas and supporting details in spoken texts (short lectures) through active listening and note-taking (3 to 4 minutes long).

Answer questions while listening to a recorded dialogue (2 to 3 minutes long).

Engage in spoken interactions by asking and answering questions confidently on familiar, everyday topics.

Express organized opinions in response to the questions asked and use topic-based vocabulary and expressions.

Level 4 – Upper-Intermediate – by the end of each course, students will be able to:

Structure:

Use a range of upper-intermediate grammatical structures (e.g., perfect tenses, conditionals, modals, passive voice, reported speech, and relative clauses) accurately in both spoken and written contexts to express complex ideas and relationships between them.

Reading & Writing

Analyze upper-intermediate texts (800–850 words) to identify main ideas, supporting details, and the author’s purpose.

Infer the meanings of unfamiliar words from context and interpret the writer’s stance.

Write coherent and well-organized argumentative essays of 300–350 words with clear introductions, body paragraphs, and conclusions.

Use appropriate cohesive devices, punctuation, and a wide range of vocabulary to support a position and address opposing views.

Listening & Speaking

Understand the main ideas, supporting details, and implied meanings in short lectures and dialogues on familiar and theme-related topics (4–5 minutes).

Apply listening strategies such as predicting and note-taking to capture essential information.

Express and justify personal opinions clearly and coherently within 4–5 minutes using accurate grammatical structures and precise vocabulary.

Participate in discussions, respond to familiar and theme-related questions, and deliver short monologues based on prepared notes.

PoP – Proficiency Oriented Preparation – by the end of each course, students will be able to:

Structure:

Use a range of upper-intermediate grammatical structures with increasing accuracy and control in both speech and writing. Apply these structures to clarify ideas and improve precision in proficiency-style tasks.

Reading:

Analyze proficiency-style texts (650–800 words) to identify main ideas, supporting details, organizational patterns, and the author’s purpose. Infer unfamiliar vocabulary from context and interpret tone or stance at a focused, exam-preparation level. Apply skimming/scanning under timed conditions.

Writing:

Produce organized paragraphs and short essays (250–300 words) presenting a clear main idea supported with logical points. Use appropriate cohesive devices, punctuation, and a developing range of B2 vocabulary. Introduce basic counter-arguments when relevant and revise writing for clarity before proficiency tasks.

Listening:

Understand main ideas, key details, and implied meanings in short academic talks and dialogues (3–4 minutes). Use predicting, note-taking, and signposting cues to capture essential information for proficiency-style listening tasks.

Speaking:

Express and justify opinions clearly and coherently in 2–3 minutes using accurate structures and increasingly precise vocabulary. Participate in short discussions, answer theme-related questions, and deliver brief monologues based on guided or prepared notes, demonstrating improved fluency and confidence for proficiency.

Grading Scale for Levels

Grade Range	Descriptor
0–59 Unsuccessful	Indicates insufficient acquisition of the level objectives. Understanding is limited, and most learning goals are not fully met. Students in this range demonstrate notable gaps in the knowledge and skills required at the level.
60–79 Successful	Indicates sufficient to good acquisition of the level objectives. Students demonstrate a

	generally sound understanding, with many learning goals fully met, though some gaps may still remain.
80-100 Highly Successful	Indicates a high level of understanding and mastery of the level objectives. Students demonstrate comprehensive and consistent achievement, with almost all learning goals fully met.

Grading Scale for Proficiency

Score	Grade Level	Performance Descriptor	Achievement Interpretation
80-100	Highly Successful	Demonstrates excellent understanding of concepts. Communicates ideas clearly and effectively. Work is well-organized, accurate, and shows high-level skills Requires minimal guidance or correction.	Outstanding achievement; exceeds expectations and demonstrates strong mastery of the subject.
60-79	Successful	Demonstrates satisfactory understanding of concepts. Communicates ideas adequately, with some clarity. Work is generally organized, with minor errors or gaps.	Adequate achievement; meets expected learning outcomes with satisfactory performance.

		May require occasional guidance or correction.	
0-59	Unsuccessful	Demonstrates limited or insufficient understanding of concepts. Struggles to communicate ideas clearly. Work is poorly organized and contains significant errors Requires substantial guidance and support to improve.	Below expected achievement; does not meet learning outcomes and requires improvement.

