TABLE OF CONTENTS

I. FOREWORD FROM THE DIRECTOR 1
II. HISTORY 1
III. VISION 2
IV. MISSION 3
V. PRINCIPLES 3
VI. EQUAL OPPORTUNITIES POLICY 4
A. Basic principles 4
B. Religion 4
C. Culture, class and race 4
D. Gender 4
E. Sexuality 5
F. Recruitment and selection 5
VII. ACCREDITATION 5
VIII. ORGANISATIONAL CHART OF FLEPS 1
A. Organisational Chart of FLEPS 1
B. Who is Who 2
IX. 2022-2023 ACADEMIC CALENDAR 1
X. STAFF DEVELOPMENT 4
C. Effective Teaching 4
D. Professional Development 5
1. Internal and External PD activities 5
2. Induction for New Staff 5
3. Formal Qualifications 6
4. Research Procedures and Support for Conference Attendance 7
E. Instructor Appraisal 7
XI. FLEPS EDUCATION SYSTEM 8
A. FLEPS Educational Philosophy 8
B. Teaching Goals of FL Division 10
C. Turkish Preparatory School 12
D. Postgraduate Support Programs 12
E. Courses 13
A. Course Flow 30
F. Office Hours 31
G. FLEPS Assessment and Evaluation 31
H. Summer School 32
I. International Exams 32
J. Pearson Certificate 32
XII. ELECTRONIC MEDIA 33
A. FLEPS Discussion Forum 33
B. FLEPS Website 33
C. Portal for Academic Staff 33
D. Student Portal 33
XIII. WORKING AT FLEPS 34
A. Working Hours 34
B. Working Load 34
C. Administrative and Other Duties 34
D. Teaching Related Issues 35
XIV. PROCEDURES & PRINCIPLES 36

A. Leave Procedures 36
B. Exam Procedures 36
1. Before the Exam 36
2. During the Exam 36
3. In Case of Copying/Cheating 38
4. After the Exam 38
5. Optic Form Procedures 39
C. Grade Change Procedure 39
1. Procedures to Follow 39
2. Points to Consider 39
D. Meetings 40
E. Responsibilities Regarding Buildings 40
F. Recruitment 40
G. Termination of Employment 40
H. Renewal of Contracts 40
I. Complaints and Requests (Petitions) 41
J. Disciplinary Issues 41
K. Staff Files 41
L. Applying for Posts 41
M. References and Testimonials 41
N. Attending and Cancelling Classes 41
O. Communication Channels 41
XV. STUDENT-RELATED ISSUES 42
A. Student Affairs and Promotion Office 42
B. Attendance 42
C. Keeping Records 42
D. Announcing Exam Results 42
E. Rights and Rules for Exams 42
F. Objections to Exam Results 43
G. Petitions and Complaints 43
H. Petition Procedures After the Exam 43
I. Disciplinary Issues 43
XVI. FACILITIES AND ACTIVITIES AT FL DIVISION 43
A. Educational Resources Centre (ERC) 43
B. Multicultural Education Activities 44
XVII. EMERGENCIES 44
XVIII. IMPORTANT TELEPHONE NUMBERS 45
XIX. APPENDIX A: PEOPLE AT FLEPS 46
C. FLEPS Academic Staff 46
B. Secretaries 56
C. EPS Administrator 56
XX. APPENDIX B: FLEPS Professional Development Questionnaire 57
XXI. APPENDIX C: FLEPS Sample Letter of Leave Request 59

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

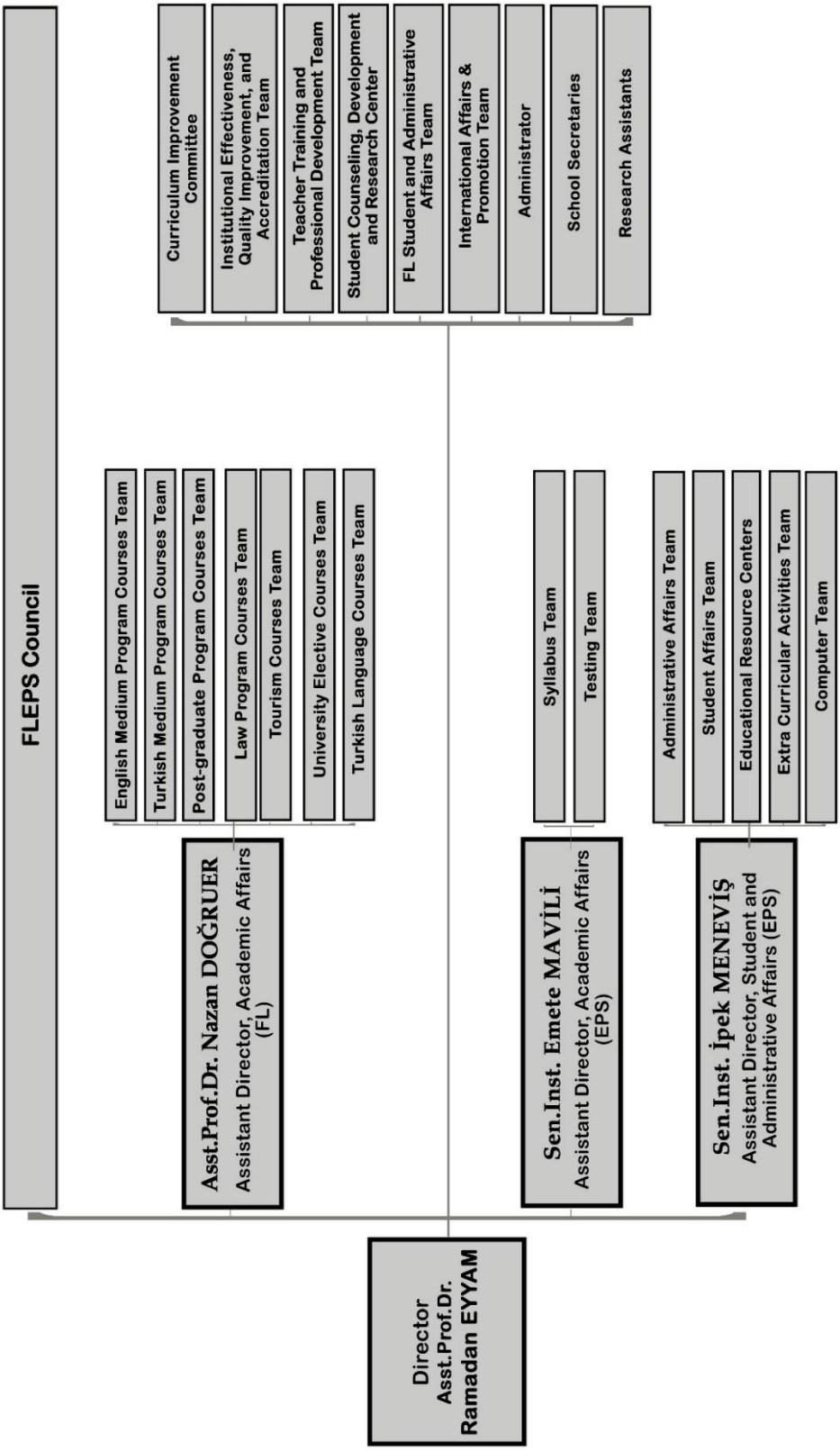
Foreign Languages and English Preparatory School (FLEPS) has been internationally accredited by Pearson Assured for its quality instruction and effective organisation, premises and facilities. Pearson Assured is an accreditation body based in the UK. It evaluates quality processes, and recognises and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

Asst. Prof. Dr. Ramadan EYYAM ***Director, FLEPS***	ext. no: 1374 ramadan.eyyam@emu.edu.tr
Asst. Prof. Dr. Nazan DOĞRUER ***Assistant Director, FL Academic Affairs***	ext. no: 1604 nazan.dogruer@emu.edu.tr
Asst. Prof. Dr. Ayşegül SALLI ***Coordinator, FLEPS Teacher Training & Professional Development Team***	ext. no: 3942 aysegul.salli@emu.edu.tr
Sen. Inst. Derya SABRİLER ***Coordinator, FLEPS Institutional Development***	ext. no: 2159 derya.sabriler@emu.edu.tr
Inst. Serap SEZER KESEN ***Coordinator, FL Academic Affairs***	ext. no: 2639 serap.sezer@emu.edu.tr
Inst. Fulya NURÇİN ***Coordinator, FL Student and Administrative Affairs***	ext. no: 2606 flassist@emu.edu.tr
FL STUDENT AND ADMINISTRATIVE AFFAIRS TEAM Sen. Inst. Arzu B. Özbilen Sen. Inst. Mustafa İpekçioğlu Sen. Inst. Zalihe Bayram	ext. no: 2606 flassist@emu.edu.tr
ENGLISH MEDIUM PROGRAM (EMP) COURSES UNIT Sen. Inst. Sevdiye Toker (Unit Leader) **ACADEMIC ENGLISH COURSES** Sen. Inst. Ruşen Y. Karakaya (Syllabus Member) Inst. Çelen Müezzin (Syllabus Member) Sen. Inst. Şerife S. Kurt (Testing Member) Sen. Inst. Metin Mavioğlu (Testing Member) **COMPLEMENTARY ENGLISH COURSES** Sen. Inst. Zekiye Esentuna (ENGL183 – Course Organizer) Sen. Inst. Alime Mutlu (ENGL185 – Course Organizer) **REPORT WRITING** Sen. Inst. Ayşe Onut (ENGL201 – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
TURKISH MEDIUM PROGRAM (TMP) COURSES UNIT Sen. Inst. Ayşim Ersay (Unit Leader) Inst. Hatice Erkul (ENGL151 – ENGL152, CAT) Sen. Inst. Fatma Olcaytuğ Ünal (ENGL161, CAT) Sen. Inst. Cenk Özdağ (ENGL162, CAT) Inst. Suzan Özdilek (ENGL171, CAT) Sen. Inst. Fatma A. Kaya (ENGL172, CAT)	ext. no: 2423 flassist@emu.edu.tr
POST-GRADUATE PROGRAM COURSES UNIT Sen. Inst. Emir Konuklu (Unit Leader) Sen. Inst. Christine E. Kannur (Postgraduate Organizer) Sen. Inst. Selda İ. Göçer (ENGL509 – Course Organizer) Sen. Inst. Özkan Özçınar (ENGL511 – Course Organizer) Sen. Inst. Ayfer Civisilli (ENGL513 – Course Organizer) Sen. Inst. Aygün Özyahyalar (ENGL515 – Course Organizer) Asst. Prof. Dr. Nilgün H. Eldridge (ENGL523 – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr

