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I. FOREWORD FROM THE DIRECTOR

As you know, English is acknowledged as the widespread and common communication language in our globalizing world. In addition, English is accepted as a common and international scientific language. The goal of English Preparatory School is to help students, despite their level, realize their language learning potentials and contribute to their success.

The objective of our Preparatory School Division is to equip students with language skills sufficient to help them follow classes in their Faculties.

Based on the 'one language, one person' motto, our Foreign Languages Division aims to teach our students a second foreign language (German, French, Russian, Greek, and Chinese) other than English that will help them succeed in the world. We organise Turkish courses that will help our students from other countries gain Turkish language skills to survive in daily life. We also offer academic English courses for our students who continue their English-medium faculties after English Preparatory School Division to help them follow courses and succeed in their departments. Finally yet importantly, we offer English courses for our students who continue their Turkish-medium faculties to help them express themselves in English. Additionally, the Turkish Preparatory School, which is under construction, aims to offer Turkish courses for non-Turkish students who will receive Turkish-medium education to help them understand and follow their courses.

In today's world, the most important objective of education is to raise multi-cultural global citizens and individuals who respect and understand all cultures because of this multi-cultural nature; to help individuals receive education and mainstream in the same classroom with students from other nationalities in the globalizing world. In addition, it is aimed to equip students with the language skills required in higher education standards.

II. HISTORY

Foreign Languages and English Preparatory School (FLEPS) continues its existence since the establishment of EMU in 1979. Eastern Mediterranean University (EMU) provided only English-medium education until 1996. Our school, which only functioned as English Preparatory School during its early years, changed its function and took responsibility for new duties based on the global changes and the new vision and mission adopted in EMU. FLEPS has always fulfilled its responsibilities with utmost care and it still does.

Our school, which started as English Preparatory School in its early years, took the name School of Foreign Languages later on and for the past 5 years, continues to fulfil the new duties with the name of Foreign Languages and English Preparatory School (FLEPS).

The name FLEPS reflect two main divisions under our school: English Preparatory School Division (EPS) and Foreign Languages Division (FL). EPS Division provides intensive English education for new students registered to English-medium programs without adequate level of English. FL Division offers advanced English courses for students who successfully complete preparatory school education or are exempted from EPS. Additionally, students studying in Turkish-medium programs are provided English education suitable for their levels, and all EMU students are offered elective foreign language courses such as German, Greek, Russian and French. Our FL Division also offers Turkish courses for students coming from foreign countries. In addition to these, English support courses are provided for Postgraduate students without adequate levels of English. Starting from 2016-2017 Academic Year, Turkish support courses are also offered for students who would like to study in Turkish-medium postgraduate programs.

Our school, continuing intensive work on establishing a language policy and bringing a standard to language education at EMU, has been successfully representing EMU on all language-related platforms through its works and achievements since its establishment. Our school, which started providing education with a few teaching staff and classrooms shared with various departments, is now providing education with its strong academic staff and 3 main buildings in classrooms equipped for quality language education.

III. VISION

EMU-FLEPS, a regional leader in the provision of language learning programmes, aspires to continuously enhance its learning opportunities and programmes to meet the changing needs of its students and stakeholders and co-create learners / graduates ready, willing, and able to communicate in a multicultural world at recognised international standards.

We aspire to continuously enhance our programmes to meet the changing needs of our students and stakeholders through co-creating language learning within;

- **A Community of Learning** – driven by the desire to promote sustainable life-long practices that are both required and useful in the ‘real world.’
- **A Community of Reflection, Self-Assessment and Individual Growth** – engaged by a love of collaboration, communication, and creativity.
- **A Community of Belonging** – grounded on a passion for modern, democratic, multicultural understanding and mutual respect.

IV. MISSION

At EMU-FLEPS, we continuously strive to achieve our VISION by actively breathing life into our motto '**ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW**'. To fulfil its mission, FLEPS:

- ✓ *Prioritises the 'use' of language over 'knowledge of' forms, structures and lexico-grammatical features.*
- ✓ *Draws on student-centred, evidence-based and innovative approaches to language learning and teaching.*
- ✓ *Undertakes to provide students with opportunities to identify their weaknesses and strengths, self-assess and evaluate their own work, and develop meaningful learning goals and study systems.*
- ✓ *Makes meaningful use of EdTech tools in line with the principle of 'Learning FIRST, Technology SECOND'.*
- ✓ *Pays as much attention to professional teacher learning as we do to quality-driven student learning and success.*

V. PRINCIPLES

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as its principles:

- bringing its education system to internationally accredited standards, making its programs aligned to the CEFR for languages, both in English Preparatory School Division where students receive intensive English instruction preparing for their English-medium programs, and Foreign Languages Division where students continue receiving English support and take other foreign languages courses;
- using English as the medium of instruction in both Preparatory School and Foreign Languages Divisions where support is provided for English-medium programs;
- using Turkish as the medium of instruction in Turkish Preparatory School where support is provided for non-Turkish students studying at Turkish-medium programs;
- ensuring a student-centred teaching approach, using the appropriate methodology and instructional technology for this end;
- creating course programs which are flexible taking individual differences into account;
- fostering collaborative learning instead of competitive and individual learning;
- considering the demands of the twenty-first century teaching skills, employing appropriate instructional technologies in all programs to maximise learning;
- addressing relevant cultural and social issues in order to expose students to the target language and its culture more effectively.

VI. EQUAL OPPORTUNITIES POLICY

A. Basic principles

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

B. Religion

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

C. Culture, class and race

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

D. Gender

- As a school, we are aware that there may be gender inequalities in our society which tend to impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- We encourage our students to be aware of the rigid sex stereotypes presented

by, for example, the media. We try to ensure that our resources include non-sexist books and materials which value the achievements of women as well as men.

- We try to ensure that academic staff allocates their time fairly between the sexes, and that all students have opportunities for working with students of both sexes.

E. Sexuality

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

F. Recruitment and selection

- We endorse in full the policy statement of our university's *Equal opportunity in employment*.
- The school's staff development and recruitment and selection policies are based on good equal opportunities practice.
- The university's recruitment policy and procedures are clearly outlined in the web-site, <http://ww1.emu.edu.tr/en/academics/job-opportunities/1237>
- Our school's Equal Opportunities Policy applies for the selection of ICELT candidates and any other professional development course. We clearly announce the procedures for application, screening and selection of candidates for the course.
- Adapted from: <http://www.educationengland.org.uk/articles/pol02equal.html>

VII. ACCREDITATION

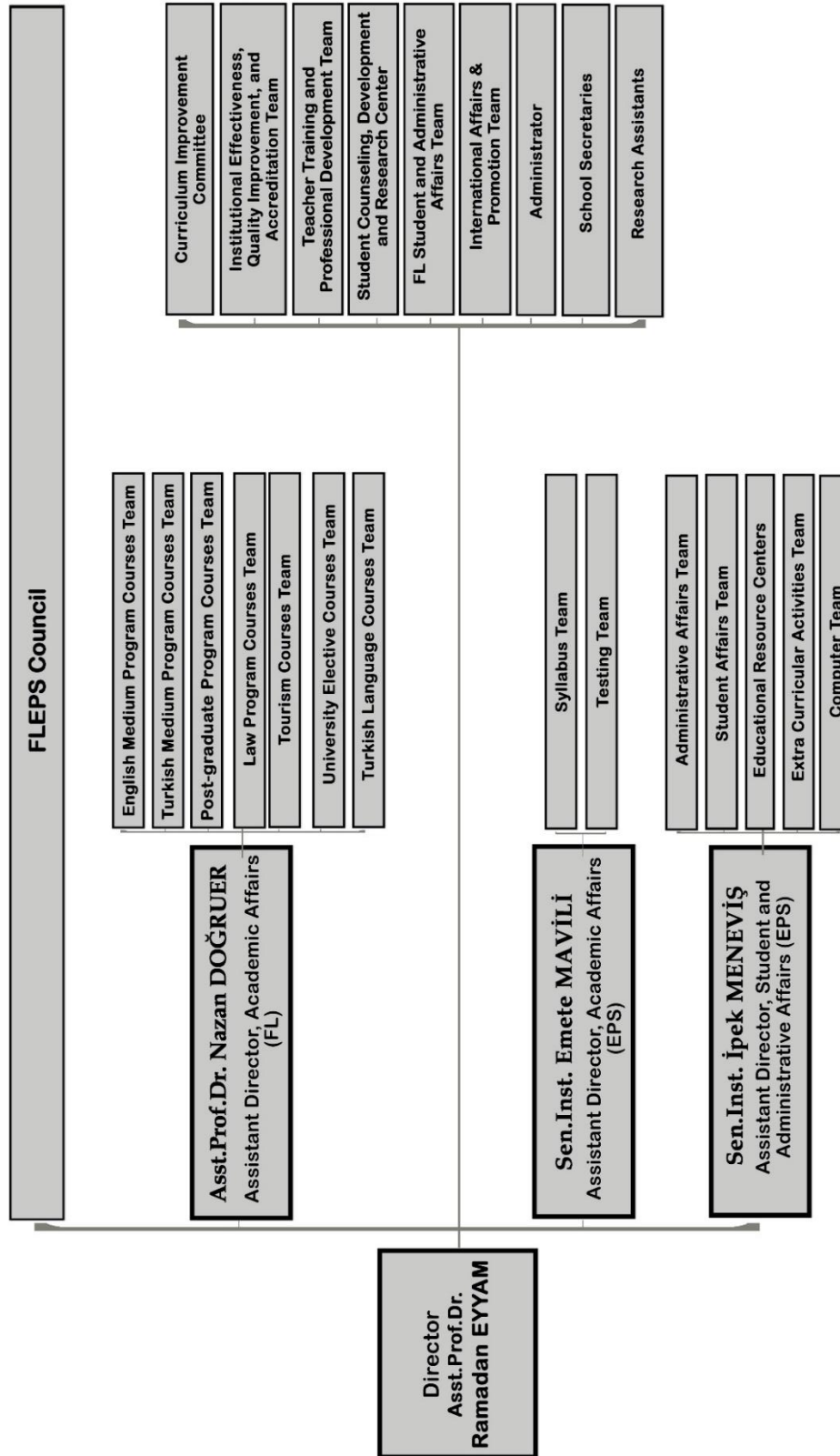
Foreign Languages and English Preparatory School (FLEPS) has been internationally accredited by Pearson Assured for its quality instruction and effective organisation, premises and facilities. Pearson Assured is an accreditation body based in the UK. It evaluates quality processes, and recognises and endorses high quality institutions.

Our school, FLEPS first received accreditation in 2013, after a comprehensive audit and benchmarking by Pearson Assured quality advisors, and verification of our quality processes against international standards. Every year, a quality advisor visits our organisation to conduct a review of our quality management system. We have passed these review visits successfully and are proud to have the accreditation for four years now.

With Pearson Assured accreditation, we have demonstrated that our organisation meets the Pearson Assured quality criteria; we have ensured that each of our learners on our programs receives the same quality of education and training provision by international standards. Thus, the certificates our learners receive by completing their language education at our school will provide extra advantage in their academic and professional careers, since Pearson Assured works with more than ninety percent of the universities in the UK and many organisations and institutions in the US, Europe and Middle East.

VIII. ORGANISATIONAL CHART OF FLEPS

A. Organisational Chart of FLEPS



B. Who is Who

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The list of all people at FLEPS is available in Appendix A.

IX. 2022-2023 ACADEMIC CALENDAR**FALL TERM**

12 - 30	September 2022	Orientation Days For New Students
26	September 2022	English Proficiency Test 1st Stage *
28	September 2022	English Proficiency Test 2nd Stage
29	September 2022	Announcement of English Proficiency Test 2nd Stage Results
03	October 2022	2022 - 2023 Fall Term Classes Commence First Day of Late Registration
08	October 2022	Religious Day (Mawlid Oct.07 night)
10	October 2022	Last Day for Late Registration
11	October 2022	Academic Year Opening Ceremony ***
29	October 2022	TR Republic Day (National Holiday)
31	October 2022	Presentation 1 Outline Submission Deadline (by 19.00)
02	November 2022	UB1 DP Task 1 on time Submission Deadline (by 19.00)
09	November 2022	Presentation 1 Draft Submission Deadline (by 19.00)
09 - 10	November 2022	UB1 DP Task 1 Presentations (Live & Recorded)
10	November 2022	Commemoration of Atatürk UB1 DP Task 1 Presentations on time Submission Deadline (by 19.00)
11	November 2022	Biography Task 1 on time Submission Deadline (by 19.00) for Recording, Draft & Editing
14	November 2022	UB1 Writing Assignments 1&2 on time Submission Deadline (by 19.00)
15	November 2022	TRNC Republic Day (National Holiday)
17 - 18	November 2022	Presentation 1 (Live & Recorded)
18	November 2022	Presentation 1 Submission Deadline (by 19.00)
21 - 25	November 2022	Progress Tests
01 - 02	December 2022	Make-up Exams
07	December 2022	A2 CIP Visit 1 Follow-up Task Submission Deadline (by 19.00)
09	December 2022	UB1 DP Task 2 ENGL Lesson & Departmental Course on time Submission Deadline (by 19.00)
12	December 2022	Self-reflection Task on time Submission Deadline (by 19.00)
15	December 2022	Presentation 2 Outline Submission Deadline (by 19.00)
19	December 2022	Biography Task 2 on time Submission Deadline (by 19.00) for Recording, Draft & Editing
21	December 2022	A2 CIP Visit 2 Follow-up Task Submission Deadline (by 19.00)
22 - 23	December 2022	UB1 DP Task 3 Reflection Presentation (Live & Recorded)
23	December 2022	UB1 DP Task 3 Reflection Presentation on time Submission Deadline (by 19.00)
25	December 2022	Christmas Day **
30	December 2022	Last Day for Applying to Get Leave of Absence
01	January 2023	New Year's Day
03	January 2023	MEC Deadline (by 23.59) UB1 MEC Deadline (by 23.59)
04	January 2023	Charity Bazaar
05	January 2023	Presentation 2 Draft Submission Deadline (by 19.00)
06	January 2023	UB1 Writing Assignments 3&4 on time Submission Deadline (by 19.00)
09	January 2023	Biography Task 3 on time Submission Deadline (by 19.00) for Recording, Draft & Editing UB1 Portfolio Process Feedback Form on time Submission Deadline (by 19.00)