PART 6: STUDENT AFFAIRS

Student Affairs

At Fenerbahçe University Foreign Languages Department, student affairs are managed through a structured and supportive framework to ensure that learners receive both academic and administrative guidance throughout their preparatory year.

The main instructor is the first point of contact for each student. Main instructors closely monitor students' attendance, engagement, and academic performance, offering timely feedback and support. Each main instructor reports to a level coordinator, who also holds overall responsibility for the students at that specific level. Students are encouraged to consult their level coordinators regarding academic challenges, performance concerns, or support needs.

In addition to academic support, the department also provides administrative assistance through the Foreign Languages Department secretary. The secretary helps students with procedures related to make-up exams, exam objections, and other minor administrative requests. For such cases, students are expected to submit formal petitions or relevant forms.

Students are expected to follow the website and social media accounts of FBU Foreign Languages Department to stay tuned.

For broader or formal complaints not directly related to academic performance or attendance, students are advised to follow the official Complaint Procedure, which outlines the necessary steps for submitting and resolving institutional concerns.

Finally, Deputy Heads of the department play an active role in student affairs, particularly in handling administrative issues and ensuring that students' non-academic needs are addressed appropriately and efficiently.

This comprehensive structure ensures that students have access to clear academic guidance, administrative transparency, and procedural fairness throughout their language education.

English Preparatory Program Student Orientation

At the beginning of each academic year, the Foreign Languages Department at Fenerbahçe University organizes a series of orientation sessions designed to support English Preparatory Program students—both local and international—in their transition to university life.

A department-wide orientation is conducted by the Foreign Languages Department administration, providing students with essential information about the academic calendar, course structure, attendance policies, assessment procedures, and student responsibilities. Additionally, a special orientation session is held with the participation of external educational consultants to introduce students to the use of Macmillan Language Hub coursebooks, digital platforms, and online registration processes.

To further assist international students, multilingual orientation sessions are conducted by various international instructors within the department. These sessions are tailored to help students adjust to life in Turkey and Istanbul, covering topics such as cultural adaptation, navigating the city, and understanding university expectations and resources.

All orientation programs are announced through multiple channels, including the Foreign Languages Department's official website, social media accounts, and automated emails sent directly to students prior to the start of the academic year. This multi-platform communication ensures that students are well-informed and prepared from day one.

In addition to the department-specific sessions, all international students are also invited to attend the annual university-wide International Student Orientation organized by Fenerbahçe University's Department of International Relations. This broader program provides institutional-level guidance and promotes engagement across departments.

These comprehensive orientation efforts aim to foster a smooth and informed start for all students, encouraging academic success and social integration from the very beginning of their university journey.

Attendance Policy

Mandatory Attendance Requirement: Students must attend at least 70% of the scheduled classes.

Failure Due to Excessive Absences: If a student misses more than 30% of the classes, they will fail the course and must repeat the level. Health reports are included in this absence calculation, and students are marked absent on sick days.

Medical Reports

Only officially approved medical reports are accepted for the purpose of make-up exams. Medical documentation does not exempt students from attendance requirements, except in the case of the death of a first-degree relative, in which students are granted a three-day exemption from attendance.

Make-up Exams

In order to be eligible for a make-up exam, students must submit a valid medical report or an official letter approved by Fenerbahçe University within three (3) working days following the missed exam. Upon approval, the student is granted permission to take the make-up exam by the Level Coordinator.

In the case of final exams, students are only eligible for a make-up exam if their overall average score is 30 or above. If a student's average is below 30, they are not permitted to sit the make-up final exam.

Cheating Policy

To ensure the proper implementation and monitoring of the Cheating Incidents Policy, the following procedures must be followed and documented after each academic dishonesty case is reviewed:

Attempted Cheating during an Examination:

If a student attempts to cheat by looking around, turning around, talking, or engaging in similar behaviour, the instructor will first issue an oral warning.

If the behaviour continues, the student's seat will be changed.

If the attempt persists, the student will be dismissed from the examination. The instructor must complete the FBU Student Incident Report, clearly describing the incident, and write "Cheated"

on the student's examination paper. The student's examination grade will be recorded as "-2" in the Student Information System (OBS).

Following the documentation of the incident, the case may be referred to the relevant faculty in which the student is or will be enrolled. Any further disciplinary action or sanction will be determined by the relevant faculty in accordance with its disciplinary procedures and institutional regulations.