TOURISM COURSES UNIT Asst. Prof. Dr. Nazenin Ruso (ENGL107 / ENGL108 – Course Organizer) Sen. Inst. Sevilay Küçüksu (ENGL105 / ENGL106 – Course Organizer) Sen. Inst. Hüseyin Bilsen (ENGL109 / ENGL110 – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
LAW PROGRAM COURSES UNIT Sen. Inst. Zehra Ertay (Unit Leader) (Law Faculty Timetable Organizer) Sen. Inst. Fikri Altıntaş (ENGL153 / ENGL154 – Course Organizer) Sen. Inst. Cem Yıldıray (ENGL155 / ENGL156 – Course Organizer) Sen. Inst. Zehra Ertay (ENGL255 – Course Organizer) Asst. Prof. Dr. Nadıran Tanyeli (ENGL256 – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
AREA ELECTIVE COURSES UNIT Sen. Inst. Peril Emiroğulları (TOLES Courses – Courses Organizer) Sen. Inst. Ali Katırcıoğlu (ENGL302 – Course Organizer) Sen. Inst. Ayşe K. Kozansoy (Medical English Courses– Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
UNIVERSITY ELECTIVE COURSES UNIT Sen. Inst. Fatma Tuba Akgün (French Courses – Course Organizer) Sen. Inst. Aslıhan Engin Bozoğlu (German Courses – Course Organizer) Sen. Inst. Yeşim Dede (Greek Courses – Course Organizer) Sen. Inst. Ulaş Gökçe (Russian Courses – Course Organizer) Sen. Inst. Ozan İnamlık (YDBS117 – Course Organizer) Sen. Inst. Sinem Kutup (FLDE117 – Course Organizer) Sen. Inst. Ayşe Onut (FLDE118 – Course Organizer) Sen. Inst. Ozan Inamlık (ENGL301 – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
TURKISH COURSES UNIT Sen. Inst. Yelda Çubukcu (TUSL181 – Course Organizer) Sen. Inst. Emine Özerinç (Turkish for Medicine Students – Course Organizer)	ext. no: 2423 flassist@emu.edu.tr
Sevgi Yelkanat ***Secretary***	ext. no: 2423 sevgi.yelkanat@emu.edu.tr

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

IX. 2022-2023 ACADEMIC CALENDAR

FALL TERM

08	**September 2022**	2021 - 2022 Summer Term, Last Day Of Classes
10 - 14	**September 2022**	2021 - 2022 Summer Term, Final Exams
12 - 30	**September 2022**	Orientation Days For New Students
16	**September 2022**	Last Day For The Submission of Summer School Grades To The Registrar
20	**September 2022**	Last Day For The Submission of 2021 - 2022 Spring and Summer Term 'Incomplete' Grades and Graduation Make up Grades To The Registrar
21	**September 2022**	Last Day For The Submission of 2021 - 2022 Summer Term Graduation Decisions and Graduation Decisions of Students who will Graduate as a Result of Spring or Summer Term Graduation Make up examination or as a Result of Spring or Summer Term Incomplete Grades To The Registrar
23	**September 2022**	Graduation of students graduating at the end of the Summer Term and Graduation of Students Who Complete Their Graduation Procedures Late
26	**September 2022**	English Proficiency Test 1st Stage *
27	**September 2022**	Last Day For Online Course Registration
28	**September 2022**	English Proficiency Test 2nd Stage
28 - 30	**September 2022**	Course Registration Period (Course Registrations Accompanied by Advisor and Approval of Registration)
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 ***
14	**October 2022**	Last Day For The Submission of 2021 - 2022 Spring and Summer Term Letter Grade Changes To The Registrar
17	**October 2022**	Last Day For Add/Drop
29	**October 2022**	TR Republic Day (National Holiday)
10	**November 2022**	Commemoration of Atatürk
15	**November 2022**	TRNC Republic Day (National Holiday)
21 - 03	**Nov./Dec. 2022**	Mid-Term Examinations Period
05	**December 2022**	System Will Be Accessible For Entering Courses To Be Offered In Spring Term 2022-2023
19	**December 2022**	Last Day for submission of University Elective Courses to be Offered in the Spring Term of 2022 - 2023 by the Elective Courses Commission to the Rectorate
23	**December 2022**	Last Day For Course Withdrawal
25	**December 2022**	Christmas Day **
30	**December 2022**	Last Day For Entering Courses To Be Offered In Spring Term 2022 - 2023 to the system
30	**December 2022**	Last Day For Applying To Get Leave Of Absence
01	**January 2023**	New Year's Day
05	**January 2023**	Last Day of Classes
09 - 24	**January 2023**	Final Examinations
25	**January 2023**	Online Course Registration For Spring Term 2022 - 2023 Commences
30	**January 2023**	Last Day For The Submission Of Grades To The Registrar
31 - 02	**Jan./Feb. 2023**	Online Application Period For Resit Examinations
01	**February 2023**	Last Day For Submission Of The Graduation Decisions To The Registrar

07	**February 2023**	Fall Term Graduate Graduation Ceremony
08	**February 2023**	Fall Term Associate / Undergraduate Graduation Ceremony
*** Those who are successful in the 1st Stage Exam, must take the 2nd Stage Exam.**		
**** Attendance will not be taken in classes and no quizzes or any other exams will be administered**		
***** The date may change depending on the program of the invited speaker.**		
SPRING TERM		
09 - 15	**February 2023**	Fall Term Resit Examinations
13 - 18	**February 2023**	Orientation Days For New Students
13	**February 2023**	Last Day For The Submission of Fall Term 'Incomplete' Grades To The Registrar
16	**February 2023**	English Proficiency Test 1st Stage *
17	**February 2023**	Last Day For The Submission of Fall Term Resit Examination Grades To The Registrar
19	**February 2023**	Last Day For Online Course Registration
20	**February 2023**	English Proficiency Test 2nd Stage
20 - 22	**February 2023**	Course Registration Period (Course Registrations Accompanied by Advisor and Approval of Registration)
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
9	**March 2023**	Last Day For The Submission of Fall Term Letter Grade Changes and Graduation Make-Up Grades To The Registrar
10	**March 2023**	Last Day For Add/Drop
13	**March 2023**	Last Day For Submission Of Graduation Decisions of the Students Who Will Graduate as a Result of; Fall Term Graduation Make-Up, Resit Examinations or Incomplete Grades To The Registrar
15	**March 2023**	Graduation for Fall Term Resit Exams Graduates or Graduation of Students Who Complete Their Graduation Procedures Late
20	**April 2023**	Ramadan Bairam Eve
21 - 23	**April 2023**	Ramadan Bairam
23	**April 2023**	National Sovereignty & Children's Day
24 - 08	**April/May 2023**	Mid-Term Examinations Period
1	**May 2023**	Workers' and Spring Day
02	**May 2023**	System Will Be Accessible For Entering Courses To Be Offered In Summer Term 2022 - 2023
12	**May 2023**	Last Day for submission of University Elective Courses to be Offered in the Summer Term of 2022 - 2023 by the Elective Courses Commission to the Rectorate
17 - 20	**May 2023**	Spring Festival
19	**May 2023**	Atatürk Commemoration, Youth and Sports Day
22	**May 2023**	Last Day For Course Withdrawal
26	**May 2023**	Last Day For Applying To Get Leave Of Absence
26	**May 2023**	Last Day For Entering Courses To Be Offered In Summer Term 2022 - 2023 to the system
02	**June 2023**	Last Day of Classes
02	**June 2023**	Online Course Registration For Summer Term 2022 - 2023 Commences
06 - 22	**June 2023**	Final Examinations
19	**June 2023**	System Will Be Accessible For Entering Courses To Be Offered In Fall Term 2023 - 2024
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

04 - 06	**July 2023**	Online Application Period For Resit Examinations
05	**July 2023**	Last Day For Submission Of The Graduation Decisions To The Registrar
10	**July 2023**	Last Day for submission of University Elective Courses to be Offered in the Fall Term of 2023 - 2024 by the Elective Courses Commission to the Rectorate
11	**July 2023**	Spring Term Graduate Graduation Ceremony
12	**July 2023**	Spring Term Associate / Undergraduate Graduation Ceremony
*** Those who are successful in the 1st Stage Exam, must take the 2nd Stage Exam.**		
SUMMER TERM		
13 - 19	**July 2023**	Spring Term Resit Examinations
20	**July 2023**	Peace and Freedom Day
21	**July 2023**	Last Day For The Submission of Spring Term Resit Examination Grades To The Registrar
23	**July 2023**	Last Day for Summer Term Online Course Registration
24	**July 2023**	Last Day For Submission Of Graduation Decisions of the Students Who Will Graduate as a Result of Spring Term Resit Examinations To The Registrar
24 - 25	**July 2023**	Course Registration Period (Course Registrations Accompanied by Advisor and Approval of Registration)
26	**July 2023**	Summer Term Classes Commence First Day Of Late Registration
28	**July 2023**	Graduation for Spring Term Resit Exams Graduates or Graduation of Students Who Complete Their Graduation Procedures Late
28	**July 2023**	Last Day For Entering Courses To Be Offered In Fall Term 2023 - 2024 to the system
01	**August 2023**	National Holiday
02	**August 2023**	Last Day For Late Registration
04	**August 2023**	Online Course Registration For Fall Term 2023 - 2024 Commences
09	**August 2023**	Last Day For Add/Drop
25	**August 2023**	Last Day For Course Withdrawal
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
13	**September 2023**	Last Day For Submission of The Summer Term Graduation Decisions To The Registrar
18	**September 2023**	Graduation of students graduating at the end of the Summer Term

X. STAFF DEVELOPMENT

C. 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.

D. 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 Phase*s (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/.