10	January 2023	Portfolio Submission Deadline (by 19.00) – all portfolio tasks close UB1 Portfolio Process Deadline (by 19.00)
11 - 12	January 2023	Presentation 2 (Live & Recorded) UB1 End-of-semester Presentations (Live & Recorded)
12	January 2023	Presentation 2 Submission Deadline (by 19.00) UB1 End-of-semester Presentations Submission Deadline (by 19.00) Last Day of Classes
16 - 20	January 2023	Final Exams
25	January 2023	Online Course Registration for Spring Term 2022 - 2023 Commences
26	January 2023	Make-up Exams English Proficiency Test 1st Stage (Post-graduate Students only)
27	January 2023	English Proficiency Test 2nd Stage
30	January 2023	English Proficiency Test Grading Last Day for the Submission of Grades to the Registrar
08	February 2023	Fall Term Associate / Undergraduate Graduation Ceremony
SPRING TERM		
13 - 18	February 2023	Orientation Days for New Students
16	February 2023	English Proficiency Test 1st Stage *
17	February 2023	English Proficiency Test 2nd Stage
19	February 2023	Last Day for Online Course Registration
20	February 2023	English Proficiency Test - Grading
21	February 2023	Announcement of English Proficiency Test 2nd Stage Results
23	February 2023	2022 - 2023 Spring Term Classes Commence First Day of Late Registration
03	March 2023	Last Day for Late Registration
20	March 2023	Presentation 1 Outline Submission Deadline (by 19.00)
05	April 2023	Presentation 1 Draft Submission Deadline (by 19.00) UB1 DP Task 1 on time Submission Deadline (by 19.00)
12 - 13	April 2023	UB1 DP Task 1 Presentations (Live & Recorded)
13	April 2023	UB1 DP Task 1 Presentations on time Submission Deadline (by 19.00) UB1 DP Task 1 Presentations (Live & Recorded)
14	April 2023	Biography Task 1 on time Submission Deadline (by 19.00) for Recording, Draft & Editing
17	April 2023	UB1 Writing Assignments 1&2 on time Submission Deadline (by 19.00)
17 - 18	April 2023	Presentation 1 (Live & Recorded)
18	April 2023	Presentation 1 Submission Deadline (by 19.00)
19	April 2023	A2 CIP Visit 1 Follow-up Task Submission Deadline (by 19.00)
20	April 2023	Ramadan Bairam Eve
21 - 23	April 2023	Ramadan Bairam
23	April 2023	National Sovereignty & Children's Day
24 - 28	April 2023	Progress Tests
01	May 2023	Workers' and Spring Day
04 - 05	May 2023	Make-up Exams
10	May 2023	A2 CIP Visit 2 Follow-up Task Submission Deadline (by 19.00)
12	May 2023	UB1 DP Task 2 ENGL Lesson & Departmental Course on time Submission Deadline (by 19.00)
15	May 2023	Self-reflection Task on time Submission Deadline (by 19.00)
16	May 2023	Biography Task 2 on time Submission Deadline (by 19.00) for Recording, Draft & Editing

17 - 20	May 2023	Spring Festival
19	May 2023	Atatürk Commemoration, Youth and Sports Day
22	May 2023	Presentation 2 Outline Submission Deadline (by 19.00)
24	May 2023	Charity Bazaar
25 - 26	May 2023	UB1 DP Task 3 Reflection Presentation (Live & Recorded)
26	May 2023	UB1 DP Task 3 Reflection Presentation on time Submission Deadline (by 19.00) Last Day for Applying to Get Leave of Absence
30	May 2023	MEC Deadline (by 23.59) UB1 MEC Deadline (by 23.59)
31	May 2023	Presentation 2 Draft Submission Deadline (by 19.00)
02	June 2023	UB1 Writing Assignments 3&4 on time Submission Deadline (by 19.00)
05	June 2023	Biography Task 3 on time Submission Deadline (by 19.00) for Recording, Draft & Editing UB1 Portfolio Process Feedback Form on time Submission Deadline (by 19.00)
06	June 2023	Portfolio Submission Deadline (by 19.00) – all portfolio tasks close UB1 Portfolio Process Deadline (by 19.00)
07 - 08	June 2023	Presentation 2 (Live & Recorded) UB1 End-of-semester Presentations (Live & Recorded)
08	June 2023	Presentation 2 Submission Deadline (by 19.00) UB1 End-of-semester Presentations Submission Deadline (by 19.00) Last Day of Classes
12 - 16	June 2023	Final Exams
22	June 2023	Make-up Exams English Proficiency Test 1st Stage (Post-graduate Students only)
23	June 2023	English Proficiency Test 2nd Stage
26	June 2023	English Proficiency Test Grading
27	June 2023	Kurban Bairam Eve
28 - 01	June/July 2023	Kurban Bairam
03	July 2023	Last Day for the Submission of Grades to the Registrar
05	July 2023	Make-up English Proficiency Test 1st Stage (Post-graduate Students only)
06	July 2023	Make-up English Proficiency Test 2nd Stage
07	July 2023	Make-up English Proficiency Test Grading
12	July 2023	Spring Term Associate / Undergraduate Graduation Ceremony
SUMMER TERM		
20	July 2023	Peace and Freedom Day
23	July 2023	Last Day for Summer Term Online Course Registration
26	July 2023	Summer Term Classes Commence First Day of Late Registration
01	August 2023	National Holiday
02	August 2023	Last Day for Late Registration
30	August 2023	Victory Day
01	September 2023	Last Day of Classes
04 - 07	September 2023	Summer Term Final Examinations
11	September 2023	Last Day for the Submission of Summer Term Grades to the Registrar

* Those who are successful in the 1st Stage Exam, must take the 2nd Stage Exam.

** Attendance will not be taken in classes and no exams will be administered.

*** The date may change depending on the program of the invited speaker.

X. STAFF DEVELOPMENT

A. Effective Teaching

In line with our educational philosophy, and the vision and mission, the primary goal of FLEPS is to develop and maintain a quality-learning atmosphere in which the general and academic learning needs of all learners are catered for regardless of their learning profile, and educational and cultural background. Therefore, FLEPS devotes all its staff, resources and activities towards this goal. Our effective teaching policy follows the principles stated in the mission of our school, which highlights the following major policy items:

- bring our instructional quality to international standards and obtain recognition by an international accreditation;
- keep up-to-date with the latest educational programs and approaches in a fast developing world;
- provide instruction in all the foreign languages we offer in alignment with the Common European Framework of References (CEFR);
- apply needs analysis and program evaluation on a regular basis to revise and improve instructional programs;
- keep a learner-centred approach to instruction aligned with curricular goals which value assessment based on performance and product;
- provide students opportunities for extracurricular activities in which they apply and transfer the language skills they have acquired in class;
- integrate educational technology into instruction and provide resources and facilities for students for technology aided learning;
- encourage students to take responsibility and autonomy in their language learning and offer feedback and guidance as part of scaffolding
- provide students means and opportunities to encourage them to get involved in academic and social activities where they can improve language, academic and social skills.

Following our educational philosophy and mission, we expect all FLEPS academic staff to teach effectively, to carry out their teaching-related and other non-teaching-related duties, and to show positive conduct and manners towards their students, colleagues and their work. We believe this promotes a healthy and stimulating working environment, as well as contributing to improving our students' learning.

We are aware of the fact that school improvement is only possible through individual and professional growth. Therefore as FLEPS we are committed to providing the necessary support and guidance to help each member of staff to develop further and thus reach their full potential. Below are the details of the procedures for staff development to ensure and maintain effective teaching throughout the school.

B. Professional Development

1. Internal and External PD activities

We believe that Professional Development (PD) is essential to maintain our effective teaching standards. As part of our planning for addressing the *professional development* (PD) needs of our academic staff, we send all teaching staff a questionnaire (See Appendix C). This brief survey is based on *Teacher Development Framework* (TDFRAM, a document fully aligned with the European Union effective teaching standards) and asks teachers for a self-evaluation of their teaching and professional skills. In the questionnaire there are five main areas and a number of sub-areas for each main area. Our colleagues are asked to read these and decide whether they think they are **novice** (*Development Phase 1*), **aware** (*Development Phase 2*), or **expert** (*Development Phase 3*) practitioners in each of these (sub) areas. We also send our colleagues a copy of the TDFRAM guiding document. In this document they can find detailed descriptions of each of the five main areas and their sub-areas. They can refer to this document if necessary for their self-assessment while deciding where they are in each area.

The second page in the attached questionnaire gives teachers a brief overview of each of the *Development Phases* (DPs). In this page they will also see a sample self-assessment. After their self-assessment of each skill, our colleagues may also state whether they are willing to receive training in any of the areas where they feel they need development, or offer training to other colleagues in areas they feel they have expert knowledge.

We plan our training events and activities based on our colleagues' responses to the questionnaire. For the areas where our colleagues seek further development, we arrange training activities (e.g., by inviting experts in the field, or sending our colleagues to training seminars, workshops and conferences). We also arrange internal training events where any volunteering members (who stated so in the questionnaire) are welcome to share their knowledge and expertise with their colleagues. In such cases where we would need contribution from our colleagues to internal training activities, who stated willingness to offer support to others, we make an announcement and call for contributors.

2. Induction for New Staff

The induction program for the newly recruited full/part-time staff comprises the following components with an aim to monitor their performance and progress for a smooth adaptation process into our instructional system:

Classroom Observations: There are two arranged, scheduled observations. These observations are documented (lesson plan, self-reflection form & mentor's feedback), and are in the form of a full-observation cycle (pre/while/post).

Video Recording: The teachers in the induction program are asked to do a self/peer recording of one of their lessons and do a self-reflection on the recorded lesson, using a self-reflection form.

Peer-Observation: There is one, arranged peer-observation, and it needs to be

- completed after the first observation with the mentor;
- focused; based on classroom observations, personal targets; and
- documented (by filling in a peer-observation form).

Teacher Portfolios: Each teacher in the induction program keeps a portfolio with the following documents and filled-in forms:

- CV
- Classroom observations
- Video recording
- Peer-observation
- Reflections on any recent teacher development events
- End of semester report-based on their experience at FLEPS, the course(s) they have been teaching and on the mentoring programme.

Each teacher who is involved in the induction program is assigned a tutor. The tutors are responsible for monitoring performance in the above stages and provide support as and when necessary.

3. Formal Qualifications

Cambridge Teaching Qualifications (TQs)

FLEPS has been one of the Cambridge English Language Assessment and Authorised Teaching Qualification Centres. Among the courses run were CELTA (Certificate in English Language Teaching to Adults) – a pre-service teacher training course for new instructors; ICELT (In-Service Certificate in English Language Teaching) – the qualification for inexperienced EFL teachers who want to improve their English language teaching skills, knowledge and confidence; and DELTA (Diploma in English Language Teaching to Adults) – an in-service teacher training course for more experienced instructors. Instructors who complete these courses receive an internationally-recognized UCLES (University of Cambridge Local Examinations Syndicate) certificate or diploma.

After the last ICELT course run in 2007, we have re-applied to turn our standby status into active, and our application has been accepted. We are planning to run ICELT courses as of 2018 Spring Semester. We also invest in training of our PD Team Members, i.e. our tutors, to obtain qualification for offering CELTA and DELTA courses as well. To this aim, we have signed an agreement with the NILE training institute in the UK and started training in the 2016-2017 academic year. For further details of these courses, please contact the Assistant Director for Teacher Training and Professional Development.

MA/PhD in ELT and MEd/PhD Educational Sciences

For our academic staff who are interested in developing their knowledge and skills through a Master's or PhD programme to play a fundamental role in school management, curriculum management and staff development, as well as to develop their practical teaching skills to a higher level they can enrol in our university's Faculty of Education graduate degree programmes, offered as part-time.

FLEPS may also support instructors to take part in external courses and degree programmes, e.g., enrolment in a local university's MA in ELT, or a programme at a university abroad.

Regarding the conditions for application and commitment requirements for these Master's and PhD programmes, please contact the Assistant Director for Teacher Training and Professional Development.

4. Research Procedures and Support for Conference Attendance

FLEPS encourages its academic staff to do research and attend conferences and does its best to provide financial support to those who will present research findings at conferences.

The responsible body concerning research related activities is the Research Advisory Board. The Research Advisory Board and the Research Support Office aims to promote research by granting publication awards for scholarly articles published in indexed journals as well as support for attending scientific conferences, and provides support for research activities. Details regarding all research related procedures can be found at <http://research.emu.edu.tr/>.

C. Instructor Appraisal

The appraisal process is in alignment with the university's by-law. According to the rules and regulations as stated in the by-law, teacher appraisal takes into consideration the academic performance of its teaching staff based on their

- academic research and publication activities,
- teaching and professional development, and
- service to university and society.

Performance appraisal is conducted at the end of each academic year and the teaching staff members are asked to write a brief report with details of their performance in regards to the three main categories stated above.

XI. FLEPS EDUCATION SYSTEM

A. FLEPS Educational Philosophy

At EMU-FLEPS, we have always believed that the most critical element of a school's philosophy of education is how it impacts the behaviours, decision-making and actions of the teaching team within the institution. **What our teachers know, what they do with their students** (with what they know – and learn continuously), and **how they approach continually improving what they do in the classroom is critical to this.**

Our experience and research over the years have repeatedly demonstrated that the **'best practice' we support and encourage in all our staff** should be grounded on the following beliefs and practices in the classroom:

- Teachers who **exhibit a passionate, positive and enthusiastic approach** to learning and teaching are better able to create the type of **classroom climate that promotes students' motivational levels.**
- These teachers typically recognise that **genuine interest in the lives and learning of students, an authentic sociocultural awareness of and acceptance of their own and students' cultural identities, and credibility in the eyes of students** makes all the difference in levels of **student motivation, learning gains and success.**
- **Student motivation in language learning is driven by the quality of the relationship with the teacher,** how and how often they are given opportunities to engage their natural curiosity, and the extent to which they are **empowered to use their 'voice(s)' and make their own 'choice(s)'**.
- Effective language learning requires teachers to **take a learning- and learner-centred teaching approach,** using appropriate methodologies / approaches and instructional technologies for this end.
- Good teaching frequently **allows students 'to learn by doing', reflection and self-assessment and effective teachers can** balance this with **structured, spiral practice.**
- Highly effective teaching is typically characterised by **promoting a 'questioning culture in the classroom', a focus on building learner autonomy over time, and emphasising not only 'what students learn' and 'how students learn'.**
- Meaningfully **combining language and mediation skills development** with pedagogic tasks and activities requiring higher-order thinking skills is a typical ability exhibited by highly effective instructors.
- Exemplary teaching occurs when **teachers encourage students to think about local, national, and international issues,** address relevant cultural

and social issues to expose students to the target language and **respect the cultural backgrounds of students and their traditions.**

- Higher level teaching practice provides students with **opportunities to make guesses, learn from errors made, co-create meaning with peers** and build their own solutions or responses to challenges and pedagogic tasks - rather than simply 'find the correct answer'.
- Respectful and caring expert instructors recognise that **upholding the FLEPS policy of using the target language as the medium of instruction** within the classroom and medium of communication outside the classroom (whenever possible) **supports our goal of co-creating a community of learning that lasts and belonging across EMU.**

When combined with **our beliefs about learning** and **student success**, these types of teacher behaviour and action, our educational philosophy come into sharper focus.

We further believe:

- Students of all ages need to learn English language, communication and mediation skills **to fully participate in today's increasingly global and complex world.**
- Language learning is **a developmental, interactive and reflective process** in which **context, the students' experiences, and the learners' self-efficacy impact the student achievement level.**
- Students learn best in a **warm and supportive environment** where they **feel the teacher truly cares about them and their success.**
- **'Language learning that lasts'** occurs when **students become active participants** in their own learning and **take an action-orientated approach to language learning.**
- Students' language learning is best facilitated by **a clear focus on learning outcomes** (rather than teaching inputs or textbook coverage) and when institutions and **teachers place learning at the heart of their decision-making, lesson planning** and the **assessment of learning in all classroom sessions.**
- A fundamental component of improvement, growth and success in language learning takes place when **students are provided with timely, useful and regular feedback.**

B. Teaching Goals of EPS Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of English Preparatory School Division:

- Students who complete English Preparatory School having English language skills at B1 level according to the Common European Framework for language standards,
- Students who complete Turkish Preparatory School having Turkish language skills at B1 level based on the same standards,

Targets for skill stages are prepared based on the Common European Framework for Languages and it is as follows:

A1

Listening Comprehension: Can understand very simple sentences made with known words about him/herself or family or concrete things around him/her only when it is spoken slowly and clearly.