Direct Cheating during an Examination

If a student is caught using a mobile phone or another electronic device, or is found in possession of lesson notes, books, or any other unauthorized materials during the examination, no prior warning will be given.

The student will be immediately dismissed from the examination. The instructor must complete the FBU Student Incident Report, clearly describing the incident, and write "Cheated" on the student's examination paper. The student's examination grade will be recorded as "-2" in OBS.

Following the documentation of the incident, the case will be referred to the relevant faculty in which the student is or will be enrolled. Any disciplinary action or sanction will be determined by the relevant faculty in accordance with its disciplinary procedures and institutional regulations.

Copyright Policy

The use and distribution of pirated copies of any coursebooks or materials used within the module are strictly prohibited and strongly discouraged. Students are expected to obtain official and licensed versions of all educational resources.

As part of Fenerbahçe University's commitment to ecological responsibility and sustainability, the Foreign Languages Department avoids excessive paper use. Therefore, all supplementary materials and necessary copies are shared with students digitally, rather than in printed form.

This policy not only supports legal and ethical academic practices but also aligns with the university's environmental values.

Student Complaints & Feedback

The Foreign Languages Department is committed to providing high-quality education, guidance, and student services. Students are encouraged to share their feedback, concerns, and complaints through the appropriate communication channels so that their learning experience can be improved.

What is a Formal Complaint?

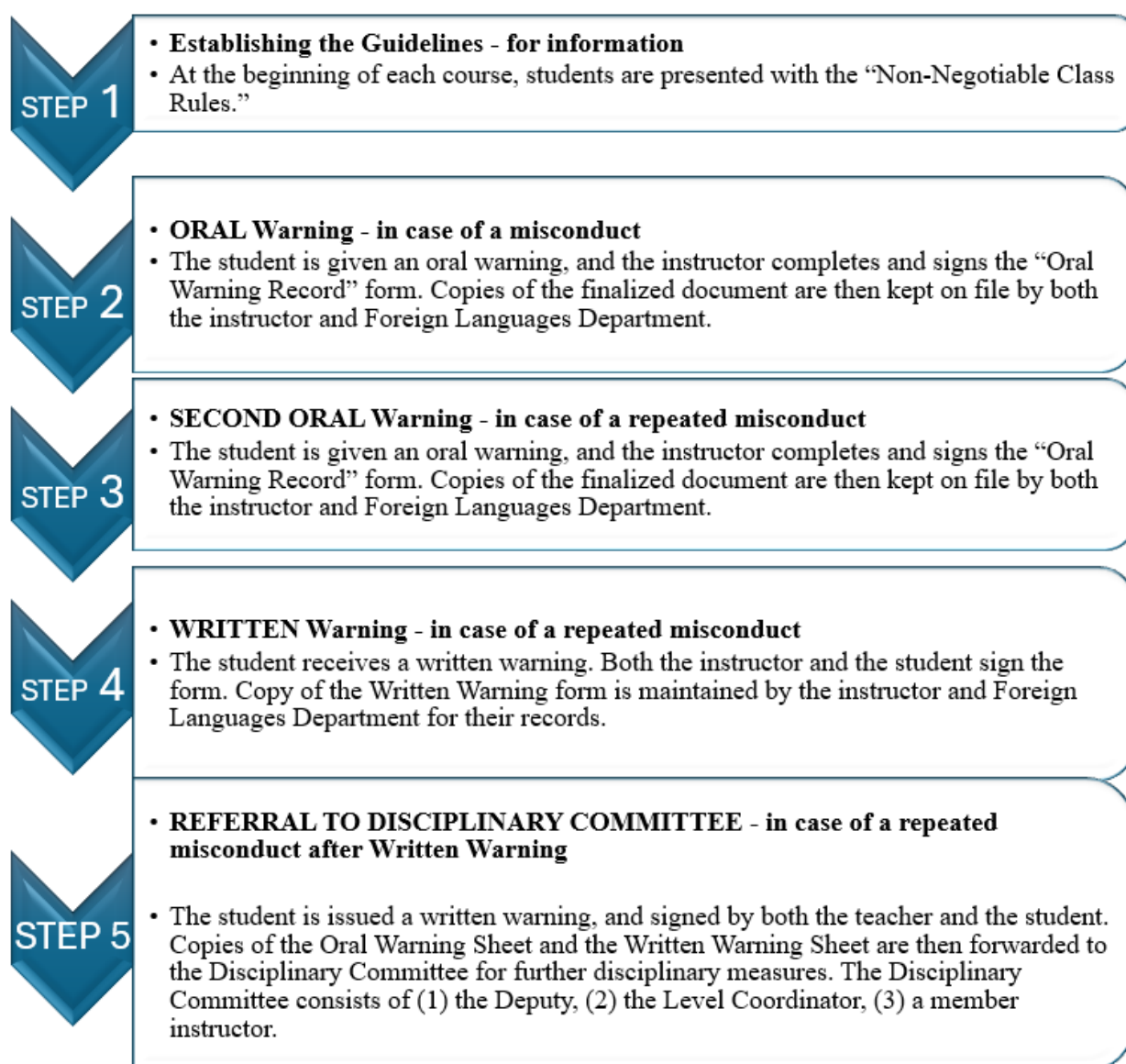
A formal complaint is a written and signed statement of dissatisfaction submitted by a student regarding a decision, policy, procedure, service, action, or practice related to the Foreign Languages Department or relevant university services.