E. 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 FL Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of Foreign Languages 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,
- Courses offered at the Foreign Languages Division for English-medium Faculties/Departments, being at B1 and B2 levels; other courses offered for Turkish-medium Faculties/Departments, being at A1 and A2 level,
- Other foreign language courses offered at Foreign Languages Division for all Faculties/Departments being at A1-B1 levels is targeted.

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.

Conversation: 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.

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

Written Expression: Can, for example, write a short and simple postcard to send his/her greetings on holidays; fill in personal information such as name, address, nationality, etc. in hotels.

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 understanding 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.

Conversation: 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.

Verbal Expression: 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 short, simple notes and news. For example, can write a simple, personal letter to thank for something.

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 careful 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.

Conversation: 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.

Verbal Expression: 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. Can tell a story or the plot of a book or movie and describe his/her own responses.

Written Expression: Can write simple, coherent texts about topics relevant to his/her field of interest or personal life. Can write letters involving experiences and impressions.

B2

Listening Comprehension: Can understand long spoken texts or presentation on familiar topics an even the complex reasoning within the topic. Can understand majority of the news broadcasts and current discussions on television. Can understand majority of the movies when a clear language is used.

Reading Comprehension: Can read and understand reports on current problems that follow a certain attitude and a certain status. Can understand modern written texts.

Conversation: Can spontaneously and fluently express him/herself while talking to a native speaker. Can participate in discussions, reason his/her views and defend them in familiar contexts.

Verbal Expression: Can provide clear and detailed presentations on topics from his/her area of interest. Can explain views on a current question and state the advantages and disadvantages of various opportunities.

Written Expression: Can write clear and detailed texts about topics that interest him/her. Can provide the information given in a text or report or can give reasons for supporting or rejecting an idea. Can write a letter emphasizing the personal importance of events and experiences.

C. 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.

D. 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.

E. Courses

TURKISH-MEDIUM PROGRAMS (GENERAL ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL151	English I	A1	2	2
ENGL151 is a first semester, first year English language course offered to students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English from 10 to 24 on the GSE band within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL152	English II	A1	2	2
ENGL152 is a second semester, first year English language course offered to students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English from 27 to 35 on the GSE band within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL161	Basic English I	A1	3	4
ENGL161 is a first semester, first year English language course offered to all students studying in a 2 year Turkish Medium Program at the university. It is designed to help students improve the level of their English from 22 to 28 on the GSE band within the A1 level as specified, the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL162	Basic English II	A1	3	4
ENGL162 is a second semester, first year English language course offered to all students studying in a 2-year Turkish Medium Program. It is designed to help students improve the level of their English from 27 to 35 on the GSE band and within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills in academic settings.				
ENGL171	English I	A1	3	4
ENGL171 is a first semester, first year English language course offered to students studying in a 4 year Turkish Medium Programs. It is designed to help students improve the level of their English from 22 to 36 on the GSE band and within the A1- A2 level as specified in the Common European Framework of Reference for				

Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills. Contact hours are 4 hours per week.				
ENGL172	English II	A2	3	4
ENGL172 is a second semester, first year English language course offered to all students studying in a 4 year Turkish Medium Program. It is designed to help students improve the level of their English from 22-36 on the GSE band and within the A1-A2 as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills in academic settings.				
ENGL203	Occupational English	A2	3	3
ENGL203 is a 3rd semester basic occupational English course. It aims to revise technical terms and knowledge while using a range of skills, including reading, writing, and oral communication skills. Throughout the course, the students focus on tasks that intend to help them in their immediate and future academic and professional life. The tasks selected for this course are parallel with topics covered in their field of study. Therefore, students do not only have the opportunity to digest those topics but they also practise the English language.				
ENGL302	Occupational English	A2	3	3
ENGL302 is a 3rd semester intensive writing course. It aims to further improve the writing skills of students. Writing skills are essential to academic success and this course helps them better cope with their academic studies and increases their self-confidence in academic writing. Specifically, it focuses on helping students to write clear, well-organised and well-developed work, using a wide range of vocabulary and grammatical structures. This course also helps students evaluate more critically their own work and that of others.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL153	Basic English I	A1	5	5
ENGL153 is a 1st semester, 1st year English language course. It is offered to the students of School of Justice. It is designed to help students improve the level of their English from 25 to 30 on the GSE band and above the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL154	Basic English II	A1	5	5
ENGL154 is a second semester, first year English language course. It is designed to help students improve the level of their English from 30 to 35 on the GSE band and above the A1-A2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English				

language and aims to develop listening, speaking, reading and writing skills in academic settings				
ENGL155	English I	A2	5	8
ENGL155 is a first semester, first year English language course. It is designed to help students improve the level of their English from 35 to 40 on the GSE band and within the A2+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills in academic settings.				
ENGL156	English II	B1	5	8
ENGL156 is a first year, second semester English language course for the students in the Faculty of Law. It is designed to help students improve the level of their English low B1 level, as specified in the Common European Framework of Reference for Languages and Global Scale of English from 40 to 45. Contact hours are 5 hours per week. This course is for Faculty of Law.				
ENGL255	Legal English I	B1	4	4
ENGL 255 is a sophomore legal English course for the students in the Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. Contact hours are 4 hours per week. The main focus of the course is on the development of reading, writing, listening and speaking skills in legal English as well as legal jargon				
ENGL256	Legal English II	B1	4	4
ENGL256 is a sophomore legal English course for the students in the Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. The main focus of the course is on the development of reading, writing, and speaking skills in legal English as well as legal jargon.				

TOLES COURSES (AREA ELECTIVE COURSES AT FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL352	English for Lawyers I	B1	2	3
ENGL352 is a 1st semester, 3rd year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL353	English for Lawyers II	B1	2	3
ENGL353 is a 2nd semester, 3rd year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their				

English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL452	English for Lawyers III	B1+	2	3
ENGL452 is a 1st semester, 4th year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 50 to 55 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL453	English for Lawyers IV	B1+	2	3
ENGL453 is a 2nd semester, 4th year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 50 to 55 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF TOURISM)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL105	Communication Skills for Tourism and Recreation Industry – I	B1+	3	4
ENGL105 is a 1st semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both two-year and the four-year program students who are at B1+ level of English according to Common European Framework of Reference (CEFR) for languages. It aims to consolidate and develop students' knowledge and ability to understand and use familiar tourism related expressions and specific practical needs in connection with tourism, recreation and culinary issues. This course focuses on the further reading, speaking, listening, and writing skills in job-related settings and improving study skills in general.				
ENGL106	Communication Skills for Tourism and Recreation Industry – II	B2	3	4
ENGL106 is a 2nd semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both the two-year and the four-year program students who are at B2 level of English according to Common European Framework of Reference (CEFR) for languages. It aims at the strategies necessary for effective professional communication. Thus, the course provides guidance and a context for developing reading, writing and speaking skills.				
ENGL 107	Culinary Art	A1	3	4
ENGL107 is 1st semester, 1st year ESP course. It is offered to the students of Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European				

Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions that will help them to understand basic cooking instructions and to give systematic instructions for preparing recipes. Throughout the semester, students study grammar and culinary arts terminology as well as tenses.				
ENGL108	Culinary Art	A2	3	4
ENGL108 is a 2nd semester, 1st year ESP course. It is offered to the students of Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions and to give step by step instructions for preparing recipes. Throughout the semester students study grammar and culinary arts terminology as well as tenses.				
ENGL109	Communication Skills for Gastronomy and Culinary Arts - I	B1+	3	4
ENGL 109 is a first semester ESP course of the Culinary Arts Programme at the Faculty of Tourism. This course is intended for students who are at B1+ level of English according to CEFR. Throughout the semester the students will study grammar and culinary arts terminology as well as tenses. The aim of this course is to equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions, communicative dialogues and to give step by step instructions for preparing menus and recipes. The main emphasis is placed on the strategies necessary for effective professional communication in their own field.				
ENGL110	Communication Skills for Gastronomy and Culinary Arts - I	B1+	3	4
ENGL 110 is a second semester ESP course of the Culinary Arts Programme at the Faculty of Tourism. This course is intended for students who are at B2 level of English according to CEFR. Throughout the semester the students will study grammar and culinary arts terminology as well as tenses. The aim of this course is to equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions, communicative dialogues and to give step by step instructions for preparing menus and recipes. The main emphasis is placed on the strategies necessary for effective professional communication in their own field.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF MEDICINE)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL 131	Medical English	B1+	2	2

ENGL131 is a 1st year English language course. It is offered to the students of Faculty of Medicine. It is an intensive course for doctors, medical students in the clinical phase of their studies and other medical professionals who need to use English in their work. This course covers medical terminology, practice in specialist vocabulary and a review of basic grammatical structures. It focuses on communication with patients and medical colleagues, and reading and writing medical journal articles, case reports using the correct abbreviations and format.