Reading Comprehension: Can understand known names, single words, and very simple sentences on labels, signs, brochures, catalogues and similar contexts.

Spoken Interaction: Can express him/herself in simple ways when the other speaker speaks slowly and with repetition, or says it in different ways and helps the user express him/herself by using the language. Can ask and answer simple questions on directly needed information or on topics s/he knows well.

Spoken Production: Can use simple phrases and sentences to describe people s/he knows and his/her hometown.

Written Expression: Can, for example, write short and simple sentences giving information about: a person, a place and an activity in the form of a paragraph.

A2

Listening Comprehension: Can understand single sentences and frequently used words in daily life if it is about him/herself, such as person, family, shopping, work and close environment and other important issues. Can understand short, clear and simple messages and announcements.

Reading Comprehension: Can read very short, simple texts. Can find texts about daily life such as advertisement, prospectus (promotion), food list, travel fare and concrete and pre-meditated information and can understand short, simple personal letters.

Spoken Interaction: Can express him/herself in situations that require direct exchange of information, on simple and known topics that is relevant to him/her, and in ordinary simple activities. Can participate in a short conversation but usually, cannot understand enough to maintain it.

Spoken Production: Can express him/herself in a series of sentences and simple language tools; for example, on family, others, home, education and professional life.

Written Expression: Can write a descriptive paragraph of present and past events & activities.

B1

Listening Comprehension: Can understand the main point of conversation when it is about known topics such as work, school or free time activities if an understandable and carefully selected language is used. If spoken very slowly and clearly, can understand the main information from radio or television broadcasts on current issues, his/her occupation and fields of interest.

Reading Comprehension: Can understand texts that mainly include daily life and professional language. Can understand letters that discuss events, emotions and wishes.

Spoken Interaction: Can handle many situations faced in travelling the countries especially where the target language is spoken. Can participate in spontaneous conversations on familiar topics such as family, hobbies, occupation and current issues relevant to his/her field of interest, personal or daily life.

Spoken Production: Can describe his/her experiences, daily and global events or his/her dreams, goals; can speak in simple but coherent sentences. Can briefly explain his/her thought and plans and reason them.

Written Expression: Can write simple, an opinion composition including an introduction paragraph, development paragraph(s) that develop an argument systematically with further detail and a conclusion paragraph based on valid proof.

C. Language Learning at EPS Division

At FLEPS, the curriculum is CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) aligned. Therefore, we adopt an 'action oriented approach' (Council of Europe Modern Languages Division, 2001) and, plan, implement and assess the achievement of the intended learning outcomes driven from the descriptors provided in the framework accordingly.

We view learning as a developmental, interactive and reflective process (see Table 1). In this regard, we believe that knowledge and learning of an individual develop through interaction in contexts, which are affected by social, cultural and individual backgrounds and competencies of the participants. Therefore, we emphasize the development/use of not only communication but also cognitive, affective, and social processes in meaningful contexts, which involve tasks and the development of these processes as outcomes of learning.

Table 1 *Examples of Learning Outcomes*

	FACILITATIVE PROCESSES	INHIBITIVE PROCESSES	PEDAGOGIC PROCESSES	PROCESSES AS OUTCOMES
AFFECTIVE PROCESSES	e.g., self-confidence	e.g., excessive anxiety	e.g., creating a relaxed environment	Positive attitudes, etc.
COGNITIVE PROCESSES	e.g., making inferences	e.g., premature closure – students don't consider alternative answers.	e.g., challenging ideas	Critical thinking, etc.
SOCIAL PROCESSES	e.g., group cohesion	e.g., social loafing –one of the members of the group don't do much/contribute	e.g., effective grouping techniques	Cooperation skills, etc.
COMMUNICATION PROCESSES	e.g., comprehension	e.g., dominance in turn-taking	e.g., creating space to communicate	The "four skills", etc.

(Littlewood, 2008:247-48)

We believe that our approach to language learning contributes to the maintenance of coherence of a curriculum in that clearly stated learning outcomes coordinate the teaching and learning activities as well as the method of assessment in such a way that they all support student learning and foster life-long learning. Accordingly, we highlight the vitality of providing on-going feedback and extensive support to our learners based on the information gathered via summative and formative assessment tools on whether or to what extent the learning outcomes have been achieved.

D. Turkish Preparatory School

The Turkish Preparatory School is primarily designed to improve the Turkish proficiency level of the foreign students who prefer to study in Faculty of Health Sciences or at the faculties/departments or schools where the medium of instruction is Turkish.

TUSL181, which is offered in the framework of this program, is a weekly two-hour Turkish language support course prepared for the foreign students from different non-Turkish speaking foreign countries who come to study at English-medium departments and it aims to teach them Turkish which they need to survive in North Cyprus.

Within the framework of the same program TUSL191, TUSL192, TUSL291 and TUSL391 courses are designed to improve the Turkish proficiency level of non-Turkish speaking foreign students enrolled at Faculty of Medicine, and these courses are designed as 4-hour-a-week courses. The main aim of these courses is to help students improve their Turkish at a proficiency level to be used in their clinical studies.

In the framework of the same program, there are courses offered under the name of Graduate Turkish Support Program (TUSL501, TUSL503, TUSL505) and they are

designed for foreign students who prefer to study in the graduate programs of faculties / departments and vocational schools in Turkish and are unable to continue studying in Turkish language.

E. Postgraduate Support Programs

FLEPS offers Turkish and English support programs to EMU postgraduate students. The students who apply for any postgraduate programs at EMU are required to have a valid English language qualification (for English-medium programs) or a valid Turkish language qualification (for non-Turkish students applied for Turkish-medium programs) that gives them exemption from the Postgraduate Support Program courses. If they do not submit a valid language qualification, they have to take the EMU English or Turkish Proficiency Exam Stage I and/or Stage II. The tests are administered by the English Preparatory School. Students can visit <http://fleps.emu.edu.tr> for exam details.

F. Exemption Criteria (English Language Requirements)

Students who are enrolled in English-medium programs at Eastern Mediterranean University (EMU) but do not have a valid English proficiency certificate are required to take the English Proficiency Exam at English Preparatory School (EPS) and meet the requirements of their departments.

The exemption criteria and the equivalent English Preparatory School success requirements stipulated by Foreign Languages and English Preparatory School (FLEPS) for students who have any valid language (English) proficiency certificate are as follows in Table 2.

Table 2 English Language Requirements

For Departments requiring minimum 50% on the EMU FLEPS English Proficiency Exam Stage II	For Departments requiring minimum 60% on the EMU FLEPS English Proficiency Exam Stage II <i>(English Language Teaching (ELT), Dentistry)</i>	For Departments requiring minimum 70% on the EMU FLEPS English Proficiency Exam Stage II <i>(English Translation and Interpretation, Medicine)</i>
IELTS (minimum 5.0)	IELTS (minimum 5.5) (5.0: Proficiency Stage II)	IELTS (minimum 6.0) (5.5: Proficiency Stage II)
TOEFL iBT (minimum 60)	TOEFL iBT (minimum 65) (60: Proficiency Stage II)	TOEFL iBT (minimum 72) (65: Proficiency Stage II)
TOEFL PBT (minimum 497)	TOEFL PBT (minimum 513) (497: Proficiency Stage II)	TOEFL PBT (minimum 530) (513: Proficiency Stage II)
TOEFL CBT (minimum 170)	TOEFL CBT (minimum 183) (170: Proficiency Stage II)	TOEFL CBT (minimum 197) (183: Proficiency Stage II)
TOEFL iTEP Academic (minimum 3.5)	TOEFL iTEP Academic (minimum 3.6) (3.5: Proficiency Stage II)	TOEFL iTEP Academic (minimum 3.7) (3.6: Proficiency Stage II)
PTE Academic (minimum 40)	PTE Academic (minimum 46) (40: Proficiency Stage II)	PTE Academic (minimum 54) (46: Proficiency Stage II)
ÜDS / YDS / KPDS / YÖKDİL (minimum 50)	ÜDS / YDS / KPDS / YÖKDİL (minimum 54) (50: Proficiency Stage II)	ÜDS / YDS / KPDS / YÖKDİL (minimum 60) (54: Proficiency Stage II)

For Departments requiring minimum 50% on the EMU FLEPS English Proficiency Exam Stage II	For Departments requiring minimum 60% on the EMU FLEPS English Proficiency Exam Stage II (English Language Teaching (ELT), Dentistry)	For Departments requiring minimum 70% on the EMU FLEPS English Proficiency Exam Stage II (English Translation and Interpretation, Medicine)
City & Guilds (minimum B1 Pass)	City & Guilds (minimum B1 First Class Pass) (B1 Pass: Proficiency Stage II)	City & Guilds (minimum B2 Pass) (B1 First Class Pass: Proficiency Stage II)
GCE/IGCE (minimum C / 4)	GCE/IGCE (minimum C / 5)	GCE/IGCE (minimum B / 6) (C: Proficiency Stage II)
FCE (minimum C)	FCE (minimum C)	FCE (minimum B) (C: Proficiency Stage II)
CPE/CAE (minimum C)	CPE/CAE (minimum C)	CPE/CAE (minimum B) (C: Proficiency Stage II)
LCCI (ESP) (minimum Level 1 Distinction)	LCCI (ESP) (minimum Level 2 Pass) (Level 1 Distinction: Proficiency Stage II)	LCCI (ESP) (minimum Level 2 Distinction) (Level 2 Pass: Proficiency Stage II)
WAEC/WASSCE/SSSCE/NECO/NABTEB/ZIMSEC (minimum D7)	WAEC/ WASSCE/SSSCE/NECO/NABTEB/ ZIMSEC (minimum C6) (D7: Proficiency Stage II)	WAEC/ WASSCE/SSSCE/NECO /NABTEB/ ZIMSEC (minimum C5) (C6: Proficiency Stage II)
UCE (minimum 5-6)	UCE (minimum 3-4) (5-6: Proficiency Stage II)	UCE (minimum 1-2) (3-4: Proficiency Stage II)
NSC (ieb) (minimum 50% or 4)	NSC (ieb) (minimum 60% or 5) (50% or 4: Proficiency Stage II)	NSC (ieb) (minimum 70% or 6) (60% or 5: Proficiency Stage II)
ECZ (minimum 6)	ECZ (minimum 5) (6: Proficiency Stage II)	ECZ (minimum 5)
HIGCSE/NSSC (minimum 3)	HIGCSE/NSSC (minimum 2) (3: Proficiency Stage II)	HIGCSE/NSSC (minimum 2)
KNEC (minimum C)	KNEC (minimum C+) (C: Proficiency Stage II)	KNEC (minimum B-) (C+: Proficiency Stage II)
NECTA (CSEE) (minimum C)	NECTA (CSEE) (minimum B) (C: Proficiency Stage II)	NECTA (CSEE) (minimum B+) (B: Proficiency Stage II)
NEAEA (minimum C)	NEAEA (minimum B) (C: Proficiency Stage II)	NEAEA (minimum B)
SAT (Reading and Writing minimum 420)	SAT (Reading and Writing minimum 430) (Reading and Writing 420: Proficiency Stage II)	SAT (Reading and Writing minimum 440) (Reading and Writing 430: Proficiency Stage II)

List of Abbreviations can be seen in Appendix A.

IMPORTANT INFORMATION

1. For the departments which have the courses ENGL181-182 in their program, students who have successfully completed the English Preparatory Program at another university and students who are exempted from English Preparatory

Program (the validity of the document is evaluated by the FLEPS Administration) in a different university are offered two choices:

- a) Take ENGL181-182 courses, or
 - b) Take the EMU FLEPS English Proficiency Exam Stage II. If the student receives a score of minimum 60%, s/he is enrolled on ENGL191-192 courses. If not, the student will have to take ENGL181-182 courses.
2. Students who have no valid documents regarding their language level are required to take the EMU FLEPS English Proficiency Exam Stage I. Those students whose English level is high enough are eligible to sit the EMU FLEPS English Proficiency Exam Stage II. These students are required to get the minimum requirement of their departments to be exempted from EPS.
 3. The minimum requirement is **50%** for most departments, **60%** for 2 departments and **70%** for 3 faculties. Departments / Faculties with minimum **60%** and **70%** success conditions are as follows:

Table 3 *Departments Requiring 60% and 70 % in Proficiency Exam Stage II*

Department Code	Department	Condition for Success
4C	Translation and Interpretation	Minimum 60%
A1	Foreign Languages Education	Minimum 60%
J1	Faculty of Pharmacy	Minimum 70%
91	Faculty of Medicine	Minimum 70%
L3 / L4	Faculty of Dentistry	Minimum 70%

4. Students who are not successful in English Proficiency Exam Stage II are placed into EPSU010 course at EPS for a minimum of one semester without failing from attendance.
5. Since Foreign Languages Education Department (FLE) program does not entail ENGL181-182 and ENGL191-192 courses, these courses are not applicable to FLE students. They need to get minimum **60%** in order to be exempted from English Preparatory Programs. Students who score **50-59%** are subject to be interviewed at FLE Department and upon being successful, they are eligible to start their education in the FLE Department.

G. English Proficiency Exam

1. Stage I

Both new and old FLEPS students can take this test at the beginning of each academic year in order to identify their English language levels. The students whose Stage I result is high enough will have the right to take English Proficiency Exam Stage II. The students whose Stage I result is below B1 level will have to study in English Preparatory School until they successfully complete B1 level.

English Proficiency Exam Stage I takes place twice a year for new students. It consists of 100 multiple-choice questions and lasts for 120 minutes. There are four parts: listening, language in use, reading and conversation skills. Each part has three levels: A1, A2 and B1. The test results are not based on the total number of correct answers but according to the number of correct answers in each level. Sample tests can be found in the school website (<http://fleps.emu.edu.tr>). In order to receive education at the correct level, students should only answer the items they are sure. Otherwise, they may start their education in English Preparatory School at the wrong level.

2. Stage II

Students whose level is high enough according to the English Proficiency Exam Stage I results are eligible to take English Proficiency Exam Stage II. They can take this exam at the beginning of Fall or Spring Semester. This exam measures their listening, reading, writing and speaking skills. The reading and listening parts have multiple choice and short answer questions. In the writing part, students write an academic composition. In the speaking part, students attend a face-to-face interview. Sample tests can be found in the school website (<http://fleps.emu.edu.tr>). Students can start studying at their departments if they receive above 50%, 60% or 70%. They need to check the English language requirements for the student's department. The students whose Stage II result is below 50%, 60% or 70% (according to their department requirements) will have to study in English Preparatory School until they are successful. Below is the letter grade assigned to students on the FLEPS website.

Table 4 *EPS Letter Grades*

Range	Letter Grade
100	S+
90-99	S4
80-89	S3
70-79	S2
60-69	S1
50-59	P1
40-49	P2
0-39	P3

H. Conditional Pass

In order to benefit from conditional pass students should not fail from attendance when they study at EPS.

For the departments and faculties which require 60% or 70% in the Proficiency Exam Stage II, students need to get the minimum requirement of their departments to be eligible to study in their departments, in other words, conditional pass is not applicable to these departments / faculties. The ones which require 60% are English Language Teaching, Translation and Interpretation, Psychology and the faculties requiring 70% are Medicine, Dentistry, Pharmacy.