A complaint may be considered formal when the student believes that an issue is unfair, improper, unresolved, or inconsistent with the department's or university's established procedures, academic standards, service standards, or student rights.

Access to the Student Complaint Procedure and Form

Students can access the Student Complaint Procedure and the Student Complaint Form under the **Forms** section on the Foreign Languages Department website. The Student Complaint Procedure is also available in this handbook.

Students' Disciplinary Procedures Diagram



Students Representatives' Meetings

In each module, Student Representatives' Meetings are held at a suitable time with the participation of class representatives from each level, the respective Level Coordinator, and the Deputy Heads. These meetings provide a structured platform for discussing topics related to general English learning, university life, and any other issues relevant to the students' academic and social experience.

During the meetings, student representatives are encouraged to share feedback, concerns, and suggestions on behalf of their classmates. All comments and complaints are officially recorded and later discussed within the Foreign Languages Department administration.

If any of the issues raised are found to be valid and applicable, necessary actions are taken to address them promptly. Once implemented, these improvements or decisions are communicated transparently to all preparatory students to ensure accountability and shared awareness.

These meetings reflect the department's commitment to student engagement, continuous improvement, and responsive governance.

Student Evaluation Surveys

Toward the end of each module, students are asked to complete a Student Evaluation Survey to assess the instructors they have worked with throughout the module. These surveys are made available in five different languages to ensure accessibility for all students, including international learners.

The surveys include questions that evaluate various aspects of instruction, such as teaching effectiveness, use of materials, technology integration, and overall classroom management. Students' feedback is collected anonymously, recorded systematically, and carefully reviewed by the department.

The results of these evaluations are taken seriously and play a vital role in supporting professional development, improving instructional quality, and ensuring the ongoing effectiveness of the Foreign Languages Department's modular system.

APPENDICES

Grade Appeal Procedure

1. Any student who wishes to dispute a grade is required to submit a written appeal to the Secretariat of Foreign Languages Department within three working days of the exam results being announced. The written appeal must specify the level, exam date, class code, and exam section(s), along with a clear explanation as to why the grade is believed to be incorrect. On the day the appeal is submitted, the Secretariat must send a copy of this appeal to the Testing and Assessment Unit/Level Coordinator.

2. Once the Testing and Assessment Unit/Level Coordinator receives the appeal form from the Secretariat, they will re-evaluate the exam paper and then schedule a meeting with the student to inform them of the final grade. If a student misses the meeting, there will definitely be no make-up.

A copy of the official document, the Grade Appeal Form, is available in the Secretariat Office. In order to avoid undue hardship or unfairness, the appeal process shall conform to the following timeline:

Notice of Intention	Within 3 working days of grade announcement
Student–TAU/LCMeetingb (by appointment only)	Within 3 working days after the notice period ends
Notice of Decision	Within 2 working days
Report	Within 7 working days

FBU Grade Appeal Form

Last Name : _____

First Name : _____

Student no : _____

FBU E-mail adress : _____

Level : _____

Class Code : _____

Exam Date : __/__/__

☐ Midterm Exam

☐ Speaking Exam

☐ Final Exam

☐ Placement Test

☐ Proficiency Exam

Please refer to the following grounds for a grade appeal:

Mis-grading of exam ☐

Unfair process in determining the grade ☐

Other (please specify) ☐

Student Signature:

Date:

FBU PREP STUDENT COMPLAINT PROCEDURE

As Foreign Languages Department of Fenerbahçe University, we are committed to providing high-quality education and services to our students. However, in cases where students experience dissatisfaction for any reason, a “Student Complaint Procedure” is applied, outlining the steps to resolve these issues. English Preparatory Program employs both official and unofficial methods to address and resolve complaints.