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF DENTISTRY)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL 113	Medical English-I	B1+	2	2
ENGL113 is a first year second semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as teeth, gum disorders, cleaning, tooth extraction and hygiene are incorporated in the course.				
ENGL 123	Medical English-II	B1+	2	2
ENGL123 is a first year second semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as dental exam, radiography, dental prosthetics, orthodontic treatment, dental caries fillings, root canals and many more are incorporated in the course.				
ENGL 213	Medical English-III	B2	2	2
ENGL213 is a second year first semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. This course is also a further dive into to the world of dentistry for the second year dentistry student. Dental terms are grouped according to a specialty or area of interest to provide specific and related knowledge of the subject matter.				

ENGLISH-MEDIUM PROGRAMS (ACADEMIC ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL181	Academic English I	B1+	3	6
ENGL 181 is a first semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English from 55 to 60 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis.				

The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL182	Academic English II	B2	3	6
ENGL 182 is a second semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English from 60 to 66 (+68) on the GSE band and within the B2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis. The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL191	Communication in English I	B1+	3	4
ENGL 191 is a first semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English from 55 to 60 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis. The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL192	Communication in English II	B2	3	4
ENGL 192 is a second semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English from 60 to 66 (+68) on the GSE band and within the B2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis. The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL201	Communication Skills	B2	3	3
ENGL 201 is for the students at the Faculty of Engineering and at the School of Computing and Technology. It is designed to help students to improve the level of their English from 63 to 81 on the GSE band and within the B2 and C1 levels as specified in the Common European Framework of Reference for Languages. It is to develop a range of skills for effective Technical Report Writing based on the requirements from their faculties according to the ABET Accreditation. (Research on a topic preferably on Engineering and process writing). At the end, an organized and cohesive Technical Report will be produced. APA (the style of documentation of sources used by the American Psychological Asssociation) conventions in terms of page layout, headings, table of contents, tables, figures, pictures, and references are followed by the students. Upon				

completion of the report, students are required to orally present their work aiming to enhance spoken fluency, accuracy and provide training in the components of a good, academic presentation.

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL183	Complementary English I	B1	0	9
ENGL 183 is a first semester complementary English course. It is designed to help students improve the level of their English from 42 to 58 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. The focus will mainly be on the development of language skills in reading, writing, listening and speaking. Moreover, the improvement of general academic study skills necessary in an academic setting will be introduced.				
ENGL185	Complementary English II	B1	0	12
ENGL 185 is a first semester complementary English course. It is designed to help students improve the level of their English from 42 to 58 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. The focus will mainly be on the development of language skills in reading, writing, listening and speaking. Moreover, the improvement of general academic study skills necessary in an academic setting will be introduced.				

POSTGRADUATE ENGLISH SUPPORT PROGRAM (ELECTIVE COURSES)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL523	Thesis Writing for Postgraduate Students	B2 - C1	0	4
ENGL523 is an elective post-graduate academic English course. It aims to develop the academic writing skills of MA/MS and Ph.D. candidates. It focuses on examining authentic academic texts, and analysing such elements as structure, lexis, and style in theses and dissertations. Participants are invited to exploit this detailed understanding of textual dynamics in their own writing and helped to produce work that is accurate, concise, and appropriate				

ENGLISH POSTGRADUATE COURSES

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL509	Basic Intensive English for Post Graduate Students	A1/A2	0	25

ENGL 509 is a first semester intensive English course. The main focus is on the development of language skills in reading, writing, listening and speaking Students will also receive extensive practice on grammar and lexis related to the level of English from 25 to 40 on the GSE band and within the A1-A2+ level as specified in the Common European Framework of Reference. This course is ideal for graduate students with low level of proficiency required by their departments.				
ENGL511	Intensive English for Post Graduate Students	B1	0	25
ENGL 511 is an intensive English language course for postgraduate students. The course is aligned to the Common European Framework of Reference for Languages (CEFR) and is for students who have been assessed as CEFR A2+ / B1, or Pearson's Global Scale of English (GSE) band from 36 to 55.				
ENGL513	Academic English for Post Graduate Students	B1+	0	6
ENGL 513 is for students in the first semester of a postgraduate course of study who need to develop their level of academic English from 51 to 60 on the GSE band and within the B1.1 level as specified in the Common European Framework of Reference for Languages. The course purpose is to develop their level of academic English in order to successfully cope with the demands of advanced academic study.				
ENGL515	Advanced Academic English for Post Graduate Students	B2	0	4
ENGL515 is a 1st semester advanced academic English course for postgraduate students. It aims to further develop their English language skills to cope better with their academic studies. Students receive extensive practice in the areas of reading and writing, and focus on lexis and grammar relevant to academic studies.				

POSTGRADUATE TURKISH SUPPORT PROGRAM

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
TUSL501	Basic Intensive Turkish for Postgraduate Students	A2	0	25
TUSL501 is a 1st semester intensive Turkish course for postgraduate students. It aims to help students improve the level of their Turkish to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. This course focuses on the development of language skills in reading, writing, listening and speaking. It also aims to improve and develop critical thinking skills and to develop an autonomous and self-directed approach to learning.				
TUSL503	Intensive Turkish for Postgraduate Students	B1	0	25
TUSL503 is a 1st semester intensive Turkish course for postgraduate students. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. This				

course focuses on the development of language skills in reading, writing, listening and speaking. It also aims to improve and develop critical thinking skills and to develop an autonomous and self-directed approach to learning.				
TUSL505	Academic Turkish for Postgraduate Students	B2	0	8
TUSL505 is a 1st semester Turkish course for postgraduate students. It aims to help students improve the level of their Turkish to B2 level, as specified in the common European Framework of Reference for Languages. It also aims to improve different reading skills and strategies of students, to help them develop vocabulary knowledge with academic reading texts, to enhance their speaking skills and to improve their critical and reflective thinking skills.				

UNIVERSITY ELECTIVE COURSES
ENGLISH COURSE PROGRAMS

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL112	English for Legal Purposes	B2	3	3
The course is aiming to teach advanced level of English (B2 level) skills to students who show interest in legal fields and target to pursue their future careers in the sectors such as international law, public administration, business, translation and interpretation or inter-disciplinary areas. After finishing this course successfully, students will be able to successfully comprehend texts including various terminologies of different subjects and efficiently use those terminologies in their professional life.				
ENGL115	Academic Speech	B2	3	3
ENGL115 aims to orientate students to the demands of academic life, develop general knowledge and critical thinking skills, and improve communication skills. This course aims to enhance students' abilities of public speaking in academic settings in terms of various speech events such as informative speech, seminar, persuasive speech and debate. Therefore, students are given the opportunity to express opinion, give information, persuade, agree and disagree with their classmates in a real context. While practicing these skills, students are required to read academic texts both to develop their abilities in coping vocabulary and comprehension of the text besides widening their perspectives on the raised issues.				
ENGL301	Advanced English for IELTS	B2	3	4
This is an advanced academic English course. It aims to provide additional language and study skills support for undergraduate students to help them better cope with their academic studies. It is particularly suitable for those students who wish to further develop their English language and who may wish to pursue post-graduate study abroad. Students will receive extensive practice in the areas of				

reading, writing, listening and speaking. This course will also focus on lexis and grammar relevant to academic studies. It is an ideal course for students who wish to take the IELTS exam.				
ENGL304	Academic and Professional Presentation Skills	B2	3	4
ENGL304 aims to improve academic and professional presentation skills. The underlying philosophy of the course is "learning by doing". This course gives students concrete practice in seminar skills, and debate as well as formal presentations. During the course, students develop their skills in exploiting such media as PowerPoint, video and web-sites as presentation aids. It further prepares students for professional life by helping them develop resumes, letters, and presentation packages for potential employers. The self-confidence and linguistic skills that the course fosters should also benefit any students who simply wish to develop their oral communication skills in English.				
ENGL312	Advanced Academic Writing Skills	B2	3	4
ENGL312 aims to equip students with a wide range of terminology and writing skills. This course is specifically intended for people preparing for, or working in various industries that include business and tourism sectors, whether overseas or in the UK. It examines their ability to communicate effectively in spoken English at a professional level. In this course students have a general English proficiency equivalent to the Council of Europe Threshold Level (B1), but in addition they need to demonstrate their understanding and use of specialised language and terminology used in both business and tourism industry. In this course, case studies are also given to students to improve their problem-solving skills in certain situations and extended writing tasks are practiced in class.				
ENGL401	Advanced English for TOEFL	B2	3	3
The purpose of ENGL401 course is to further consolidate and develop students' knowledge and awareness of academic discourse, language structures and lexis as required by TOEFL-IBT (Test of English as a Foreign Language – Internet Based). The prime focus will be on the further development of writing, reading, speaking and listening skills in academic settings, and improving study skills in general.				
ENGL402	Advanced Reading Skills for Academic Study	B2	3	3
ENGL402 is an advanced reading skills course for academic study. It aims to develop students' awareness of the reading process for academic purposes and to improve reading and critical thinking skills. It helps students to comprehend and analyse university-level reading material and to do extensive reading outside of class to develop their interest in reading English and enhance learner autonomy.				