A1 and A2 students and the students who study at EPS at least two semesters and successfully complete at least one semester can take the English Proficiency Exam Stage II at the beginning of their next academic semester (in February or September). If they get the score their departments require, they directly go to their departments. If not, they can benefit from the conditional pass unless their department requires a score of 60% or above.

B1 students who successfully complete a semester (by getting an overall grade of 60% or above from the course) at English Preparatory School (EPS) are eligible to sit the English Proficiency Exam Stage II at the end of that semester (in January or June). According to their scores, they either have the right to directly go to their departments or benefit from the conditional pass unless their department requires a score of 60% or above.

UB1 students should not fail from attendance to benefit from conditional pass unless their department requires a score of 60% or above.

The students who are eligible for conditional pass can study in their departments according to their scores in English Proficiency Exam Stage II (see the information below or ask the secretary for further information):

1. Conditional Pass with a grade between 40% - 49%

When students take the English Proficiency Exam Stage II and score a grade between 40% - 49%, they are eligible to take ENGL183 course in their departments (9-hour English course with 2 departmental courses).

2. Conditional Pass with a grade between 0% - 39%

When students take the English Proficiency Exam Stage II and score a grade between 0% - 39%, they are eligible to take ENGL185 course in their departments (12-hour English course with 1 departmental course).

I. Courses

In the arrangement of the pacing of progress, EPS courses take ALTE's suggested number of guided teaching hours (see Table 4) as reference and divide the semester into three modules. In this respect, the whole semester equals approximately 370 hours to accomplish the outcomes driven from CEF level descriptors.

Table 5 ALTE suggested number of guided teaching hours needed to accomplish the outcomes driven from each CEF level descriptors

A1	Approximately 90 - 100 hours
A2	Approximately 180 - 200 hours
B1	Approximately 350 - 400 hours
B2	Approximately 500 - 600 hours
C1	Approximately 700 - 800 hours
C2	Approximately 1,000 - 1,200 hours

(Teachers' Guide to the Common European Framework, n.d.)

Students who have passed the University Entrance Examination, but who are unable to pass the EPS English Proficiency Exam Stage I are allocated into one of the courses in the EPS which is appropriate to their language needs. The English Proficiency Exam Stage I is to place students at the right level. The courses, arranged in two semesters, are A1, A2, B1, and UB1. The education given in the English Preparatory School is divided into two halves in an academic year. Depending on their level of success, students can complete the English Preparatory School and go to their departments at the end of a semester or a year. Throughout each semester students are assessed with various evaluation tools. Success in these assessments allows them to pass to the next level. In order to sit the English Proficiency Exam Stage II, students must have passed B1 level. The students who have successfully passed the English Proficiency Exam Stage II are allowed to enter their chosen department. Students who are not able to pass this exam are placed into the UB1 course. These students are entitled to take the English Proficiency Exam Stage II again, at the end of the semester, regardless of their overall semester grade. However, those students who take UB1 course and do not fail from attendance will be able to sit the English Proficiency Exam Stage II and 10% of their overall grade is added to their Proficiency Exam result. It is advised that students attend classes regularly since there is a direct relation between attendance and success. The programs and details can be found in the table below.

Table 6 *Course Details*

Course Code	Course Name	CEFR Level	GSE Range	Hours per week	Period
EPSA020 (EPS A1+A2)	Waystage	A1+A2	10-47	25	15 weeks
<p>A1 course is designed to help students interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases. This then further develops to help students use simple every day polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course students can also function 'out and about'. At the end of this course students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>					
EPSA020 (EPS A2+CIP)	Waystage	A2	31-47	25	15 weeks
<p>A2 course is designed to help students use simple every day polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course students can also function 'out and about'. At the end of this course students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>					
EPSA021 (EPS A2R)	Waystage – Repeat	A2	31-47	25	15 weeks
<p>A2R course is designed intensely to help students use every day polite forms of greeting and address; greet people, ask how they are and react to news; handle short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course students can also function 'out and about'. At the end of this course students can make transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets.</p>					

Students can also describe his/her background, immediate environment and matters in areas of immediate need.					
EPSB010 (EPS B1)	Threshold	B1	43-58	25	15 weeks
B1 course aims to help students maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repairing in free production. Students are also able to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.					
EPSB011 (EPS B1R)	Threshold – Repeat	B1	43-58	25	15 weeks
B1R course aims to focus on students' specific needs to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clear standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repairing free production. Students are also able to cope more flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.					
EPSU010 (EPS UB1)	Threshold Plus	B1+		25	15 weeks
UB1 course aims to help students take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem. At the end of the course students can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Students are also able to carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Students can also describe how to do something, giving detailed instructions. Students are also able to exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Students are also able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.					

J. Course Flow

In their first semester, students are placed in the courses according to their result in the English Proficiency Exam Stage I. Each course is designed to cater for the needs of learners at a specific level in order to progress towards a higher level (*Please refer to the overview of the courses for further explanation*).

At the end of each CEFR Level, according to their success rate and the course they have enrolled in, students are placed in an appropriate EPS course (see Tables 6 and 6) or become eligible to sit the English Proficiency Exam Stage II.

Each CEFR Level has been divided according to the ALTE suggested teaching hours (*Please refer to the Learning Outcomes for further explanation*).

A1+A2 = one semester

A2+CIP = one semester

A2R = one semester

B1 = one semester

B1R = one semester

UB1 = one semester

Table 7 EPS Course Flow



Table 8 EPS Level Flows

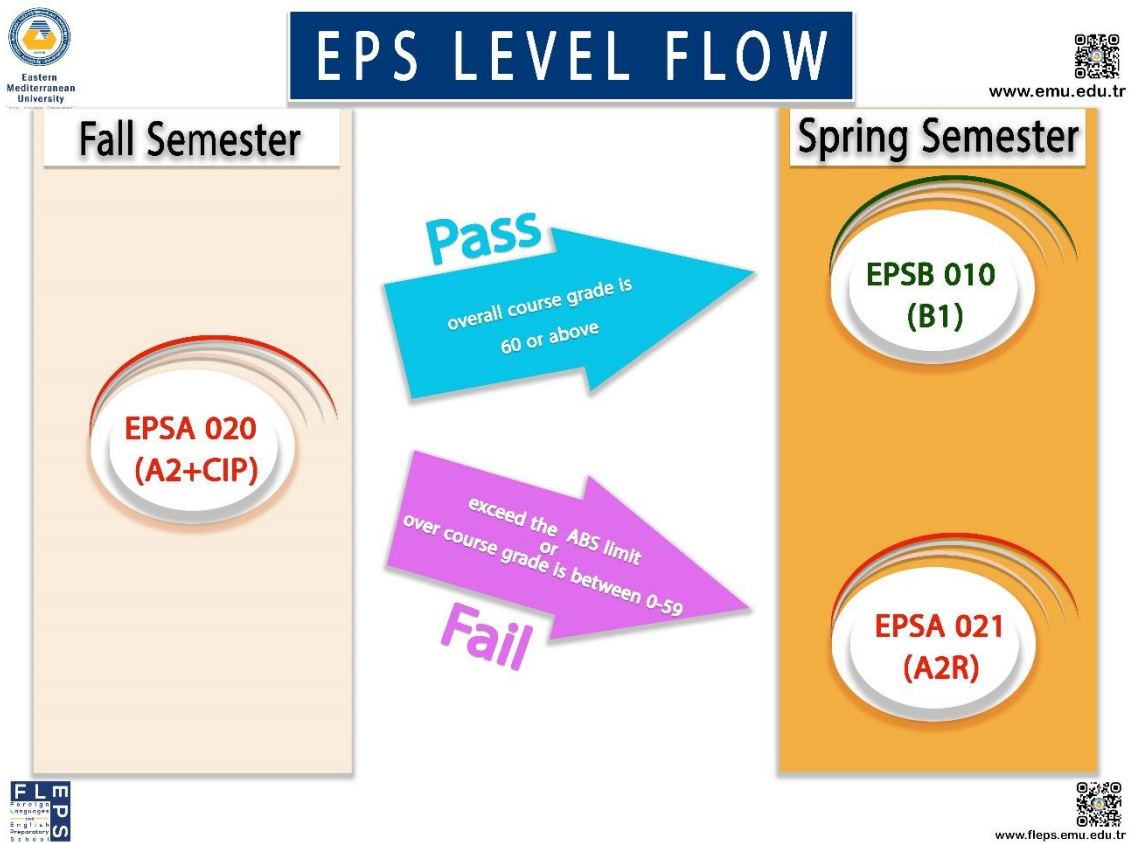
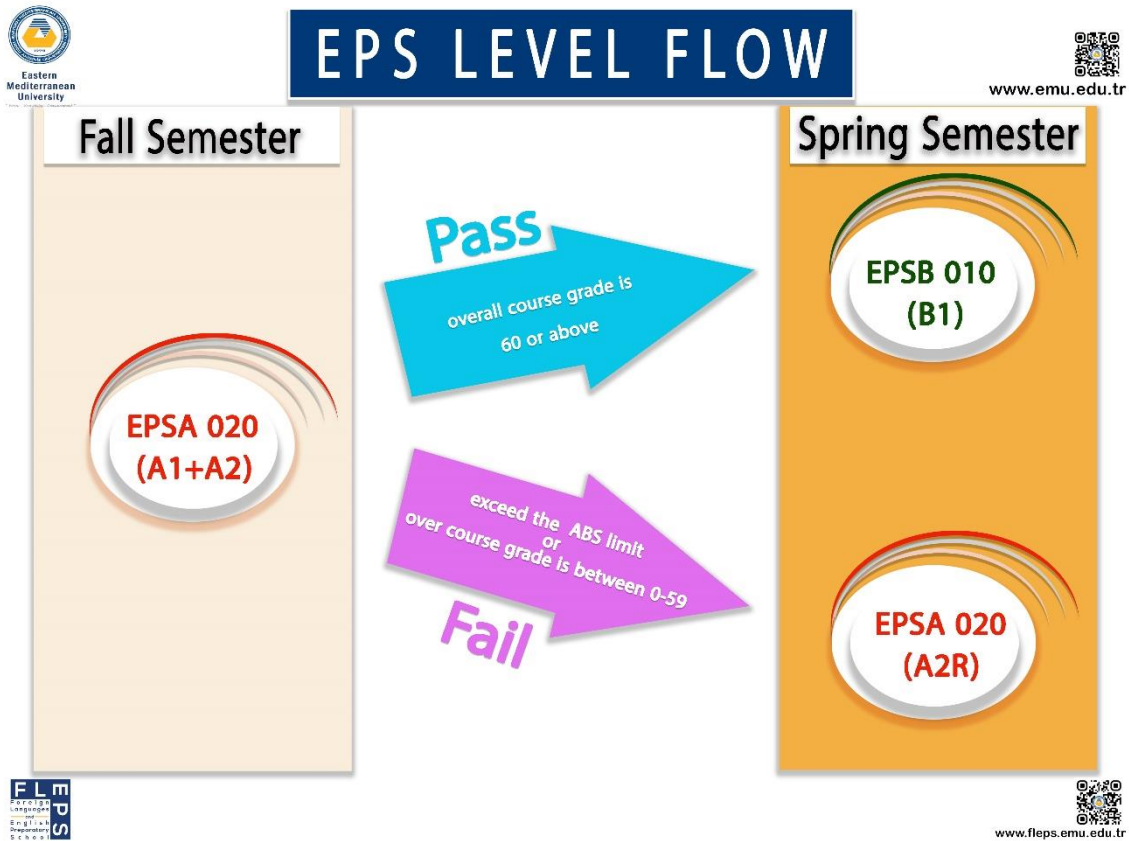


Table 8 EPS Level Flows (cont.)

