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I.   FOREWORD FROM THE DIRECTOR

Dear Students,

Welcome to Eastern Mediterranean University (EMU) Foreign Languages and English Preparatory School (FLEPS). I congratulate you on gaining the right to study in our university. Eastern Mediterranean University is a brand. EMU is the first government university in Cyprus and is the flagship of higher education in Cyprus. It is a privilege to study at EMU. Studying at EMU means being part of a large, prestigious family with its worldwide graduates.

As science and technology rapidly develops in our world, accessing global information and values is fundamental to globalization. Acquisition and effective use of at least one foreign language is a key in reaching globalization. In other words, knowing at least one foreign language is crucial to access the information source and establish international communication.

With this awareness, Foreign Languages and English Preparatory School aims to provide quality language education with its full-time and part-time academic staff within its objectives, vision and principles with a democratic and contemporary educational understanding. One of the most important goals in this education is to help students acquire the necessary knowledge, skills and strategies to follow the education provided in a foreign language and actively participate in classes. In order to achieve this, FLEPS follows a Common European Framework of References (CEFR) adapted curriculum in foreign language education.

The implemented programs aim to help students effectively use their reading, listening, writing and speaking skills in the foreign language they are learning in both social and academic settings. Another objective of Foreign Languages and English Preparatory School is to teach students a second or even third foreign language in addition to the language of instruction.

FLEPS, also, aims to raise independent individuals with lifelong learning skills; and to achieve this goal it teaches the students not only foreign language but also problem-solving and critical thinking skills to enrich their academic and professional lives. With its internationally qualified academic staff who adapted contemporary approaches, FLEPS sheds a light to the future and new generations. Our school aims to help students use the skills they gain from their education throughout their whole lives as professional, confident and innovative individuals.

I wish you all the success in your new life, and welcome you once again to our world brand university.

Best wishes,

Asst.Prof.Dr. Ramadan EYYAM
Director, FLEPS

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 reflects 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 whose levels of English are not adequate to study in their departments. 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 instructors and classrooms shared with various departments, is now providing education with its strong academic staff and three main buildings in which classrooms are 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.

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.   ORGANIZATIONAL CHART OF FLEPS

A. Organizational Chart of FLEPS

FLEPS Council

- Curriculum Improvement Committee
- Institutional Effectiveness, Quality Improvement, and Accreditation Team
- Teacher Training and Professional Development Team
- Student Counselling, Development and Research Center
- FL Student and Administrative Affairs Team
- International Affairs & Promotion Team
- Administrator
- School Secretaries
- Research Assistants

Asst.Prof.Dr. Nazan DOĞRUER
Assistant Director, Academic Affairs (FL)

- English Medium Program Courses Team
- Turkish Medium Program Courses Team
- Post-graduate Program Courses Team
- Law Program Courses Team
- Tourism Courses Team
- University Elective Courses Team
- Turkish Language Courses Team

Sen.Inst. Emete MAVİLİ
Assistant Director, Academic Affairs (EPS)

- Syllabus Team
- Testing Team

Sen.Inst. İpek MENEVİŞ
Assistant Director, Student and Administrative Affairs (EPS)

- Administrative Affairs Team
- Student Affairs Team
- Educational Resource Centers
- Extra Curricular Activities Team
- Computer Team

Director
Asst.Prof.Dr. Ramadan EYYAM

B. Who is Who

Asst. Prof. Dr. Ramadan EYYAM *Director*, FLEPS	ext.no: 1374 ramadan.eyyam@emu.edu.tr
Sen. Inst. İpek MENEVİŞ *Asstant Director,* Student and Administrative Affairs, EPS	ext.no: 1470 ipek.menevis@emu.edu.tr
Sen. Inst. Emete MAVİLİ *Asstant Director,* Academic Affairs, EPS	ext.no: 1132 emete.mavili@emu.edu.tr
Asst. Prof. Dr. Nazan DOĞRUER *Assistant Director*, Academic Affairs, FL	ext.no: 1604 nazan.dogruer@emu.edu.tr
Asst. Prof. Dr. Yonca AYBAY *Coordinator,* Student Councelling, Development and Research Center	ext.no: 1296 / 2261 yonca.aybay@emu.edu.tr
EPS Student Affairs Team **Inst. Şerife HOCANIN AŞIKSOY** *Coordinator* **Sen. Inst. Damla SİMSAROĞLU** *Team Member* **Inst. Emine E. SÖKMEZ** *Team Member* **Inst. Fayka GÜRESUN** *Team Member*	ext. no: 1112 South Campus Office no: PREP 224
Ercan ERCANLAR *Administrator*	ext.no: 2188 ercan.ercanlar@emu.edu.tr
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Pembe KARA *Secretary*	ext.no: 2153 pembe.kara@emu.edu.tr
Emine ADAHAN CANNUR *Secretary*	ext.no: 1330 emine.adahan@emu.edu.tr

IX.   2022-2023 EPS ACADEMIC CALENDAR

FALL TERM

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

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

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

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

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

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

X.   FLEPS EDUCATION SYSTEM

A. FLEPS Educational Philosophy

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

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

➢ Teachers who **exhibit a passionate, positive and enthusiastic approach** to learning and teaching are better able to create the type of **classroom climate that promotes students' motivational levels**.