FLDE117	Coaching and Career Planning	B2	3	3
FLDE117 aims to guide students through the career and academic exploration, coaching and planning processes and to provide the strategies and skills necessary for a lifetime of career-related decision-making. It is offered to the students studying in English-medium programs.				
FLDE118	Introduction to Multicultural Education	B2	3	3
FLDE118 aims to cover the history, the widespread misconceptions about multiculturalism. It is offered to students studying in English-medium programs. This course, which is for students who are interested in understanding the effect of globalization on cultures, focuses on an interactive pedagogy to empower students to become more critical and focused in their thinking.				
FLDE119	English Language and Emotional Intelligence	B2	3	3
FLDE 119 is a university elective course offered to all undergraduate students studying at different faculties at EMU. This course aims to further develop students' communication skills as well as emotional intelligence by performing spoken and written tasks. This course is intended to guide students to improve their communication skills by developing intrapersonal, interpersonal and social skills such as self-awareness, self-motivation, self-regulation, and empathy and relationship management. The main emphasis of this course is to further improve students' knowledge on the power of emotions and their use positively. The course aims to teach some technical terms and language knowledge while using a range of skills, including reading, writing, critical thinking and oral communication. Throughout the course, the students will focus on tasks which intend to help them in their immediate and future academic and professional life. The tasks selected for this course are related with emotional intelligence topics and competencies. Therefore students will not only have the opportunity to digest those topics but will also practice the effective use of it.				

UNIVERSITY ELECTIVE COURSES
TURKISH-MEDIUM PROGRAMS

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
YDBS117	Coaching and Career Planning	B2	3	3
YDBS117 is an elective course. It is offered to students of Turkish-medium programs. It aims to guide students through the career and academic exploration, coaching and planning processes and to provide the strategies and skills necessary for a lifetime of career-related decision-making.				
YDBS118	Introduction to Multicultural Education	B2	3	3

YDBS118 is an elective course. It is offered to students of Turkish-medium programs. It helps students to read, discuss and express themselves about concepts such as globalization, multiculturalism, language, culture, and critical thinking.

FOREIGN LANGUAGE COURSES (EDUCATION FACULTY)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
FREN101	French I	A1	2	2
FREN101 is an introduction course to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in French-speaking countries and gain an insight into French culture and civilisation.				
FREN102	French II	A1	2	2
FREN102 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in French-speaking countries and to gain an insight into French culture and civilization.				
FREN201	French III	A1	2	2
FREN201 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills and introduces basic grammar structures. It also helps students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
GERM101	German I	A1	2	2
GERM101 is an introduction to the German language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps				

students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilisation.				
GERM102	German II	A1	2	2
GERM102 is the continuation of the introduction to the German language course. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilization.				
GERM201	German III	A1	2	2
GERM201 is a basic German course introducing the German language. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				

UNIVERSITY ELECTIVE COURSES
FOREIGN LANGUAGES PROGRAMS

FREN111	French I	A1	3	4
FREN111 is an introduction to the French language for speakers with no or a little knowledge of French. It is offered to students of English-medium programs. This course aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills and introduces basic grammar structures. It also helps students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
FREN112	French II	A1	3	4
FREN112 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of English-medium programs. It aims to help students improve the level of their French towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
FREN211	French I	A1	3	4
FREN211 is an introduction to the French language for speakers with no or a little knowledge of French. It is offered to students of English-medium				

programs. This course aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and introduces basic grammar structures. It also helps students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
GERM111	German I	A1	3	4
GERM111 is an introduction to the French language for speakers with no or a little knowledge of German. It is offered to the students studying in English-medium programs. This is a basic German course introducing the German language to the students. It aims to help students improve the level of their German to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				
GERM112	German-II	A1	3	4
GERM112 is the continuation of the introduction to the German language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				
GERM211	German I	A1	3	4
GERM211 is an introduction to the German language for speakers with no or a little knowledge of German. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their German to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				
GREE111	Greek I	A1	3	4
GREE111 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE112	Greek 2	A1	3	4

GREE112 is the continuation of the introduction to the Greek language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE211	Greek I	A1	3	4
GREE211 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in Turkish-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
RUSS111	Russian I	A1	3	4
This course is an introduction to the Russian language for speakers with no or a little knowledge of Russian. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				
RUSS112	Russian II	A1	3	4
RUSS112 is the continuation of the introduction to the Russian language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				

TURKISH COURSE FOR ENGLISH MEDIUM PROGRAMMES

TUSL181	Turkish as a Second Language	A1	2	2
TUSL181 is a basic Turkish course introducing the Turkish Language. It aims to help students improve the level of their Turkish to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and introduces basic grammar structures. It also helps students to develop their writing skills through a variety of tasks and to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				

TURKISH COURSES FOR FACULTY OF MEDICINE

TFMS101	Turkish as a Second Language	A1	3	4
TFMS 101 is a 1st semester, 1st year Turkish course. It is offered to the students of Faculty of Medicine. It aims to help students improve the level of their Turkish to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It is based on the introduction to Turkish Language and incorporates all four skills. It also helps students to develop their writing skills through a variety of tasks and to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				
TFMS102	Turkish as a Second Language	A2	3	4
TFMS 102 is a 2nd semester, 1st year Turkish course. It is offered to the students of Faculty of Medicine. It aims to help students improve the level of their Turkish to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and introduces basic grammar structures. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				
TFMS201	Turkish as a Second Language	B1	2	2
TFMS 201 is a compulsory course based on communication in Turkish. It is offered to the 2nd year foreign students in the Faculty of Medicine. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It helps students to comprehend the main idea of the conversations done in their daily life, to follow the meaning behind long sentences and ask for repetition, to understand the outline of the standard speech that they constantly encounter in the real-life situations, and to answer questions and bring them to the level of being able to express themselves in writing.				
TFMS301	Turkish as a Second Language	B1	2	2
TFMS301 a compulsory course based on communication in Turkish. It is offered to the 3rd year foreign students in the Faculty of Medicine. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It helps students to comprehend the main idea of the conversations done in their daily life, to follow the meaning behind long sentences and ask for repetition, to set up communication in their daily life especially in urgent cases, for example, when they are in hospital or pharmacy, to comprehend the main idea of the written texts and reflect their ideas in discussions.				

A. Course Flow

<table>
<tr><th></th><th>FACULTIES</th><th colspan="3">COURSE(S)</th></tr>
<tr><td rowspan="9">ENGLISH-MEDIUM PROGRAMS</td><td>Engineering</td><td rowspan="8">TUSL181</td><td>ENGL191* → ENGL192

*Students who get 60 and above from English Proficiency Exam Stage II)</td><td>ENGL181** → ENGL182

**Students who get between 50 – 59 from English Proficiency Exam Stage II)</td></tr>
<tr><td>Business</td></tr>
<tr><td>Communication</td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Pharmacy</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td>Tourism & Hospitality</td><td colspan="2">ENGL105 → ENGL106
ENGL109 → ENGL110</td></tr>
<tr><td>Medicine</td><td colspan="3">ENGL131
TFMS101 → TFMS102 → TFMS 201→ TFMS301</td></tr>
<tr><td rowspan="2">2-year TURKISH-MEDIUM PROGRAMS</td><td>SCT</td><td colspan="3" rowspan="2">ENGL161 → ENGL162</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td rowspan="10">TURKISH-MEDIUM PROGRAMS</td><td>Education</td><td colspan="3">ENGL151 → ENGL152</td></tr>
<tr><td>Health Sciences</td><td colspan="3" rowspan="6">ENGL171 → ENGL172</td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Communication</td></tr>
<tr><td>Business</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Engineering</td></tr>
<tr><td>Tourism (Culinary Arts)</td><td colspan="3">ENGL107 → ENGL108</td></tr>
<tr><td>Law (School of Justice)</td><td colspan="3">ENGL153 → ENGL154</td></tr>
<tr><td>Law</td><td colspan="3">ENGL155 → ENGL156
ENGL255 → ENGL256</td></tr>
</table>

<table>
<tr><td rowspan="2">ELECTIVES</td><td>UNIVERSITY
(English-medium Programs)</td><td>UNIVERSITY
(Turkish-medium Programs)</td><td>AREA</td><td colspan="2">FOREIGN LANGUAGES</td></tr>
<tr><td>ENGL112
ENGL115
ENGL301
ENGL304
ENGL312
ENGL401
ENGL402
FLDE117
FLDE118
FLDE119</td><td>YDBS117
YDBS118</td><td>ENGL201
ENGL203
ENGL304E
NGL309
ENGL315
ENGL352
ENGL353
ENGL452
ENGL453</td><td>UNIVERSITY
FREN111
FREN112
GERM111
GERM112
GERM211
GREE111
GREE112
GREE211
RUSS111
RUSS112</td><td>AREA
FREN101
FREN102
FREN201
GERM101
GERM102
GERM201</td></tr>
<tr><td>POSTGRADUATE PROGRAMS</td><td colspan="3">ENGL509 →ENGL511 →ENGL513 →ENGL515</td><td colspan="2"><u>Elective</u>
ENGL523</td></tr>
</table>

F. Office Hours

The instructors at Foreign Languages 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.

G. 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, 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,
- student's homework.

H. Summer School

For the summer period of every academic semester, Foreign Languages Division offers compulsory English courses for the students of Turkish Medium Programs and English Medium Programs (ENGL 161/162/171/172/191/192/201). There are also university elective foreign languages courses like Greek, German, French and Russian (GREE 111 / GERM 111 / FREN 111 / RUSS 111) that students can easily enrol if they want. In addition, University elective courses like FLDE117, YDBS117, YDBS118, and ENGL302 are offered for the summer period.