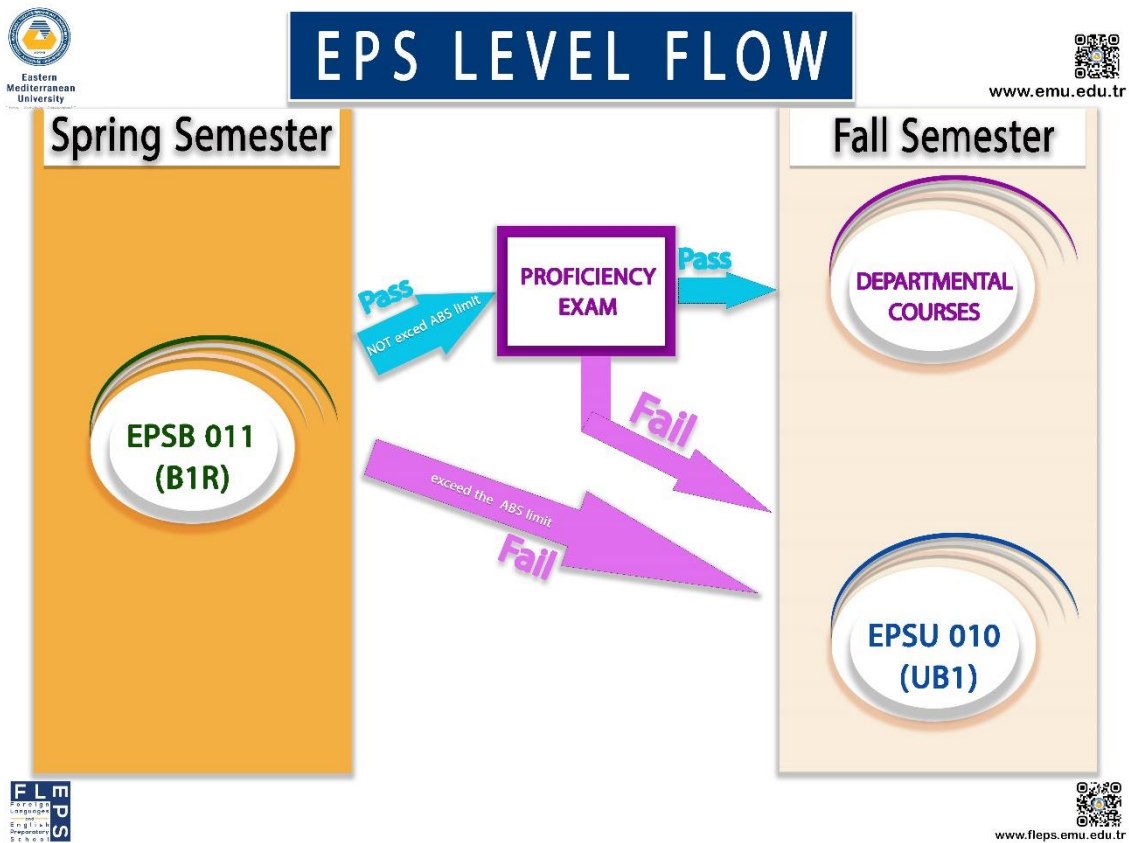
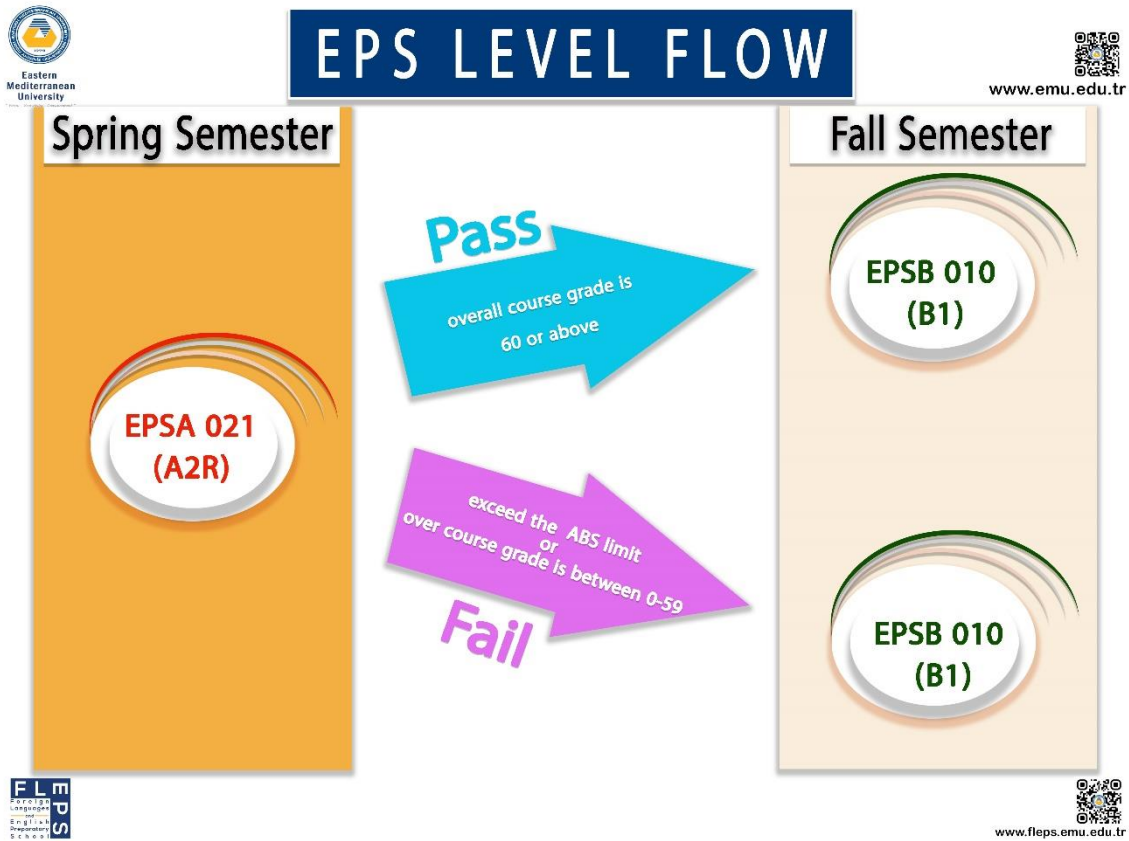
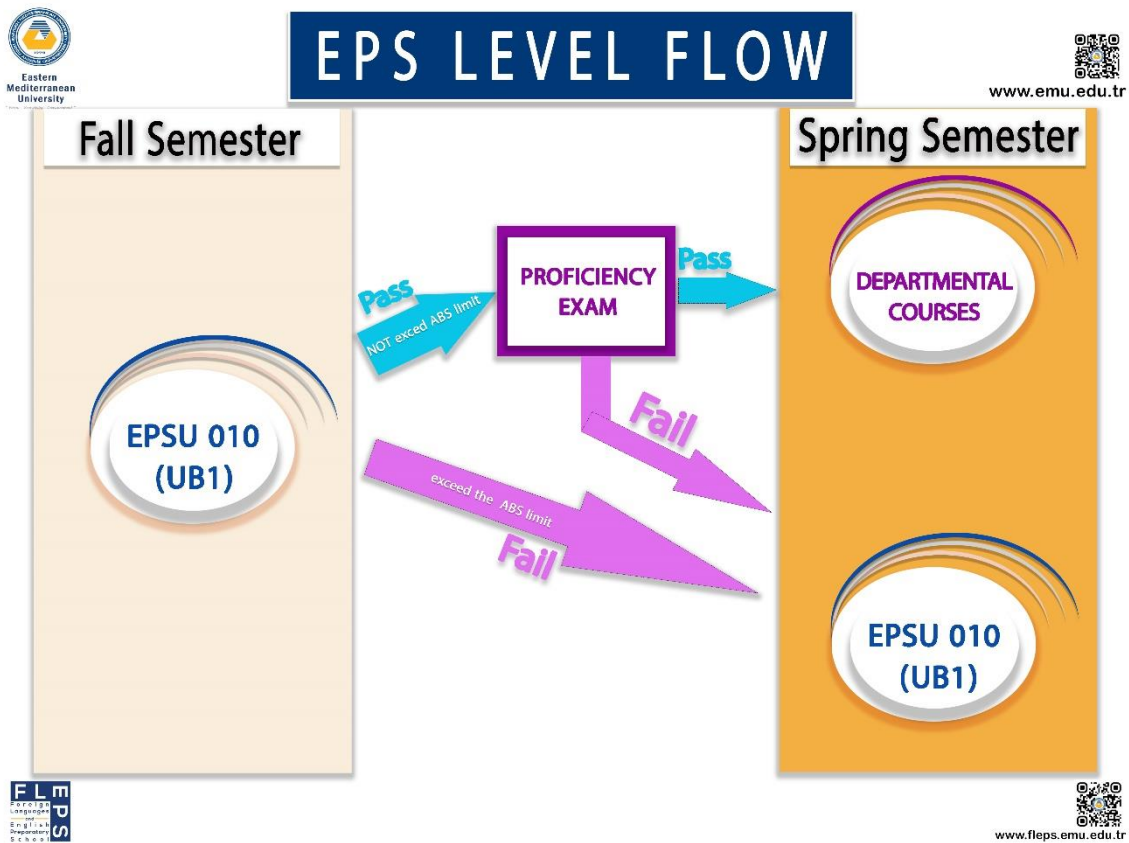
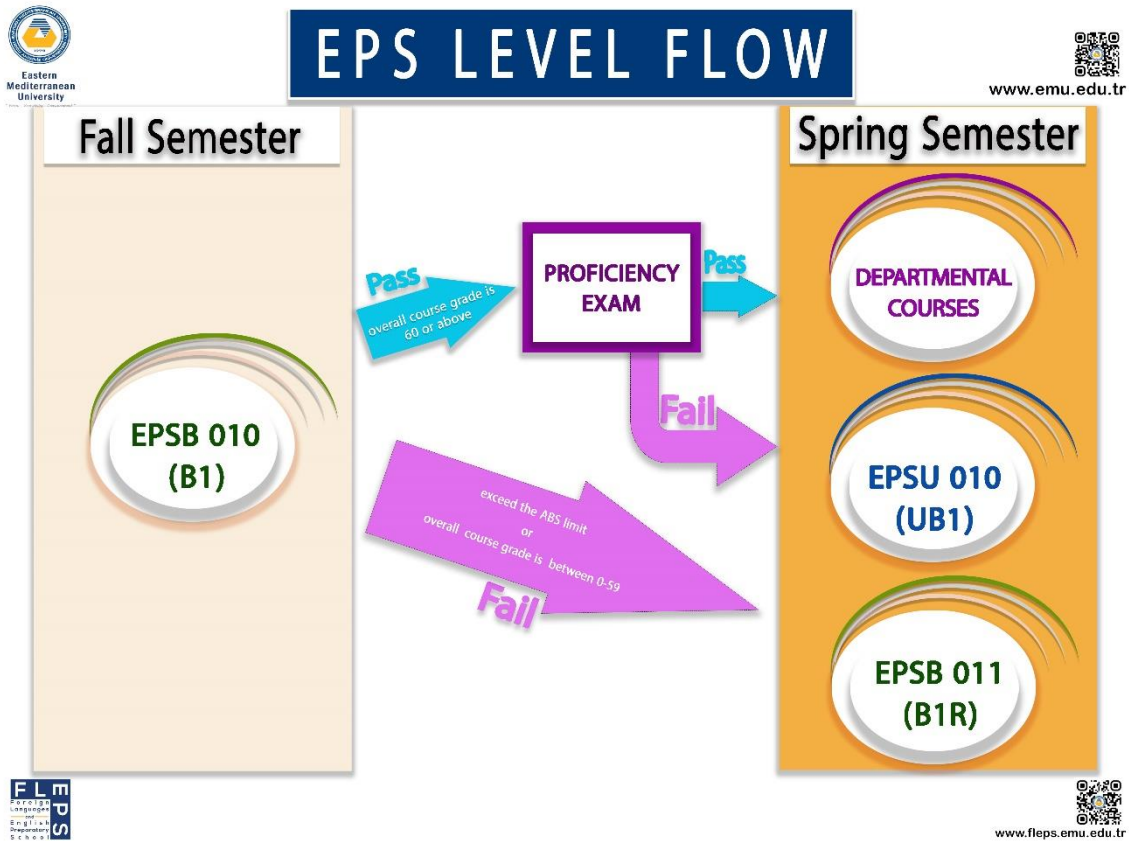



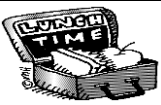


Table 8 EPS Level Flows (cont.)



K. Course Timetable

The course timetable for levels at EPS is scheduled as a total of 24 hours per week. The weekly timetable can be seen in the table below.

Table 9 Course timetable with 24 contact hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.40 - 09.30	LESSON	LESSON	LESSON	LESSON	LESSON
09.40 - 10.30	LESSON	LESSON	LESSON	LESSON	LESSON
10.40 - 11.30	LESSON	LESSON	LESSON	LESSON	LESSON
11.30 - 12.30			LESSON		
12.30 - 13.20	LESSON	LESSON		LESSON	LESSON
13.30 - 14.20	LESSON	LESSON		LESSON	LESSON

At the English Preparatory School, intensive English lessons are given to students who does not know English at all or know some English, which is not enough to study in their departments. Students may also spend time in the SSSC (Students' Self-Study Centre) where they can study and use multimedia tools and technology to get extra help with their studies. In addition, there are extra-curricular activities like school trips, dance courses, civil involvement projects (protecting animals, recycling, helping those in need) for students to join.

L. Course Books

According to the results of the English Proficiency Exam Stage I and Stage II, the students who will study in the English Preparatory School go to Deniz Shop on the North Campus with their student numbers and a copy of their ID cards/passports in order to get their course books. Course book fees are included in the school fees of the students.

The textbooks specified in the course outlines are suggested and we are free to replace them with any other resources that are fit for the accomplishment of the learning objectives. In addition, we may need to exploit the suggested resources in order to address our classes' specific needs, backgrounds and/or learning styles.

M. Office Hours

The instructors at English Preparatory School Division have an additional role as academic resources for their students. They arrange one hour a week as an office hour per each group they have in their offices and announce this specified time to their students. They may answer students' questions, help them for the topics or skills they do not understand or they have difficulty in, exchange ideas, share lessons and/or extracurricular problems during this allocated hour. The instructors determine this period with their students so that students may visit them in their offices.

N. Student Class Representatives

Every class elects a representative for one semester. Class representative meetings are held on a regular basis. During these meetings students are informed about updated developments in the school, can express their problems and requests, and exchange opinions with the school authorities. Briefly, they should create a communication bridge between his/her class and the FLEPS Administration

O. FLEPS Assessment and Evaluation

Student evaluation in FLEPS is used as a tool in deciding on the targeted levels with the education program. Different methods and techniques are used while doing evaluation. Thus, knowledge of foreign language, skills and analytical thinking is evaluated in a reliable, unbiased and fair way. The purpose of evaluation is to inform student about his / her level of knowledge of language development, level of learning and realize his / her potential and moreover, help him / her to do self-evaluation. Furthermore, another aim of evaluation is to provide information for FLEPS education system, provide feedback for learning-teaching process, hence, and take part in improving quality in education.

Various methods are used in evaluation. Evaluation is based on the following items:

- aims of language programs,
- assigning levels,
- identifying language proficiency,
- centralized exam,
- written and oral exam,
- performance / presentation,
- student's portfolio,
- student's projects / reports / presentations,
- student's homework.

P. EPS Assessment Breakdown

Each course incorporates summative and formative assessment components, the total weight of which sums up to 100%. The passing grade of each course is 60%.

1. Summative Assessment

Summative assessment includes progress test, one in-term speaking exam, and a final exam (cloze, listening, reading, writing and speaking). The total weight of the summative assessment can be seen in the table below.

Table 10 *The total weight of the EPS assessment*

		A1-A2	A2	B1	UB1
SUB-TOTAL	SUMMATIVE	65 %	65 %	65 %	60 %
	FORMATIVE	35 %	35 %	35 %	40 %
TOTAL		100 %	100 %	100 %	100 %

*Passing grade for all levels = 60 %

1. Summative Assessment

Summative assessment includes progress tests, one in-term and one final speaking exams, and a final exam (see Table 10). There are different sets of writing and speaking criteria for each level at EPS.

Table 11 Detailed Information about the Weighting of Summative Assessment

		EPS A1-A2	EPS A2 / EPS A2R	EPS B1 / EPS B1R	EPS UB1
Progress Test	Part 1 Sit Exam	15 %	15 %	15 %	9 %
	Part 2 Speaking Exam	5 %	5 %	5 %	3 %
Final Exam	Part 1 Sit Exam	35 %	35 %	35%	45 %
	Part 2 Speaking Exam	10 %	10 %	10 %	15 %

Progress Test

Progress Test is administered at the end of module 1 and 2 depending on the duration of the course (see assessment breakdown) and aim to evaluate the extent of learners' achievement of the intended learning outcomes (speaking, writing, reading, listening, grammar and vocabulary) of the corresponding modules. Therefore, the content of Progress Test content is aligned with the learning outcomes of the relevant module.

Accordingly, the test involves five sections: Listening (gap fill* and multiple-choice), Language in use (multiple-choice cloze test), reading (multiple-choice), writing (paragraphs or compositions depending on the level) and speaking (interaction and extended monologue). The test is administered as one sit that lasts approximately 100 minutes.

Speaking section of the test is graded during the speaking sessions.

Writing and listening (Task 1) sections of these tests are graded during grading sessions after the exams; the rest of the sections are graded by the optic reader.

Writing and Speaking Criteria for Progress Test

At EPS, we have different sets of writing and speaking criteria for each level and/or module. While grading the writing papers and speaking performances of learners, we use the corresponding writing and speaking criteria to the aimed level of progress by the end of Module 1 of a course. For example, for EPS A2 course, we refer to the A2.1 outcomes while grading Progress Test 1 writing papers and assessing learners' speaking performances. The test specimens can be accessed at FLEPS Discussion Forum.

Feedback Procedures & Tips for the Progress Test

One of the most important aims of the progress test is to see the extent of learners' progression of the intended learning outcomes of a particular module. Therefore, it is of vital importance that we provide the necessary feedback and guidance to our students (individually and whole class) to overcome their weaknesses both immediately after the announcement of the results and in the course of the following module. This can be done through the following means:

Individual Feedback & Support

After the official announcement of the Progress Test result, we receive official forms that show the analysis of each class performance in the exam as well as the students' writing papers.

Within 3 days after the announcement of grades, we need to provide the necessary feedback to our class and offer on-going guidance and monitoring of progress. The following tips may help in identifying the areas which our students need to improve and providing the necessary guidance.

Tips for identifying whole group weaknesses

Whole Class Remedial Teaching

Identifying our individual student's strengths and weaknesses can also help us identify the areas where our class generally needs extra support on. We can plan to work on these areas as a whole class.