Students who wish to file a complaint but are unsure of which steps to take can obtain information by contacting the Secretariat of the Foreign Languages Department.

- **Who can initiate the complaint process?**

All students enrolled in Fenerbahçe University English Preparatory Program may initiate these procedures. Complaints submitted anonymously or by third parties are not considered.

- **How do students initiate the complaint process?**

If the unofficial (informal) resolution does not satisfy the student or the complaint cannot be resolved through informal channels, the student may proceed with the official complaint process. The official complaint process begins when the fully completed and signed form is submitted to the Secretariat of the Foreign Languages Department. In order to expedite the processing of the complaint, the form must be filled out legibly. Students are required to submit the form in person.

Official complaints are reviewed and investigated by the FLD Head. During the investigation process, all personnel mentioned in the complaint are notified, and the Department Head holds an official meeting with the student and the relevant personnel.

Once the complaint petition is accepted and a thorough investigation is completed, a decision is made and, if necessary, an appropriate solution is determined. If the complaint is not accepted, the student is informed of the reasons. Generally, a decision is made within two weeks of receiving the official complaint; however, if the investigation exceeds this timeframe, the student will be informed of the cause of the delay and the anticipated date of the decision.

Within two weeks of submitting the official complaint, the outcome of the investigation is provided in writing to the student who lodged the complaint, using a copy of the previously

completed form. Once this process is finalized, the decisions made are deemed definitive; there is no additional appeal mechanism within the English Preparatory Program.

Throughout the investigation, every measure is taken to protect the privacy of both the complaining student and the individual(s) who is/are the subject of the complaint. The details of the complaint may only be shared with the program members responsible for conducting the investigation. The Secretariat of the Foreign Languages Department is responsible for maintaining records of all official complaints and their resolutions; these confidential records are kept in the department head's office.

Procedure Revision

After student complaints are examined and investigated, the measures taken are carefully evaluated and incorporated into the planning process. This procedure is reviewed annually. The next review will be conducted by Fenerbahçe University Foreign Languages Department Unit Quality Commission in February 2027.

FBU PREP STUDENT COMPLAINT FORM

In the event that informal attempts to resolve the issue are unsuccessful, you may file a formal complaint. Once you have completed this form, please sign it and submit it to the Secretariat. (Konu, bireysel yollarla çözülemediği takdirde resmî bir şikâyetle bulunabilirsiniz. Bu formu doldurduktan sonra, lütfen imzalayarak Bölüm Sekreterliğine teslim ediniz.)

Student contact information (Öğrenci iletişim bilgileri):

First name: (Adı)	
Last name: (Soyadı)	
Student number – Class Code: (Öğrenci no – Sınıf no)	
Telephone number: (Telefon)	
University e-mail address: (Üniversite e-postası)	

Please provide a detailed explanation of the reasons for your complaint. If necessary, you may include extra pages. (Lütfen şikâyetinizin gerekçelerini ayrıntılı bir şekilde açıklayınız. Gerekirse ek sayfalar kullanabilirsiniz.)

--

Please outline the measures you have taken to resolve your complaint, including the dates of those actions, and indicate with whom you have discussed your complaint under the Informal Procedure. (Lütfen şikayetinizi çözmek üzere resmi olmayan prosedür kapsamında attığınız adımları, ilgili tarihleriyle birlikte ve şikayetinizi paylaştığınız kişileri belirtiniz.)

--

Please describe the solution or steps you would like to see implemented to address your complaint. (Lütfen şikayetinizin çözümü için gerekli olduğunu düşündüğünüz adım veya önlemleri belirtiniz.)