I. International Exams

Our school is an accredited examination centre for a number of international exams, including IELTS, TOEFL IBT, TELC, LCCI and TOLES. You 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.

J. 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, FL students can receive an internationally recognized, quality assurance certificate from English courses (e.g. ENGL172, ENGL191, etc.) and other foreign language courses (e.g. GERM111, GREE111, etc.) which Foreign Languages Division offers to faculties, departments and schools.

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 bank for each course. The students are required to submit the bank receipt to the Foreign Languages Division secretary and fill in the Pearson (Edexcel) Certificate Application Form.

XII. ELECTRONIC MEDIA

We also have electronic communication channels in order to make it easier for our teachers to access the information and materials they need, to provide support and to help their students via the Internet.

A. FLEPS Discussion Forum

This is the online platform for all kinds of correspondence. In addition, FLEPS Administration, Administrator, FLEPS Council, FLEPS Advisory Board 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,

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,
- 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 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 Administrative Officer 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 Overall Organiser,
- 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. Leave Procedures

For Leave Procedures, please refer to FLEPS Administrative Procedures and Policies, items 85 – 92 on pp. 25-27.

A sample letter of leave request is available as Appendix D.

B. 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. Before the Exam

- Be at the exam room at least 10 minutes before the start of the exam.
- Arrange the seating of the students with at least one or two empty seats between each student.
- Ensure that students put their course materials and other possessions in a place where they cannot be used during the exam.
- Ensure that students' mobile phones are closed and that they are in a place where they cannot be used during the exam.
- Remind students to put their ID on the table.

2. During the Exam

- Ask the course instructor the length of the exam and if there are any special instructions. The start and finish time of the exam should be ***written on the board***. Ten minutes before the end of the exam, students should be informed by saying '***10 minutes left***'. No other written or spoken remarks that will affect

the student's concentration should be made.

- Not allow any student to leave the exam room within the first 30 minutes of the exam. Students who have finished within 30 minutes should be asked to wait at their table.
- Allow late students who arrive within the first 30 minutes to take the exam, however, these students should not be given extra time at the end of the exam.
- Check the ID of each student and make them sign the exam attendance list with a ***BALLPOINT PEN***. During this stage it should be checked that the names on the exam paper, ID and exam attendance list are the same.
- Allow students who have no ID to the exam. Invigilators can check student ID via portal. If there is no photo, the course instructor can check the student's ID.
- Accept students into the exam whose name is not on the exam attendance list and who HAVE CHANGED EXAM ROOMS. The student's name should be added to the exam attendance list and this should be mentioned to the course instructor before the end of the exam.
- Definitely not allow students to exchange pens, pencils, rubbers and especially calculators and electronic equipment. Invigilators may assist if students require pencils, pencil leads and rubbers.
- Allow students to bring water or drinks to the exam as long as no copying is going on and while checking that there is no writing on the drink label. Food should not be allowed.
- Put a stop to behaviour that will interrupt concentration both of invigilators and especially students (e.g. telephone conversations, even in front of the door; chatting to other invigilators/instructors; reading books or exam papers; using the laptop or mobile phone to go online; listening to music with headphones etc.)
- Ensure that a student who wants to go to the toilet is accompanied by another invigilator.
- Never give replies or make comments to a student's question regarding the exam questions, even if the invigilator is an expert in the field.
- Not stay in one place during the exam. If an invigilator suspects that copying is taking place, they should walk up and down the rows without disturbing other students.
- Not forget that it is not in the authority of the invigilator to lengthen the exam time set by the FLEPS Administration. If there is a valid excuse, the FLEPS Administration should be informed immediately to take the necessary actions.
- Speak quietly and use signals if a student requires warning, in order to ensure that other students' concentration is not affected.
- Consider it as an attempt to cheating by the FLEPS Administration if a student takes out his/her mobile phone out of his/her bag or pocket for any reason during the exam.
- If there is more than one invigilator in the exam room:
  - Remain in the exam room in Proficiency Exams (Stage I and Stage II).

- remain in the exam room if there are more than 30 students in a large exam room.
- remain in smaller exam rooms for at least the first 30 minutes. After the first 30 minutes, an invigilator may leave only with permission from the FLEPS Administration and with certainty that at least one other invigilator will be in the room until the end of the exam, either continually or by agreeing a rota with the other invigilator. It should not be forgotten that in some exam rooms a second invigilator is present in case an invigilator is urgently needed on the same floor.

- Remind students that they should use pencil when marking their answers on the optic answer sheets.
- Remind students who have 6 digit student numbers to leave the last 2 digits empty.
- Tell students to take care of any business before the start of the exam (e.g., toilet).
- After distributing the optic answer sheets check that students have filled them correctly based on the information provided in the student attendance list (student no, a-b booklet, name,...etc.).
- In case of any disruptive behaviour, take action accordingly (e.g., change his/her place, etc.) If the student does not change his/her behaviour please inform the instructor(s) immediately and the administration when the exam ends. Do not attempt to confront the student yourself.
- When a student is handing in his/her exam booklet and optic answer sheet, check that the information filled in matches the information on the student attendance list.
- Make sure the student name and number is correctly indicated on both the optic answer sheet and the exam booklet.
- At the end of the exam count the exam papers and the extras before submitting the exam envelope to the responsible body.

3. In Case of Copying/Cheating

If a student is caught copying, giving answers to another student or attempting to copy:

- Take the evidence of copying.
- Record the exact time when the copying took place on the exam attendance list, as well as details of how the copying took place.
- Inform the FL Student and Administrative Affairs Team at the first opportunity and submit the evidence of copying.
- Not take away the student's exam paper or tell the student to leave the exam room. This is in the authority and the responsibility of the FLEPS Administration.

4. After the Exam

Before returning the exam papers to the responsible body;

- Check that the number of exam papers matches the number of students on

the exam attendance list.
- Arrange the exam papers in an orderly manner (according to groups if applicable).

5. Optic Form Procedures

- After the exam is administered, optic forms will be separated and checked (if the students coded their ID numbers correctly, etc.) by the instructors.
- No errors (except student's information – e.g., student number – name – surname – group number) will be changed as this will be considered tampering with the exam.
- After sorting the envelopes, the answer key and the optics will be given to the FL Student and Administrative Affairs Team for processing.
- Data from the optics will be sent to the academic coordinator / overall organiser to share with his/her team.

C. Grade Change Procedure

1. Procedures to Follow

Teachers who are going to apply for grade change should:

- Enter their academic portal (newportal.emu.edu.tr)
- Click on academic affairs link
- Click on "Student Grade Change Application"
- Make sure that course code, group number and student's number are entered correctly.
- Remember that a logical and valid explanation should be made.
- Final approval will be made by the FLEPS Director.

2. Points to Consider

Grade change requests with extreme cases like requesting a grade change from D to A - meaning a minimum grade change of 30-35 points might cause problems

We are sure that you will appreciate how such requests might put us in difficult situations as the Rector's Office questions such extreme grade changes, as well as the justifications given, like;

- the teacher found the missing exam papers of the students after the scoring is completed and grades are submitted, or
- semester projects were submitted after the letter grade is given, and the teacher decided to accept these overdue submissions, etc.

We should pay utmost attention and care not to encounter such problems so we are advised not to make any grade change unless it is necessary and justifiable.

D. Meetings

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

E. Responsibilities Regarding Buildings

All members of staff are responsible for looking after the buildings/classes, facilities and equipment that they are using. If there are broken/damaged chairs/windows/equipment, please report the details immediately to the Administrator of the building that you are using. 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 secretary's office of your building. (If you are in CL building, please submit your report to the CL Administrator). If all staff are firm in dealing with misbehaviour, this will greatly help to establish a calm and orderly atmosphere within the university. 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 Room. All buildings in our university are designated non-smoking. All staff members are required to maintain the no-smoking rule.

F. 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).

G. 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.

H. 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.

I. Complaints and Requests (Petitions)

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

J. 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.

K. Staff Files

All academic staffs' files are kept in the room of 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.

L. Applying for Posts

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

M. References and Testimonials

Instructors can receive a reference letter by contacting the FLEPS Director either in Turkish or 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. Attending and Cancelling Classes

For Procedures on Attending and Cancelling Classes, please refer to FLEPS Administrative Procedures and Policies, items 51 – 52 on p. 15.

O. Communication Channels

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

XV. STUDENT-RELATED ISSUES

A. Student Affairs and Promotion Office

Students studying in FLEPS can contact the Student Affairs and Promotion Office 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 at Foreign Languages Division. Attendance is taken for each lesson and entered onto portal every week.

"NG" Nil Grade/ Failing from Absenteeism

Students who do not comply with the required level attendance and/or not fulfilling the requirements for the evaluation of the course are given the "NG" grade by the Instructor of the Course based on the criteria determined by the Faculty/School Academic Council. Students are informed about the criteria for receiving the "NG" grade by the related course instructor at the beginning of the semester. "NG" grade is included in the computation of GPA and CGPA.

FL Students should submit their health reports to their departments. Decision(s) coming from their department will be in process during the academic semester.

C. Keeping Records

Instructors must archive the assessments (e.g. exams, quizzes, portfolios, etc.) of their students in their offices at least for two years.

Students who are taking courses from Foreign Languages Division are responsible to keep all of the assessed activities/tasks done in class until the end of the academic semester. In case of losing any assessed materials done in class (homework, quiz, language file, portfolio, outline, draft, etc.), the course instructor has no responsibility at all.