Ways of supporting the whole class to overcome their weaknesses

In our courses, the intended learning outcomes of a module are built up on what has already/presumably been achieved in the previous module(s). In this respect, there is an on-going (both implicit/explicit) recycling. After the identification of our classes' weaknesses,

- using the suggested materials (i.e., our textbooks) we can identify the points when these particular areas are being recycled and come up with ways of exploiting the suggested materials at these points and executing explicit-refocus lessons.
- we can also use the supplementary materials in the ERC, online support materials or the CD ROM accompanying our course books.
- during the teaching team meetings we can share our ideas and experiences on ways of dealing with these weaknesses as well as the effective materials.

Please note that,

- Feedback on the achievement result should not be given in the teaching hours. However, office hours and the SSSC hours can be used provided that maximum 2 students see their writing papers at the same time.
- Students should not be allowed to make any changes on the papers.
- Please make a note of those who (including the ones who submitted a petition)

- are still unhappy with the results so that a re-evaluation can be done.
- Please specify which part of the exam the student wants to be re-evaluated as WRT=writing, LIST=listening on the re-evaluation column.
 - Please remind your students that re-evaluation means re-grading which may result in a lower grade as well. Also, note down 'NO' if the student is satisfied on the re-evaluation column.
 - Make sure that the students sign the list.
 - Teaching partners can share the papers to speed up the feedback process.

In-term Speaking Exam

In term Speaking Exam is administered at the end of module 2 and, aim to evaluate the extent of learners' progress of the intended learning outcomes (at speaking) in Modules 1 and/or 2, again depending on the duration of the course. Therefore, the content of In-term speaking exam is aligned with the learning outcomes of Modules 1 and/or 2. In term speaking exams involve 3 tasks. All the students take the test in pairs. These tests are graded during the exam by the assessors and the interlocutors. The tests are recorded. The speaking test formats for each level can be accessed at FLEPS Discussion Forum.

Criteria for In-term Speaking Exams

At EPS, we have different sets of in-term speaking exam criteria for those levels which have a progress test speaking component. While grading, we use the corresponding criteria to the aimed level of progress by the end of Module 1 of a course. For example, for EPS A2 course, we use "A2.1". The speaking exam criteria can be accessed at FLEPS Discussion Forum.

One of the most important aims of the in-term speaking exams is to see the extent of learners' progression within the intended learning outcomes. Therefore, it is of a vital importance that we provide the necessary feedback and guidance to our students (individually and whole class) to overcome their weaknesses both immediately after the announcement of the results and in the course of the following module. This can be done through the following means:

Feedback & Support

During the exam, the assessors fill in a feedback form for each student indicating the strengths and the weaknesses of the student. After the official announcement of the exam results, we receive these feedback forms.

Within three days we need to provide the necessary feedback to individual students in our class and offer on-going individual guidance and monitoring of their progress. The following tips may help in identifying the areas which our students need to improve and, providing the necessary guidance for improvement in our students speaking skills.

Ways of supporting individual students to become better at speaking in English

- Appoint certain office hours specifically for the students who have got grades lower than 60% and, help them individually or in pairs and monitor their

- progress.
- During the SSSC hours, have the students who have got grades lower than 60% do some speaking activities in the recording/speaking room and listen to their recording and provide feedback
 - Assign extra recording tasks on Online Component for the students who have got grades lower than 60% and listen to their recording and provide feedback
 - Draw up a personal study plan together with the student and monitor their progress.
 - Revisit the idea of learners' reflection on their own progress via the biography part of the EPS Portfolio, help the learner set his/her learning goals and monitor their progress
 - Encourage the students to join the "speaking clubs"
 - Please note that, individual feedback on the exam results should not be given in the teaching hours.

The Final Exam

Final exam makes up of different percentages depending on the duration of the course (see Assessment Breakdown for further information) and is administered at the end of each course. The aim is to evaluate the extent of learners' achievement of the intended learning outcomes (speaking, writing, reading, listening, grammar and vocabulary) of the whole course. Therefore, the content of the final exam is aligned with the learning outcomes of each course (see course descriptions for each course).

The test is administered in two sittings. Part 1 involves four sections: Listening (gap fill and multiple choice) writing (paragraphs or compositions depending on the level), Language in use (multiple-choice cloze test) and reading (multiple choice) and Part 2 is the speaking Exam. Speaking exams involve 3 tasks. All the students take the test in pairs.

Writing and listening (Task 1) sections of the test are graded during grading sessions after the exams. The Speaking Section is graded during the exam by the assessors and the interlocutors. The tests are recorded.

Writing & Speaking Criteria for the Final Exam

At EPS, we have different sets of writing and speaking criteria for each level. While grading the Final Exam writing papers or the speaking exam, we use the corresponding criteria to the aimed level of progress by the end of each course. For example, for EPS A2 course, we use "A2". The criteria can be accessed at FLEPS Discussion Forum.

Notes:

- There are make-ups for progress test, in-term speaking exam and the final exam.
- ***In order to be able to sit a make-up exam, students have to submit a petition to the secretary within three working days following the exam administration date.***

2. Formative Assessment

Formative assessment is process oriented and includes Portfolio work and teacher incentive.

EPS Portfolio

EPS Portfolio is adapted from European Language Portfolio (ELP) and it is comprised of Language Passport, Biography, Online Component and Presentation. By giving credit to students' effort to learn English, EPS portfolio work aims to accomplish the following key objectives:

- Encouraging and motivating learners to reflect on and assess their own learning and set their personal learning goals (i.e. encouraging life-long learning and the development of study skills)
- Encouraging learners to work collaboratively
- Increasing their exposure to English outside class
- Developing their research skills
- Developing their presentation skills
- Monitoring and providing on-going and regular feedback on the learners' achievement of the learning outcomes

The Language Passport

This is a summary of a learner's language learning experiences and his/her language learning history, including the languages s/he has grown up with. We guide our students to complete and update this section and, to share it with his/her teachers at EPS and FL throughout their language learning experiences at our university.

Language Biography

This part includes the simplified versions of the learning outcomes accompanied by some corresponding or representative paper-based tasks as well as suggestions on how to become a more effective learner. Learners are expected to do these tasks in class, at home or at the Self-Study Centre. Based on their perceived performance, they are expected to reflect on their accomplishment of the learning outcomes and plan their studies accordingly. The students' progress through the Portfolio work is also monitored by us (their teachers) and we also provide some feedback on the learners' accomplishment of the tasks by using the **error correction symbols and comment boxes**.

We check and give our students regular feedback on their biography tasks but the biography is officially **graded once during the course** depending on the duration of the course. Students are expected to meet assigned deadline and if task(s) are completed late, students are graded accordingly with reference to the criteria.

Please, encourage the *students to*:

- update their work regularly, e.g., twice a week.
- do **all** tasks within a week once they have been assigned. (If not, the tasks will

- be considered late).
- use your **feedback** and **correct** their mistakes **regularly** (i.e., don't leave it to the last week before the submission date).
 - consider biography **reflection tasks**, their **self-evaluation table** and **your feedback** in the 'points to consider' box(es) and identify their weak areas that they need to **work on**.
 - make a **study plan** to work on their weak areas, and **follow & update** their plan **regularly** (see page 60 in the EPS Portfolio booklet).
 - record their biography speaking tasks **in class**, and then send them to their teachers
 - have their portfolio booklet pages **signed** by you after completing the tasks.
 - complete the tasks in the SSSC or during your office hour within a week, not at home if they are absent and miss any of the **in class activities**. (If they do so, ask them to do the task(s) again in your presence. Otherwise, it/they will be considered incomplete.)

You can find the course specific Semester Tasks' Checklist for the minimum number of required tasks in the EPS Portfolio Booklets.

The Teachers' Incentive

The Teachers' Incentive criteria can be accessed at FLEPS Discussion Forum.

Online Component

In order to increase English exposure outside of class we have incorporated an online component in our formative assessment. We grade our students' online work once or twice in a course depending on the course. The tasks are predetermined and students are expected to complete within the set timeframe (see the EPS assessment calendar).

End of level Presentation

At the end of each course, learners are provided with the opportunity to display their spoken skills through presentation work. The presentation process has three stages; Outlining, Drafting and Presentation. Learners are provided with guidelines to follow for which they do research in their own time. Learners prepare their outlines in class (see the EPS assessment calendar). Feedback is provided on the outlines and learners are given approximately 2 weeks to prepare their draft presentations: note-cards, PowerPoint, pictures, etc. Teachers provide support and guidance throughout the process.

Q. Summer School

We offer summer school/courses to those students who wish to complete their EPS courses and be eligible for the Proficiency Exam. To be able to open summer courses we need minimum 15 students.

R. International Exams

Our school is an accredited examination centre for a number of international exams, including IELTS, TOEFL IBT, TELC and TOLES. Students can get more information about these courses or the brochures from Foreign Languages Division Secretary, or from secretaries or Student Guidance, Development and Research Centre at English Preparatory School Division.

S. Pearson Certificate

Foreign Languages and English Preparatory School (FLEPS) has been awarded a stamp of excellence which was given to the institutions having international quality standards in language teaching by one of the most well-known educational organizations in the United Kingdom, PEARSON, as it became a PEARSON (formerly EDEXCEL) Accredited Centre in 2013. In other words, FLEPS is a school which delivers its promise of delivering quality language education. Therefore, EPS students can receive an internationally recognised, quality assurance certificate from when they have successfully passed their course.

Pearson Assured Certificates are issued by the Pearson Office in United Kingdom and will include the student's name and the course they have passed. The course/language level stated on the certificate is aligned to the Common European Framework of Reference for Languages (CEFR). Our students will benefit from this certificate in their job applications within their country or abroad or any other overseas applications as it is a certificate of achievement.

Students can get their PEARSON Certificate the following semester. In order to get PEARSON Certificate, students are required to pay a certain amount of money to the relevant bank account for each course. The students are required to submit the bank receipt to the secretary and fill in the Pearson Certificate Application Form.

XII. ELECTRONIC MEDIA

A. FLEPS Discussion Forum

This is the online platform for all kinds of correspondence. In addition, FLEPS Administration, Administrator, FLEPS Council and FLEPS Teams make the announcements and inform the instructors via FLEPS Discussion Forum.

B. FLEPS Website

It is our website where all information regarding EMU FLEPS can be found (<http://fleps.emu.edu.tr>). The following information can be accessed via this website:

- Announcements related with courses,
- Information regarding exemption,
- Student's handbook,
- Announcements to students,

C. Portal for Academic Staff

Academic staff can find and conduct personal information from the Portal (newportal.emu.edu.tr). Academic staff can also reach information about the following:

- Personal Information
- Staff Information
- Student information
- Academic Information
 - Semester Course Review
 - Course Letter Grade Form
 - Exam Schedule
- Online Registration
- Telephone Directory

D. Student Portal

Students can find and conduct personal information on Student Portal. They can also find the following information on their Portal:

- Course Timetable,
- Information about financial condition,
- Announcements made at the university,
- Request for freezing registration,
- Attendance,
- Informal transcript,
- Lecture notes,
- Student Club Membership,

E. Assistance for Students

Students can contact School Administration for electronic help and support via the contact form on school website (<https://fleps.emu.edu.tr/en/contact>). They can get answers to their questions during and out of the working periods.

XIII. WORKING AT FLEPS

A. Working Hours

The working hours of full-time academic staff members are from 8:00-17:00.

B. Working Load

The working load of the full-time academic staff involve:

- teaching those scheduled hours assigned by the FLEPS Administration in accordance with the EMU by-laws,
- holding weekly tutorial hours (office hour) for every class taught,
- attending Teaching Team and / or any institutional meetings as required,

-
- fulfilling other educationally related duties as and when required (such as working groups),
 - adhering to the working hours laid down by the university,

C. Administrative and Other Duties

The administrative and other duties of the full-time academic staff involve:

- ensuring that in all Proficiency-related invigilations there will be minimum of two teachers in class and teachers from Foreign Languages Division will also be assigned for these duties,
- posting a timetable, showing the time, place and subject of all scheduled responsibilities (including classes, tutorial hours, meetings, and courses) and submit copies of this timetable to the secretary / the FLEPS Administration as required,
- being punctual for and fulfil all scheduled duties, including examination related duties, registration etc., and perform these duties with due care,
- following teacher absenteeism procedures, informing the school in advance in the case of absence, and submitting requisite medical reports promptly on return, and in any case within three days,
- performing educationally related tasks when required,
- ensuring not to be involved in any activity which will provide income, including giving private tuition to any FLEPS student / other,
- ensuring that not to come to work under the effect of alcohol or drug use. If such an action happens, disciplinary action will be taken by the FLEPS Administration,
- ensuring not to sell anything to staff / students,
- ensuring not to disclose confidential information about the school related issues (e.g. decisions taken / information shared within a team or circulating test papers, announcing test results before being authorised by the FLEPS Administration,
- ensuring that exam results are announced on portal after the post moderation process is completed,
- not using FLEPS property (e.g. photocopy machine / printer) for personal purposes,
- taking care of FLEPS buildings, common rooms, classes, offices, facilities and equipment. Broken / damaged chairs and/or any other problematic furniture, tools or devices in the classrooms must be reported to the EPS Administrator immediately,
- ensuring that all the electric devices (e.g. lights, air condition, computer, etc.) are switched off before leaving the classrooms / offices / buildings,
- not smoking inside FLEPS buildings,

D. Teaching-Related Issues

The teaching-related responsibilities of the full-time academic staff involve:

- preparing lessons according to the course curriculum and outline,
- ensuring that materials and resources are ready on time,
- ensuring that classes start and end on time,
- ensuring that the students are aware of instructional aims and objectives,
- involving all learners through the use of a variety of interaction and task types,
- ensuring that students are actively engaged in the learning process as much of a lesson as possible,
- giving clear instructions, and explanations at an appropriate level and pace,
- monitoring student work, check understanding and adapt lesson accordingly,
- ensuring that students have opportunity to practise newly taught skills and language,
- maximizing the use of English in the classroom and minimize reliance on the mother tongue,
- forming a professional, objective and supportive relationship with students,
- identifying students' strengths, weaknesses, interests and problems and try to help them in these respects,
- setting, marking, returning, and providing feedback on student homework and projects as agreed by the Syllabus Team,
- keeping up-to-date attendance and enter the students' attendance weekly on portal,
- participating actively and constructively in compulsory training sessions and orientations,
- checking emails daily in order to receive information from the teaching teams / FLEPS Administration on time,
- visiting the FLEPS Website regularly in order to maintain a high awareness of developments and procedures at the school,
- communicating with students, colleagues, and the FLEPS Administration in a positive, constructive and courteous manner,
- dressing, appearing and acting at school in such a way as to ensure respect from students, colleagues, support staff and visitors, and to take into account in this regard of cultural sensitivities,
- being sensitive to the needs of office mates in terms of such matters as having a quiet and tidy environment in which to work,
- adhering to regulations concerning school resources and resource centres, and to treat all resources and equipment with due care,
- contributing to the efficiency of meetings by being punctual, constructive, relevant, brief, and supportive of the chairperson,
- maintaining a professional approach to all work-related matters, and actively help minimise personal disputes, rumour, etc.,
- representing the school professionally and supportively both to students, and to other interested parties.