--

I confirm that the information provided on this form is accurate, that the details of my complaint may be shared with the relevant staff, and that I am prepared to answer any further questions about it if necessary. (Bu formdaki bilgilerin doğru olduğunu, şikayetimin detaylarının ilgili

personelle paylaşılabilirliğini ve gerekirse şikayetime ilişkin soruları yanıtlamaya hazır olduğumu beyan ederim.)

Signature (İmza):

Date (Tarih): __/__/__

You will be contacted within two weeks of the Secretariat receiving your form, and if necessary, a formal meeting with the relevant department officials will be arranged. (Formunuzun Bölüm Sekreterliğine ulaşmasından itibaren iki hafta içinde sizinle iletişime geçilecek ve ihtiyaç halinde ilgili bölüm yetkilileriyle resmi bir toplantı yapılacaktır.)

FOR OFFICE USE ONLY (Bölüm sekreterliği tarafından doldurulacak bölüm)

Name of Department Official: _____

(Yetkilinin adı-soyadı)

Date formal complaint received: _____

(Resmi şikayetin alındığı tarih)

Date of meeting with student: _____

(Öğrenciyle toplantı tarihi)

Action taken / Remedy provided (if any)

(Çözüm için atılan adım)

Signature (İmza):

Date (Tarih): __/__/__

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FREQUENTLY ASKED QUESTIONS

What is the duration of the English Preparatory Program?

The standard duration of the English Preparatory Program is one academic year, with a maximum limit of two academic years. Students who complete the program successfully within the first year move on to their undergraduate studies in the following academic year. Those who do not succeed must continue in the Preparatory Program. Students who are unable to fulfill the program requirements by the end of the second year are subject to academic dismissal from the university.

For students enrolled in departments where English education is optional, participation in the English Preparatory Program is not compulsory. These students transition to their main academic programs at the start of the second academic year, regardless of whether they have successfully completed the Preparatory Program. However, if they wish to continue in the program during their second year, they must submit a formal request to the Directorate of the School of Foreign Languages.

What should I do to qualify for exemption from the English Preparatory Program?

Students who wish to be exempt from the English Preparatory Program must take and pass the placement and proficiency exams administered by the Foreign Languages Department at the beginning of the academic year. Additionally, students may be granted exemption if they submit a valid document showing that they have obtained an acceptable score on an international English proficiency exam—such as TOEFL, Pearson PTE Academic, or Cambridge C1 Advanced (formerly CAE)—recognized by the Senate of Fenerbahçe University. Moreover, undergraduate students who have previously studied in a program conducted entirely in English without taking a semester off, or those who can provide proof of English proficiency from another university's English Preparatory Program in Türkiye within the last three years, may also be eligible for exemption from the English Preparatory Program at Fenerbahçe University.

How can I check my grades and attendance record?

You can access your grades and attendance through the Online Information System (OBS). Attendance records are updated weekly by instructors, and grades are added after exams and assignments are assessed.

What are the consequences if I go over the absence limit?

If your absences exceed the maximum allowed limit, you are automatically considered unsuccessful in the module. This means you will not be able to take the final exam and will need to repeat the module.

What should I do if the information on my transcript (grades or attendance) is missing or wrong?

If you notice any incorrect or incomplete information, contact with your main instructor immediately.

How can I join Social and Club activities?

You can apply for social clubs on OBS.

What steps should I take if I lose a personal item at school?

If you lose a personal belonging on campus, report it to the Security Office. Provide a detailed description of the item to help them locate it more easily.

STUDENT HANDBOOK PREPARATION AND UPDATE PROCEDURE

1. Purpose:

The purpose of this procedure is to outline the preparation, maintenance, and update process of the Student Handbook prepared by the Foreign Languages Department at Fenerbahçe University. This handbook serves as a reference guide for both the department's staff and its students.

2. Scope:

This procedure applies to all processes related to the preparation, revision, and update of the Student Handbook.

3. Responsibility:

The Foreign Languages Department Directorate holds full responsibility for the content, publication, and regular updating of the Student Handbook.

4. Preparation and Update Process:

The preparation of the handbook was initiated during the 2024–2025 academic year and finalized for implementation in the following academic year. The handbook was subsequently reviewed and updated in the summer period of 2026.

Updates are made as needed based on feedback, institutional changes, and quality assurance processes.

5. Review and Update Cycle:

The Student Handbook is reviewed on an annual basis to ensure its accuracy and relevance.

The next scheduled update will take place in the summer period of 2027.



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