D. Announcing Exam Results

Exam results are announced within 5 working days. Students can see their exam results on their student portals.

E. Rights and Rules for Exams

Students should be in their classrooms at least 10 minutes before the start of the exam as they may need to ask information about the exam so that the exam can start on time. In case of any problems, students should be referred to the Administrative Affairs Office in FL building – 4th floor – GE 402. Students should use a pencil when marking their answers on the optic answer sheets.

F. 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 the FL Request Form on FLEPS website (https://fleps.emu.edu.tr/en) in three working days of announcing the results. The related body is responsible for evaluation this request within a week.

G. Petitions and Complaints

Students can fill in the FL Request Form on the FLEPS website (https://fleps.emu.edu.tr/en) 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.

H. Petition Procedures After the Exam

- Once the exam grades have been announced, students should be advised by their instructors to fill in the FL Request Form on the FLEPS website (https://fleps.emu.edu.tr/en) within 3 working days in case of any missing grades, wrong results, etc. Any petition submitted after 3 working days will not be taken into consideration.
- The petition will be resolved in a maximum of 5 working days (after the submission) and the student will be informed about the outcome.

I. 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 AND ACTIVITIES AT FL DIVISION

A. 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 pm. 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.

B. Multicultural Education Activities

Introduction to Multicultural Education course at Foreign Languages Division aids students to be able to discuss global and cultural issues such as globalisation, multiculturalism, identity, and so on. Every semester volunteer students go on a trip to learn more about the local culture. Moreover, the awareness-raising project is assigned to raise students' awareness of the world issues that affect us all.

XVII. EMERGENCIES

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

XVIII. IMPORTANT TELEPHONE NUMBERS

You can dial all EMU phone numbers (extensions) by adding 630 in front of the extension numbers.

FL STUDENT AND ADMINISTRATIVE AFFAIRS TEAM	2606
FL SECRETARY'S OFFICE	2423
EPS SECRETARY'S OFFICE	2153
FLEPS TT & PD ROOM	3292
FL MEETING ROOM	3064
FL ERC	3062
EPS ERC	2145
EPS SSSC	2177
FL CANTEEN	1239
EPS CANTEEN	2157
EPS COMMON ROOM	2327
FLEPS FAX NUMBER	2324
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

XIX. APPENDIX A: PEOPLE AT FLEPS

C. 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).

Ayfer CİVİSİLLİ, Senior Instructor. B.A., English Language and Literature, EMU; 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 [in progress].

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.

Ayşen KÜÇÜK, Senior Instructor. B.A., English Language Teaching, Selçuk University; M.A., English Language and Literature, Lefke European University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

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

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

Berna ERENAY, Senior Instructor. B.A., English Language Teaching, Middle East Technical University; M.A., English Language Teaching, EMU.

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).

Cem YILDIRAY, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language and Humanities, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Cemaliye N. İNAL, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language Teaching, EMU; C.O.T.E. (RSA/Cambridge).

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]

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

Christine E. KANNUR, Senior Instructor. B.A., English Literature, University of British Columbia; M.Ed., English Language Teaching, University of Manchester; C.E.L.T.A. (RSA/Cambridge).

Çiğdem TUNCERGİL, Senior Instructor. B.A., English Language Teaching, Gazi University; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Damla SİMSAROĞLU, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Educational Sciences, EMU.

Derya SABRİLER, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Studies, EMU; C.O.T.E. (RSA/Cambridge).

Dilem KÖYLÜOĞLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Teaching English to Speakers of Other Languages, Lancaster University.

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).

Ejber AYDIN, Instructor. B.A., English Language Teaching, EMU.

Elif ÇİLLİ ERSÖZLÜ, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., Educational Sciences, EMU; C.O.T.E. (RSA/Cambridge).

Elmaziye ÖZGÜR KÜFİ, Asst. Prof. Dr. B.A., Foreign Language Education, Middle East Technical University; M.A., English Language Teaching, Middle East Technical University; Ph.D., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Emete KAPTAN MAVİLİ, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, Near East University; C.E.L.T.A. (RSA/Cambridge); [Assistant Director].

Emine SÖNMEZ, Instructor. B.A., English Language and Literature, EMU.

Emir A. KONUKLU, Senior Instructor. B.A., English Language Teaching, Marmara University; M.A., English Language Teaching, Lefke European University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Ersoy ŞENER, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU.

Esen UYGAROĞLU, Senior Instructor. B.A., English Language and Literature, Near East University; D.E.L.T.A. (RSA/Cambridge).

Eylem AKİM, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, EMU; C.E.L.T.A. (RSA/Cambridge).

Fatma BASRİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Education, University of Nottingham; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge); Ph.D., Education, University of Nottingham [in progress].

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

Fatma AKEJDER KAYA, Instructor. B.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge); M.A., Educational Sciences, EMU [in progress].

Fatma OLCAYTUĞ ÜNAL, Instructor. B.A., English Language Teaching, EMU; English Language & Literature, EMU [in progress].

Fayka GÜRESUN, Instructor. B.A., English Literature and Humanities, EMU; C.O.T.E. (RSA/Cambridge).

Fezile TOKER, Instructor. B.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Fikri ALTINTAŞ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Applied Linguistics, University of Southern Queensland; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge); [Assistant Director].

Filiz BODİ TORUN, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Applied Linguistics and TESOL, Leicester University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Filiz ÖZKAYA KAVAZ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Fulya A. NURÇİN, Instructor. B.A., English Language Teaching, EMU; C.E.L.T.A. (RSA/Cambridge).

Gül TOKHAN, 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).

Güldem SÜREÇ, Instructor. B.A., English Language Education, Selçuk University; C.O.T.E. (RSA/Cambridge).

Gülden ÇAĞAKAN, Instructor. B.A., English Language and Humanities, EMU; C.O.T.E. (RSA/Cambridge).

Gülen ONURKAN ALİUSTA, Asst. Prof. Dr. B.A., English Language Teaching, İstanbul University; M.A., Teaching English as a Foreign Language, Bilkent University. Ph.D. Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Güran RUSO, Instructor. B.A., English Language and Literature, EMU; C.E.E.L.T. II (RSA/Cambridge); M.A., Communication and Media Studies, EMU [in progress].

Hatice ERKUL, Instructor. B.A., English Language Teaching, Gazi University; C.O.T.E. (RSA/Cambridge).

Heves EŞLİK, Senior Instructor. B.A., English Language Teaching, 9 Eylül University; M.A., English Language Teaching, EMU; C.E.E.L.T. II (RSA/Cambridge).

Hilmiye KONURALP, Senior Instructor. B.A., English Language and Literature, EMU; C.E.L.T.A., I.C.E.L.T. (RSA/Cambridge); M.A., Applied Linguistics and TESOL, Anglia Rusking University. [on leave]

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

İ. Erkan ARKIN, Asst. Prof. Dr. B.A., English Language Teaching, Boğaziçi University; M.A.; Teaching English as a Foreign Language , Bilkent University; Ph.D., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

İldeniz ÖZVERİR, Asst. Prof. Dr. B.A., English Literature and Humanities, EMU; M.A., ICT in Education and Training, University of Wollongong; Ph.D., ICT in Education and Training, University of Murdoch.

İpek MENEVİŞ, Senior Instructor. B.A., English Language Teaching, EMU; M.Ed., Educational Sciences, EMU; C.E.E.L.T. II (RSA/Cambridge); Ph.D., Psychological Counseling and Guidance, Near East University [in progress] [Assistant Director].

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

Işın TUNA, Senior Instructor. B.A., English Language Teaching, 19 Mayıs University; M.A., English Literature and Humanities, EMU; C.O.T.E., RSA Dip./D.O.T.E. (RSA/Cambridge).

Kenan BAŞARAN, Dr. B.A., English Language Teaching, Istanbul University; M.A., English Language Teaching/Educational Studies, EMU; Ph.D., Experiential Learning, University of Tampere.

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

Metin B. KANNUR, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Literature, EMU.

Metin MAVİOĞLU, Senior Instructor. B.A., English Language and Literature, Ege University; M.A., English Language and Humanities, EMU; Ph.D., English Language Teaching, EMU [in progress].

Michila GENCEL, Instructor. B.A., English Language and Humanities, EMU; C.O.T.E. (RSA/Cambridge).

Münevver NİZAM KAHVECİSOY, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Teaching English to Speakers of Other Languages, University College London; I.C.E.L.T. (RSA/Cambridge).

Münise KEŞANLI, Senior Instructor. B.A., English Language Teaching, 9 Eylül University; M.A., English Language Teaching, EMU.

Mustafa İPEKCİOĞLU, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge).

Mustafa ÖZÇEVİK, Instructor. B.A., English Language and Literature, EMU.

Müsteyde AKHİSAR, Instructor. B.A., English Language Teaching, EMU.

Mutlu KALE, Asst. Prof. Dr. B.A., English Language Teaching, İstanbul University, M.A., English Language Teaching, EMU; Ph.D., Educational Sciences, EMU.

Nadir GÜRTAŞ, Senior Instructor. B.A., English Language Teaching, Hacettepe University; M.A., English Language Teaching, EMU; C.E.E.L.T. II (RSA/Cambridge).

Nadıran TANYELİ, Asst. Prof. Dr. B.A., English Language and Literature, EMU; M.A., English Studies, EMU; Ph.D., Educational Sciences, EMU; C.O.T.E. (RSA/Cambridge).