XIV. PROCEDURES & PRINCIPLES

A. Communication Channels

For Procedures on Communication Channels, please refer to FLEPS Administrative Procedures and Policies, items 2 - 8 on pp. 2-3.

B. Meetings

For Meeting Procedures, please refer to FLEPS Administrative Procedures and Policies, item 9 on p. 3.

C. Attending and Cancelling Classes

For Procedures on Attending and Cancelling Classes, please refer to FLEPS Administrative Procedures and Policies, items 32 – 33 on pp. 10-11.

D. Substitution Procedures

For Substitution Procedures, please refer to FLEPS Administrative Procedures and Policies, item 33 on p. 11.

E. Exam Procedures

Exam invigilators must pay extra attention to the instructions below during the exam period and inform the students about the exam rules below before the exam starts.

1. Reminders for invigilators

- One day before the exam, check invigilation duties announced on the FLEPS Discussion Forum. (ied.emu.edu.tr)
- Before the exam, collect your exam list and the seating arrangement sheet from office 215, go to your allocated exam room and start the ID checking of students. Do not forget to mention absent students on the Invigilator's Report.
- Tell students to take care of any business before the ID checking starts (e.g. toilet).
- If you have any students without any photographic ID (ID card, passport, driving license, etc.), DO NOT under any circumstances, let them sit the exam - refer them to office 224 (Student Affairs Team).
- Please check for any kind of electronic equipment (digital watch, earphones, etc.) Female students wearing a headscarf will be accompanied by one of the invigilators to the allocated room (office 221) for ID and earphones checking.
- Make sure the Seating Arrangement Form is filled accordingly (students must be seated according to the list) and signed by the students during the test. Make sure that they also mark their test booklet type on the Seating Arrangement Form.
- Send any handicapped students to office **224 during the ID checking**.
- **Remind students that they are required to use only pencil when marking**

answers on the optic answer sheet.

- **Collect all mobile phones with student IDs (make sure they are turned off) and keep them on the teacher's desk until students have completed the exam.**
- Please write the exam room number, exam start/finish times on the board.
- As soon as you receive the envelopes, check the number of question booklets and optic answer sheets. Inform the relief invigilators if there is anything missing.
- Distribute only the optic answer sheets and guide students to fill in the necessary information on the optics. Please wait for the announcement to distribute the question booklets.
- After distributing the optic answer sheets, check that students have filled them correctly (name / student number / booklet type).
- Make sure you write all the required information on the Invigilator's Report as it might be necessary when/if students write petitions and/or when we need to check which student took the exam and in which class.
- During the exam, please ask a relief invigilator to relieve you for only emergent cases and stick to **10 minutes. If there is a desperate need to take a long break, inform the Administrative Affairs Team Member(s).**
- In case of any disruptive behaviour, take action accordingly. (1st: warning; 2nd: change seat; 3rd: call the relief invigilator) to inform one of the Student and Administrative Affairs Team Members. *Do not cause any scenes in the exam room.*
- **Make sure you collect both question booklets and optic answer sheets. Do not let students take question booklets while leaving the exam room.**
- When a student is handing in his/her question booklet and optic answer sheet, check that the information filled in matches with the information given on the exam room list and the students sign the form that he has submitted all of the documents.
- Submit the exam envelope to the relief invigilators in the assigned room (ERC) as soon as the exam finishes and wait until the relief invigilators check and confirm that all exam related materials are filled in correctly.
- ** It is recommended not to wear high heel shoes on the exam day (for female invigilators).

2. Reminders for relief invigilators

- Collect your Relief Invigilator Report from office 215 and go to the floor you are in charge 30 minutes before the exam.
- Check if the seating arrangement has been done in exam rooms.
- Check if ID checking has been done and assist if necessary.
- **Refer the students who are not on the list to office 224 (Student Affairs and Promotion Office).**
- Remind the invigilators to **collect all mobile phones and to write the absent students on the invigilator's report.**

-
- ***Make sure no students go out of the exam rooms after ID checking is completed. If so, that (those) student(s) should be taken to office 221.***
 - ***Do not leave the corridors unattended at all times.***
 - Relieve an invigilator for only emergent cases and stick to ***10 minutes. If they need to take a long break, they or you should inform the Administrative Affairs Team Member(s).***
 - ***Do not allow any students to stay in the corridors during the exam.***
 - ***Go to the allocated room for the collection of the exam envelopes 15 minutes before the exam ends. (Make sure there is at least 1 relief invigilator in the corridor in case of an emergency.)***
 - When collecting envelopes, check the number of booklets / optic answer sheets and if they are filled in correctly.
 - If there is any information missing on any document in the envelope, ask the invigilator submitting that envelope to correct it.
 - Once you check and confirm that there is nothing missing, put all the exam booklets including the extras in the envelope.
 - When/ If the envelope contents are all okay, sign the exam envelope and write the exam room number on your report sheet.
 - *****In case of any disturbance, cheating, etc., inform Student and Administrative Affairs Team Members immediately.***
 - *****It is recommended not to wear high heel shoes on the exam day (for female invigilators).***

3. Reminders for ushers in speaking exams

- Collect all mobile phones, put them on the desk and ensure they are switched off.
- Give the students their mobile and belongings when the students are about to sit the exam.
- Ensure the students do not come back to the waiting room after the test.
- Students should not be allowed to leave the waiting room before they take the test. If there is an emergency in which they need to leave the waiting room, they will need to be accompanied by a teacher e.g. moderator, AAT member, Testing Team member, etc.
- Ensure students do NOT wait in the corridor.
- Ensure students do NOT talk to students that have completed the test.
- If students arrive after the test has started, tell them to go to PREP 223 (Secretary).
- Do not forget there is only one set of tasks for each session. If rules are breached the test will lose its reliability and validity,
- All documents with grades on them and the usher's list need to be signed by all teachers.

4. Reminders for interlocutors and assessors in speaking exams

- Once the tasks file is received from **PREP 215**, the interlocutor (and assessor) should familiarise themselves with the tasks and interlocutor's instructions.

-
- Take a pen/pencil with you (to the testing room) for the students to take notes on during the test.
 - Be in the specified classroom at least 10 minutes before the test starts.
 - The interlocutor gives his/her general grade separately which is later added to the detailed feedback form for students.
 - fill in the criteria feedback form for students when grading the students' performance
 - add the interlocutor's grade
 - write the total speaking grade on the feedback form.
 - The interlocutor should give each student one of the stamped and numbered pieces of paper to take notes on (for task 1 and 2).
 - Don't forget to take the piece of paper back (with the students' notes) before the students leave.
 - Place the recording device as close as possible to the students.
 - Do NOT forget to record the name and number of the students at the beginning of the test
 - Do NOT forget to record the grade of the students at the end of the test.
 - It is highly important to **refer to students with their names at the beginning of each task**.
 - After each pair of students taking the test, **STOP** the recording. **DO NOT PAUSE**.
 - After each session is finished, hand in the completed task and interlocutor's instructions and pick up the next task and interlocutor's instructions from PREP 215.
 - Check that all grades have been transferred onto the lists correctly.
 - All documents with grades on them and the usher's list need to be signed by all teachers.
 - Hand in the students' criteria feedback forms.
 - Do NOT under any circumstances tell or hint to your students about their grade. Grades will be announced officially on www.fleps.emu.edu.tr by the FLEPS Administration.

F. Applying for Posts

For Procedures on Applying for Posts, please refer to FLEPS Administrative Procedures and Policies, item 31 on p. 10.

G. Complaints and Requests (Petitions)

For Complaint and Request Procedures, please refer to FLEPS Administrative Procedures and Policies, item 10 on p. 4.

H. Responsibilities Regarding Buildings

All members of staff are responsible for looking after EPS buildings, facilities and equipment. If there are broken/damaged chairs in your classrooms, report the details

immediately to the Administrator through General Request Form available on FLEPS Discussion Forum. If you witness any incident taking place, try to identify who the students are and then write an incident report and submit it to the FLEPS Administration. If all staff are firm in dealing with misbehaviour, this will greatly help to establish a calm and orderly atmosphere within the school. If you notice anyone acting suspiciously in the buildings, inform the security guards immediately. Students and strangers are not allowed to enter the Educational Resources Centre (ERC), team rooms or the meeting rooms. FLEPS buildings are designated non-smoking. All staff members are required by law to maintain the no-smoking rule.

I. Calling for Ambulance

In case of students experiencing medical problems during class hours or in the school, if there is a need to call the ambulance, teachers may call themselves or ask the secretaries to call for an ambulance; however, if a teacher makes the call themselves, they need to inform the Secretaries and/or someone from the FLEPS Administration. Otherwise, it may not be possible to follow-up the student's treatment and inform the necessary parties (parents, hospital, Higher Administration, etc.)

J. Recruitment

We endorse in full the policy statement of our university's Equal opportunity in employment. The school's staff development and recruitment and selection policies are based on good equal opportunities practice. Our university's recruitment policy and procedures are clearly outlined in the EMU website (<http://ww1.emu.edu.tr/en/academics/job-opportunities/1237>).

Our school's Equal Opportunities Policy applies for the selection of candidates for teacher recruitment and any other extra responsibility position within the school. We clearly announce the procedures for application, screening and selection of candidates for the course. Please refer to the Equal Opportunities Policy section (in this handbook).

K. Renewal of Contracts

Academic staff who would like to renew their contract should write a letter of request for the renewal at least two months before the contract expires to the FLEPS Administration.

L. Staff Files

All academic staffs' files are kept in the room of the FLEPS Director. In the Staff Files, photocopy of identity card, photocopy of diploma(s), certificate(s) of training courses, photocopies of appointment letters, petitions, medical reports, letters of explanation, etc. are available.

M. References and Testimonials

Instructors can receive a reference letter by contacting the FLEPS Director either in Turkish or in English for any kind of purpose (applying for a new job, studying in masters programs / courses / applying for scholarships, etc.). Certificate of appreciation is presented to the instructors by the FLEPS Administration who have extra responsibilities within the university or school at the end of each academic year or when they leave the position.

N. Disciplinary Issues

In order to ensure the required implementation of the training and management services in the university, depending on the nature and severity of the condition one of the disciplinary sanctions provided in Article 6 of the EMU Academic Staff Disciplinary Regulations is applied to the academic staff who do not fulfil the duties imposed by the regulations, those who create defect processing while performing, those who do not comply with the mandatory compliance and prohibit the doer of action and behaviour. EMU Academic Staff Disciplinary Regulations is available at <http://mevzuat.emu.edu.tr/6-1-2-yonetmelik-akademik-disiplin.htm>.

O. Termination of Employment

Academic staff who would like to terminate their contract should write a letter of request for the termination of their contract. FLEPS Administration is obliged to finalize the termination procedures within 90 days following completion of the procedures of termination stated in the EMU Rules and Regulations, Chapter 6, Article 16 by the relevant academic staff.

XV. STUDENT-RELATED ISSUES

A. Student Affairs Team

Students studying in FLEPS can contact the Student Affairs Team in order to report any problems regarding school (lessons, exams, other students or teachers) and find an answer to all their school-related questions.

B. Attendance

Students' attendance is compulsory. A student not attending 20% of the classes and/or not fulfilling the requirements of the course for assessment will receive an NG (nil grade). Reasons for absenteeism (health reports, visa procedures, passport renewal, immigration procedures, etc.) are all included in the absenteeism limit. Attendance is taken on 'attendance record sheet' for each lesson and entered onto portal every week. Students sign the 'attendance record sheet'. After attendance is entered onto portal, instructors must submit the 'attendance record sheet' to the secretary latest by the last day of attendance entry, 4 p.m. Students are strongly advised to bring course books

during lectures, as students without books will be recorded in the attendance record sheet as absent.

C. Announcing Exam Results

Exam results are announced within 5 working days. Students can see their exam results on FLEPS Website.

D. Rights and Rules for Exams

Students should be in their assigned exam rooms at least 10 minutes before the start of the exam as ID checking process should be completed. Any students who are not on the list are not allowed to sit for exams but should be referred to the Administrative Affairs Office in EPS building – 2nd floor – PREP 215. If there are any students without any original ID cards or passports, they are not allowed sit the exam. They can write a petition for the make-up exam. Students should use a pencil only when marking their answers on the optic answer sheets.

E. Objections to Exam Results

If demanded, documents related to any exams or assessments involved in semester grades are shown to the student by the relevant academic staff within a week of announcing the results.

Student, who would like to object to any in-term or end-of-semester exam scores or other pieces of assessment, can fill in a "Rescoring Request Form" in three working days of announcing the results by going to the secretary. The related body is responsible for evaluation this request within a week. Students, in question, can learn the results for their grade objections from the secretary.

F. Petitions and Complaints

Students can write a petition in the secretary's office about issues such as taking a make-up exam, or complaints regarding classes, buildings, any service provided in school (i.e. transportation), teacher or another student in order to get answers.

G. Disciplinary Issues

Within the university, "EMU Student Disciplinary Regulations" are followed for any student disciplinary incident. Detailed information on this issue can be found on <http://mevzuat.emu.edu.tr/5-2-Yonetmelik-OgrenciDisiplin.htm>.

XVI. FACILITIES AT FLEPS

A. Student Self Study Centre (SSSC)

SSSC consists of four different areas:

1. The Multimedia Area

Students can watch DVDs, do their projects and practice English on computers.

2. The Consultancy Area

Students can borrow graded readers, watch the news and documentaries on TV, watch the latest films on DVDs, read daily newspapers and magazines, photocopy and get print outs. If any student needs help, they can ask for help at the consultancy desk.

3. The Self Study Area

Students can have tutorials with their teacher(s), study for exams with language materials, practice speaking and record their voice alone or with friends.

4. The Speaking Area

Students can speak and record their voices so that they can listen to their pronunciation and improve their speaking skills.

In the SSSC competitions and activities are also organised. Some of the competitions are listed below:

- The reader of the month
- The best poster which describes the SSSC
- Oxford graded reader bookworm competition
- Writing Competition

B. Educational Resources Centre (ERC)

The Educational Resource Centres, located in the English Preparatory School and Foreign Languages Division, offer a wide variety of rich resources and photocopiable materials for teachers applicable for the effective teaching of any subject. They also serve teachers with internet research on computers, printing, photocopying and laminating.

There are photocopy machines to photocopy extra materials and to print out anything related with education. The centres have wide collection of multimedia resources such as audio and DVD's and various equipment. Most of the materials are on open shelves and some resources are stored as all teachers may borrow books and available materials from the ERCs.

The ERCs are not just places where teachers borrow books to be used as reference or for professional development; they are also places where teachers come together and share their materials or handouts with each other. There are also comfortable armchairs and sofas where teachers can sit and socialize with each other while

enjoying a cup of tea. There are always responsible ERC members who are ready to help teachers from 8.00 am till 17.00 p.m. At the beginning of each Academic Semester, all the course books and CDs are distributed to the academic staff in the ERCs. It can be clearly stated that they are not centres where teachers can benefit from different things. While they serve as little libraries, they also give teachers the opportunity to have informal 'caring and sharing experiences' even during photocopying.

C. Student Counselling, Development & Research Centre

In English Preparatory School, beside the main entrance door on the ground floor, our centre offers academic support, open door counselling and information services for our students, organising seminars on various topics, researching with the aim of getting to know our students and providing them with a better environment. Our centre plays an active role in the orientation process. We have a student counsellor and 4 peer counsellors at our centre.