Nafia AKDENİZ, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Language Teaching, Lefke European University; M.A., English Language and Humanities, EMU; C.O.T.E. (RSA/Cambridge); Ph.D., Communication and Media Studies, EMU [in progress].

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

Nalan GÜDER, Senior Instructor. B.A., English Language Teaching, 19 Mayıs University; M.A., Educational Technology and TESOL, University of Manchester; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Nazan DOĞRUER, Asst. Prof. Dr. B.A., English Language and Literature, Hacettepe University; M.A., English Language Teaching/Educational Sciences, EMU; Ph.D., Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge) [Assistant Director].

Nazenin RUSO KANDEMİR, Asst. Prof. Dr. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; Ph.D., Educational Studies, EMU; C.O.T.E. (RSA/Cambridge).

Nevin ADALAR, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Linguistics, University of York; D.E.L.T.A. (RSA/Cambridge).

Nibel TEKTAN, Senior Instructor. B.A., English Language and Literature, Ege University; M.A., Computer Assisted Language Learning, University of Essex.

Nihan KUYUCU, Senior Instructor. B.A., English Language and Humanities, EMU; M.Ed., Educational Sciences, EMU.

Nil IRIKOĞLU ARKIN, Senior Instructor. B.A., English Language and Literature, Bilkent University; M.A., English Language and Literature, EMU; C.E.E.L.T. II, I.C.E.L.T. (RSA/Cambridge).

Nilgün HANCIOĞLU ELDRIDGE, Asst. Prof. Dr. B.A., English Language and Literature, Hacettepe University; M.Sc., English Language Teaching, Middle East Technical University; Ph.D., English Language Teaching, EMU; C.E.E.L.T. II (RSA/Cambridge).

Ozan S. İNAMLIK, Senior Instructor. B.A., English Linguistics, Hacettepe University; M.Ed., Educational Sciences, EMU; M.A., Marketing Management, EMU; MSc, Banking and Finance, EMU; Ph.D., Health Management, Istanbul Medipol University [in progress].

Özgür TAŞÇIOĞLU GÜLER, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Educational Sciences, EMU; M.A., Educational Sciences, EMU; Ph.D., Communication and Media Studies, EMU [in progress]. [on leave]

Özkan ÖZÇINAR, Senior Instructor. B.A., English Language and Literature, Istanbul University; M.A., Teaching English as a Foreign Language, Reading University; C.E.L.T.A., I.C.E.L.T. (RSA/Cambridge).

Özlem ÇATAL ESERER, Senior Instructor. B.A., Foreign Language Education, Middle East Technical University; M.A., English Language Teaching/Educational Studies, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Öztül YALOVALI ÖZDAĞ, Instructor. B.A., English Language Teaching, Istanbul University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Pembe TINAZCI, Senior Instructor. B.A., English Language Teaching, Gazi University; M.A., English Language Teaching, Gazi University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Pembe TUNA, Instructor. B.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge).

Peray HİLMİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Studies, EMU; M.A., Visual Arts and Visual Communication Design, EMU [on leave].

Peril EMİROĞULLARI, Senior Instructor. B.A., English Language Teaching, 9 Eylül University; M.A., English Language Teaching and Literature, 9 Eylül University; C.E.E.L.T. II (RSA/ Cambridge).

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

Pınar LEVENT, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, Kingston University; I.C.E.L.T. (RSA/Cambridge).

Pınar ÇALAY REKOR, Instructor. B.A., English Language and Literature, Ege University.

Ramadan EYYAM, Asst. Prof. Dr. B.A., Linguistics, Hacettepe University; M.A., English Language Teaching/Educational Sciences, EMU; Ph.D., Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge) [Director].

Refika İLKAN, Instructor. B.A., English Language Teaching, Hacettepe University; C.O.T.E. (RSA/Cambridge).

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

Seda EMİRZADEOĞLULARI, Senior Instructor. B.A., English Language and Humanities, EMU; M.Ed., Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Selcan SINAL, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Language Teaching, EMU; C.O.T.E. (RSA/Cambridge).

Selda GÖÇER, 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).

Sena BUNDAK TOPUKÇUOĞLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge).

Serap SEZER KESEN, Instructor. B.A., English Language and Humanities, EMU; C.E.E.L.T. II (RSA/Cambridge).

Seren BAŞOR REYNOLDS, Senior Instructor. B.A., English Language Teaching, Boğaziçi University; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Şerife HOCANIN AŞIKSOY, Instructor. B.A., English Language Teaching, 9 Eylül University; C.O.T.E. (RSA/Cambridge).

Şerife SAKALLI KURT, Senior Instructor. B.A., English Language Teaching, EMU; M.A., Language and Literacy, Manchester University.

Şerife MUHTAROĞLU ÖZYAHYALAR, Senior Instructor. B.A., English Language Teaching, Middle East Technical University; M.A., English Language Teaching, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Sevcan TEKHANLI ARABACIOĞLU, Senior Instructor. B.A., English Language Teaching, EMU; M.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge).

Sevdiye TOKER, Senior Instructor. B.A., English Language and Literature, Boğaziçi University; M.Ed., Educational Sciences, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Sevilay KÜÇÜKSU, Senior Instructor. B.A., English Language and Literature, EMU; M.A., European Studies and Linguistics, University of Michel de Montaigne; C.E.L.T.A., I.C.E.L.T. (RSA/Cambridge).

Sinem ÇAVUŞOĞLU, Instructor. B.A., English Language Teaching, EMU; I.C.E.L.T. (RSA/Cambridge).

Sultan TAŞKIRAN, Instructor. B.A., English Language and Literature, EMU; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge).

Suna ALLAHKERİM, Senior Instructor. B.A., English Literature and Humanities, EMU; M.A., English Literature and Humanities, EMU; I.C.E.L.T. (RSA/Cambridge).

Sündüs ÖZÇOBAN, Instructor. B.A., English Language Teaching, EMU.

Suriz GÜNAY, Senior Instructor. B.A., English Language and Humanities, EMU; M.A., English Studies, EMU; C.E.E.L.T. II (RSA/Cambridge).

Suzan ÖZDİLEK, Instructor. B.A., English Language Teaching, Boğaziçi University; C.O.T.E. (RSA/Cambridge).

Tahir EŞLİK, Senior Instructor. B.A., English Language Teaching, Istanbul University; M.A., English Langauge Teaching, EMU.

Tanya SERENLİ BARKINAY, Instructor. B.A., English Language Teaching, Eastern Mediterranean University.

Timur Ercan BODİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Studies, EMU. [on leave]

Ulaş GÖKÇE, Senior Instructor. B.A., Russian Philology, Kiev State Linguistic University; M.A., Russian Philology, Kiev State Linguistic University.

Verda ŞENER, Senior Instructor. B.A., English Language and Literature, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

Yelda ÇUBUKCU, Senior Instructor. B.A., Turkish Language Literature, Istanbul University; M.A., Turkish Language Literature, Istanbul University; B.A., Sociology, Anadolu University (distant education).

Yeliz ERDOĞAN, Senior Instructor. B.A., English Literature and Humanities, EMU; M.Ed., Educational Sciences, EMU; C.O.T.E. (RSA/Cambridge).

Yeşim B. OKTAY, Asst. Prof. Dr. B.A., English Language and Literature, EMU; M.A., English Language Teaching, EMU; Ph.D., English Language Teaching, EMU.

Yeşim DEDE, Senior Instructor. B.A., Greek Language and Literature, Ankara University; M.A., International Relations, EMU.

Yonca AYBAY, Asst. Prof. Dr. B.A., Child Development and Education, Hacettepe University; M.A., Child Development and Health, Hacettepe University; Ph.D., Communication and Media Studies, EMU.

Zalihe BAYRAM, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Studies, EMU; C.E.L.T.A. (RSA/Cambridge).

Zehra ERTAY, Senior Instructor. B.A., English Language and Literature, EMU; M.A., English Language and Humanities, EMU; Ph.D., Educational Sciences, EMU [in progress]; C.O.T.E. (RSA/Cambridge).

Zehra ÜNVEREN, Senior Instructor. B.A., English Language and Literature, EMU; C.O.T.E., C.E.E.L.T. II, RSA Dip./D.O.T.E. (RSA/Cambridge).

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

Zekiye DELLALOĞLU, Instructor. B.A., English Language and Literature, EMU; C.E.E.L.T. II (RSA/Cambridge).

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

B. Secretaries

Sevgi YELKANAT	2423 sevgi.yelkanat@emu.edu.tr South Campus, office no 0AA.0104
Pembe KARA	2153 pembe.kara@emu.edu.tr North Campus, office no PREP223
Emine CANNUR	1330 emine.adahan@emu.edu.tr South Campus, office no PREP213

C. EPS Administrator

Ercan ERCANLAR	2188 ercan.ercanlar@emu.edu.tr South Campus, office no PREP021

XX. 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
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.**	***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.**	***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.**
Teachers at this level **are engaged in the further development of their teaching skills** in the context of systematic institutional development programmes.	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.**	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.**

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.

XXI. APPENDIX C: FLEPS Sample Letter of Leave Request

Tarih xxxxxxxxxxx

Kime: xxxxxxxxxxxxxxxxxx (imza)

Müdür Yardımcısı, YD

Kimden: xxxxxxxxxxxxxxx (imza)

Öğretim Elemanı, YD

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

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

Yapılamayacak Dersin Tarihi	Yapılamayacak Dersin Saati	Telafi (Make-up) Dersinin Tarihi	Telafi (Make-up) Dersinin Saati	Telafi (Make-up) Dersinin Yeri

Gereğinin yapılmasını saygılarımla arz ederim.