1. Academic Support Counselling

The Student Counsellor supports our students to improve their academic achievement by identifying their study habits, making a study plan, identifying problems in the learning process, developing effective reading, writing and listening skills, as well as overcoming exam anxiety. Our centre also organises seminars for this purpose.

2. Open Door Counselling

Our students can consult to the student counsellor, Senior Instructor Yonca Aybay, (office no: 3E, 3rd floor) to share their individual, daily problems that they cannot cope with and they can share their problems in a comfortable and confidential environment. they can make an appointment with our peer counsellors in our centre on the ground floor.

3. Information Counselling

Our peer counsellors in our centre answer all questions of our students regarding the English Preparatory School (EPS) or other units of our university. Our students can receive guidance and orientation services from our Student Guidance, Development and Research Centre located on the ground floor

D. Cafeterias

Students and teachers can easily find food and drink at EPS. There is one big canteen offering different types of food, hot and cold soft drinks with indoor and outdoor sitting areas equipped with tables, chairs, music and some game machines for students' entertainment. It opens early in the morning and gives services during working hours. In addition, there is a small café on the first floor of EPS which also provides hot and cold drinks, snacks and toasts to students and teachers during school working hours. Canteens at EPS are well worth to visit to experience the friendly atmosphere between students and teachers during break-times.

XVII. EXTRA CURRICULAR ACTIVITIES (ECA) OFFERED TO STUDENTS AT FLEPS

The Extra Curricular Activities (ECA) aim to give valuable opportunities for students to grow and develop their individual potential. Through students' participation in ECA, they can learn to communicate, to cooperate with other people and to enrich their life experiences. It enables students to get to know different cultures and learn to respect individual differences as well. We strongly believe in learning through authentic life experiences besides books. In addition, collaboration between students and teachers in extra-curricular activities, outside the class environment, helps them relax, be happy and thus be more productive.

A. Clubs and Activities

Being the member of a student club plays an important role in a student's academic life since it helps them improve themselves in the fields of sport, music and art and get experience of working together and cooperatively. Drama, music, dance, conversation, sightseeing, journalism, film, animation, media, photography, chess and various other sports activities are organised via these clubs. Students are also given the chance to demonstrate their achievements through public performance during the academic year. Besides the clubs, activities, seminars, trips, tournaments and other social activities are offered to EPS students.

B. Civic Involvement Projects (CIP)

Each semester Civic Involvement Projects focus on different topics are voluntarily carried out by students together with the instructors. Some projects are as follows:

1. Discovering Turkish Cypriot Culture

The aim of the 'Discovering Turkish Cypriot Culture' Civic Involvement Project is for our students to learn and experience the traditions and culture of Northern Cyprus. By learning about Northern Cyprus, students will be able to integrate into the local community more easily, build friendships, share information about their own cultures, and develop their own skills and abilities. Overall, this project provides students with the opportunity to increase their awareness of Turkish Cypriot culture and compare it with their own culture.

2. Rainbow

The aim of the 'Rainbow' Civic Involvement Project is to derive students' awareness about the environment and to create the feeling of responsibility towards our society and environment; also to take an active role in a project that would make our environment a better place to live.

3. I Love Books

The aim of the 'I Love Books' Civic Involvement Project is to raise awareness towards the importance of books.

XVIII. EMERGENCIES**A. Civil Defence Organisational Chart**

Fire Extinguishing (Civil Defence) Organisational Officer	Safety and Guidance Team	Fire Extinction and Rescue Team	Firs Aid Team	Technical Repair Team
İbrahim Genç	<u>Safety Team:</u> Ercan Ercanlar <u>Guidance Team:</u> Zihni Saygılı Sultan Dinleyici	Özlem Dağtekin	Pembe Kara Özgül Abiç	Sami Ömer Sami Şengüller Mehmet Abuzet Hikmet Karadağ Ali Gürgöze

For Procedures on Emergencies, please refer to FLEPS Administrative Procedures and Policies, items 19 – 24 on pp. 6-7.

XIX. IMPORTANT TELEPHONE NUMBERS

All EMU phone numbers (extensions) can be called by adding 630 in front of the extension numbers.

EPS STUDENT AFFAIRS TEAM	1112
EPS ADMINISTRATIVE AFFAIRS TEAM	2150
EPS SECRETARY'S OFFICE	2153
FL SECRETARY'S OFFICE	2423
STUDENT COUNSELING, RESEARCH AND DEVELOPMENT CENTRE	2261
FLEPS TT&PD ROOM	3292
FL MEETING ROOM	3064
EPS ERC	2145
FL ERC	3062
EPS SSSC	2177
EPS COMMON ROOM	2327
EPS CANTEEN	2157
FL CANTEEN	1239
FLEPS FAX NUMBER	2324
EPS ASSISTANCE	https://fleps.emu.edu.tr/en/contact
FL ASSISTANCE	https://fleps.emu.edu.tr/en/contact
WEBSITE	http://fleps.emu.edu.tr
EMU CENTRAL	1111
EMU SECURITY	1444
EMU HEALTH CENTRE	2200
POLICE RESCUE	155 / 366 5310 / 366 5321
FIRE	199 / 366 5389
HOSPITAL	366 5328 / 366 2876

XX. APPENDIX A: PEOPLE AT FLEPS**A. FLEPS Academic Staff**

Afet AKTUĞRALI, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language and Humanities, EMU.

Afet ŞEYTAN, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Educational Sciences, EMU.

Alev ÖZÖĞMEN, Instructor. B.A., English Language and Literature, Hacettepe University.

Ali BİLLUROĞLU, Instructor. B.A., English Language Teaching, EMU. [on leave]

Ali KATIRCIOĞLU, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language Teaching, EMU.

Alime MUTLU, Senior Instructor. B.A., English Language Teaching, Anadolu University; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Alişan ŞAN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Teaching English as a Foreign Language, Bilkent University.

Alper GÜÇLÜCAN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Humanities, EMU; LCCI FTBE, C.O.T.E. (RSA/Cambridge).

Arzu ONBAŞI, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Language Teaching, EMU; C.E.E.L.T. II (RSA/Cambridge).

Arzu ÖZBİLEN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU; C.O.T.E. (RSA/ Cambridge).

Aslı CAN, Senior Instructor. B.A., English Language and Literature, Ege University; M.A., English Language Teaching, Lefke European University.

Aslı GÖNENÇ, Instructor. B.A., English Language Teaching, Middle East Technical University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

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Aygün ÖZYAHYALAR, Senior Instructor. B.A., Business Administration and Economics, EMU; M.A., English Language Teaching, EMU; TESOL Certificate (Trinity/RSA), C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Aynur İSTİLLOZLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Educational Sciences, EMU; I.C.E.L.T. (RSA/Cambridge).

Ayşe KOZANSOY, Senior Instructor. B.A., English Language Teaching, 9 Eylül University; M.Sc., Teaching English to Speakers of Other Languages, Stirling University; C.O.T.E. (RSA/Cambridge).

Ayşe ONUT, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ayşe ÖZVERİR, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Specializing in IT in Education and Training, University of Wollongong; C.E.E.L.T. II (RSA/Cambridge)

Ayşegül SALLI, Asst. Prof. Dr.. B.A., English Language and Literature, Ege University; M.A., Teaching English as a Foreign Language, Bilkent University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge); Ph.D., English Language Teaching, EMU.

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Ayşim ERSAY, Senior Instructor. B.A., English Language Teaching, Çukurova University; M.A., English Language Teaching/Educational Sciences, EMU.

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Betül EREN, Instructor. B.A., English Language Teaching, Gazi University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Canan KORAN, Senior Instructor. B.S., Economics, EMU; M.B.A., Marketing, Girne American University; M.A., Teaching English to Speakers of Other Languages, University of Nottingham.

Çelen KARADAĞLI, Instructor. B.A., English Language and Humanities, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

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Cemaliye SOĞANCI, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, Near East University; C.E.L.T.A. (RSA/Cambridge).

Cemil SARIÇİZMELİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU. [on leave]

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Düriye DAHLAMEROĞLU, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ebru KUMYALILI, Senior Instructor. B.A., English Literature and Humanities, EMU; M.Phil., Research in Second Language Education Across Cultures, Cambridge University; C.E.E.L.T. II (RSA/Cambridge).

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XXI. APPENDIX B: FLEPS Professional Development Questionnaire

FLEPS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE (based on TDFRAM - Teacher Development Framework)				
DP: Development Phase (see the second page for an overview of each of the DPs, and also refer to the document – TDFRAM for a detailed description of each of the areas below)	I am at DP 1/2	I'm willing to receive support in this area	I am at DP* 3	I'm willing to offer support to other teachers in this area
Planning Teaching and Learning:				
1. Learner needs & learning processes				
2. Curriculum and syllabus (the teaching & learning programme)				
3. Lesson aims and outcomes				
4. The lesson – tasks, activities & materials				
Teaching and Supporting Learning:				
1. Teaching methodology				
2. Resources/Materials				
3. Interacting with learners				
4. Lesson management				
5. Using digital media				
6. Monitoring learning				
7. Learner autonomy				
Assessment of Learning:				
1. Assessment and the curriculum				
2. Test types – selection, design and administration				
3. Impact of assessment on learning				
4. Assessment and learning processes				
Language, Communication and Culture:				
1. Using the target language effectively with learner				
2. Applying the principles of the Common European Framework for Reference				
3. Giving sound language models and guidance				
4. Handling relevant cultural issues as part of language learning				
5. Applying practical insights from linguistics and psycholinguistics				
The Teacher as Professional:				
1. Self-assessment and teacher autonomy				
2. Collaborative development				
3. Exploratory teaching				
4. Lesson observation				
5. Professional conduct				

OVERVIEW OF LANGUAGE TEACHER COMPETENCES ACROSS THREE PHASES OF DEVELOPMENT

Development Phase 1	Development Phase 2	Development Phase 3
<p>Teachers at this level are competent replicators. They have pre-service teaching qualifications and can follow models of good practice. They plan, teach and reflect on their teaching effectively, and are responsive to guidance and feedback.</p>	<p>Teachers at this level are aware practitioners. They have greater confidence and show initiative in planning, delivery and evaluation. They are open to and aware of issues that arise in the learning and teaching process, and can independently identify and implement appropriate teaching strategies, seeking guidance as necessary.</p>	<p>Teachers at this level are expert facilitators. They have mastered a broad range of skills and strategies related to learning and teaching processes. They are competent in curriculum and syllabus development, creating teaching materials and developing assessment tools for use by others. They can also provide informed and instructive guidance to other teachers.</p>
<p>Teachers at this level are engaged in the further development of their teaching skills in the context of systematic institutional development programmes.</p>	<p>Within an institutional environment conducive to professional development, teachers at this level have gained a clear understanding of the nature and value of continuing professional self-development, can identify their professional needs, and can set objectives for continued professional growth.</p>	<p>Teachers at this level understand the need for continuing professional development even at this high level of competence, and are fully engaged in this, both as learners and as trainers or mentors of less experienced colleagues.</p>

Sample Self-Assessment:

	Teaching and Supporting Learning:	I am at DP* 1/2	I'm willing to receive support in this area	I am at DP* 3	I'm willing to offer support to other teachers in this area
1.	Teaching methodology			X	
2.	Resources/Materials			X	
3.	Interacting with learners			X	X
4.	Lesson management			X	X
5.	Using digital media	X	X		
6.	Monitoring learning	X			
7.	Learner autonomy	X	X		

According to this sample survey response above, the respondent teacher believes s/he is at DP 3 in areas 1 – 4, and willing to offer other teachers support (on demand) in areas 3 & 4. The teacher also thinks s/he is at DP 1 (or 2) regarding areas 5 - 7 and willing to receive training support in areas 5 & 7.

XXII. APPENDIX C: List of Abbreviations

IELTS:	<i>International English Language Testing System.</i>
TOEFL iBT:	<i>Internet-based Test of English as a Foreign Language.</i>
TOEFL PBT:	<i>Paper-based Test of English as a Foreign Language.</i>
TOEFL CBT:	<i>Computer-based Test of English as a Foreign Language.</i>
TOEFL Academic:	<i>International Test of English Proficiency</i>
ITEP:	<i>Pearson Test of English.</i>
ÜDS:	<i>Üniversitelerarası Kurul Yabancı Dil Sınavı</i>
YDS:	<i>Yabancı Dil Bilgisi Seviye Tespit Sınavı</i>
KPDS:	<i>Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı</i>
YÖKDİL:	<i>Yükseköğretim Kurumları Yabancı Dil Sınavı</i>
GCE:	<i>Cambridge General Certificate of Education.</i>
IGCE:	<i>Cambridge International General Certificate of Secondary Education.</i>
UCE:	<i>Uganda National Examinations Board Certificate of Education.</i>
FCE:	<i>Cambridge First Certificate in English.</i>
CPE:	<i>Cambridge Certificate of Proficiency in English.</i>
CAE:	<i>Cambridge English: Advanced.</i>
City & Guilds:	<i>City & Guilds International English Test.</i>
LCCI:	<i>London Chamber of Commerce and Industry.</i>
WAEC:	<i>The West African Examinations Council.</i>
WASSCE:	<i>The West African Senior School Certificate Examination.</i>
SSSCE:	<i>Senior Secondary School Certificate Examination (Ghana).</i>
NECO:	<i>National Examination Council (Nigeria).</i>
NABTEB:	<i>The National Business and Technical Examinations Board (Nigeria).</i>
ZIMSEC:	<i>The Zimbabwe School Examinations Council.</i>
UCE	<i>Uganda Certificate of Education.</i>
NSC:	<i>National Senior Certificate (South Africa).</i>
Ieb:	<i>Independent Examinations Board (South Africa).</i>
ECZ:	<i>Examinations Council of Zambia.</i>
HIGCSE:	<i>Higher International General Certificate of Secondary Education (South Africa).</i>
NSSC:	<i>Namibia Senior Secondary Certificate.</i>
KNEC:	<i>Kenya National Examination Council.</i>
NEAEA:	<i>National Educational Assessment and Examinations Agency (The Ethiopian General Secondary Education Certificate Examination).</i>
NECTA (CSEE):	<i>The National Examinations Council of Tanzania (The Certificate of Secondary Education Examination).</i>
SAT:	<i>The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Achievement Test).</i>

XXIII. APPENDIX D: FLEPS Sample Letter of Leave Request

Tarih xxxxxxxxxxxx

Kime: xxxxxxxxxxxxxxxxxxxx (imza)
Müdür Yardımcısı, İHO

Kimden: xxxxxxxxxxxxxxxxxxxx (imza)
Öğretim Elemanı, İHO

Konu: İzin talebi hakkında (idari / yıllık / sağlık)

xxxxxxxxxxxxxxxxxxxxxx nedenlerinden dolayı xx-xx-xxxx tarihleri arasında / tarihinde (yurtdışında bulunacağımdan / rahatsızlığımdan / tedavi göreceğimden / refakatte gitmem gerektiğinden dolayı) izin kullanmam gerekmektedir. Belirtilen tarihlerdeki ders telafisi aşağıdaki şekilde yapılacaktır.

Yapılmayacak Dersin Tarihi	Yapılmayacak Dersin Saati	Telafi Türü (Pay-back, Swap, Substitution)	Kimin Yapacağı	Make-up Dersin Tarih ve Saati

Gereğinin yapılmasını saygılarımla arz ederim.