➢ These teachers typically recognise that **genuine interest in the lives and learning of students**, an **authentic sociocultural awareness** of and **acceptance of their own and students' cultural identities**, and **credibility in the eyes of students** makes all the difference in levels of **student motivation, learning gains** and **success.**

➢ **Student motivation in language learning is driven by the quality of the relationship with the teacher**, how and how often they are given opportunities to engage their natural curiosity, and the extent to which they are **empowered to use their 'voice(s)' and make their own 'choice(s)'.**

➢ Effective language learning requires teachers to **take a learning- and learner-centred teaching approach**, using appropriate methodologies / approaches and instructional technologies for this end.

➢ Good teaching frequently **allows students 'to learn by doing', reflection and self-assessment and effective teachers can** balance this with **structured, spiral practice**.

➢ Highly effective teaching is typically characterised by **promoting a 'questioning culture in the classroom', a focus on building learner autonomy over time, and emphasising not only 'what students learn' and 'how students learn'**.

➢ Meaningfully **combining language and mediation skills development** with pedagogic tasks and activities requiring higher-order thinking skills is a typical ability exhibited by highly effective instructors.

➢ Exemplary teaching occurs when **teachers encourage students to think**

about local, national, and international issues, address relevant cultural and social issues to expose students to the target language and **respect the cultural backgrounds of students and their traditions**.

➢ Higher level teaching practice provides students with **opportunities to make guesses**, **learn from errors made**, **co-create meaning with peers** and build their own solutions or responses to challenges and pedagogic tasks - rather than simply 'find the correct answer'.

➢ Respectful and caring expert instructors recognise that **upholding the FLEPS policy of using the target language as the medium of instruction** within the classroom and medium of communication outside the classroom (whenever possible) **supports our goal of co-creating a community of learning that lasts and belonging across EMU**.

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

We further believe:

➢ Students of all ages need to learn English language, communication and mediation skills **to fully participate in today's increasingly global and complex world**.

➢ Language learning is **a developmental, interactive and reflective process** in which **context, the students' experiences, and the learners' self-efficacy impact the student achievement level**.

➢ Students learn best in a **warm and supportive environment** where they **feel the teacher truly cares about them and their success**.

➢ **'Language learning that lasts'** occurs when **students become active participants** in their own learning and **take an action-orientated approach to language learning**.

➢ Students' language learning is best facilitated by **a clear focus on learning outcomes** (rather than teaching inputs or textbook coverage) and when institutions and **teachers place learning at the heart of their decision-making**, **lesson planning** and the **assessment of learning in all classroom sessions**.

➢ A fundamental component of improvement, growth and success in language learning takes place when **students are provided with timely, useful and regular feedback**.

B. Teaching Goals of EPS Division

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

> ➢ Students who complete English Preparatory School having English language skills at B1 level according to the Common European Framework of References for language standards,
> ➢ Students who complete Turkish Preparatory School having Turkish language skills at B1 level based on the same standards are targeted.

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

A1
Listening Comprehension: Can understand very simple sentences made with known words about him/herself or family or concrete things around him/her only when it is spoken slowly and clearly.

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

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

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

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

A2
Listening Comprehension: Can understand single sentences and frequently used words in daily life if it is about him/herself, such as person, family, shopping, work and close environment and other important issues. Can understand short, clear and simple messages and announcements.

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

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

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

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

B1

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

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

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

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

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

C. Language Learning at EPS Division

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

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

Table 1 *Examples of Learning Outcomes*

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

(Littlewood, 2008:247-48)

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

D. Turkish Preparatory School (TPS)

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

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

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

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

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

E. Postgraduate Support Programs

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

F. Exemption Criteria (English Language Requirements)

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

The exemption criteria and the equivalent EPS success requirements stipulated by Foreign Languages and English Preparatory School (FLEPS) for students who have a valid language (English) proficiency certificate are as follows:

Table 2 *Exemption Criteria for English-medium Undergraduate Programs*

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

	(English Language Teaching (ELT), Dentistry*)*	(*English Translation and Interpretation*, Medicine)
ÜDS / YDS / KPDS / YÖKDİL **(minimum 50)**	**ÜDS / YDS / KPDS / YÖKDİL** (minimum 54) (50: Proficiency Stage II	**ÜDS / YDS / KPDS / YÖKDİL** (minimum 60) (54: Proficiency Stage II)
City & Guilds **(minimum B1 Pass)**	**City & Guilds** (minimum B1 First Class Pass) (B1 Pass: Proficiency Stage II	**City & Guilds** (minimum B2 Pass) (B1 First Class Pass: Proficiency Stage II)
GCE/IGCE **(minimum C / 4)**	**GCE/IGCE** (minimum C / 5)	**GCE/IGCE** (minimum B / 6) (C: Proficiency Stage II)
FCE **(minimum C)**	**FCE** (minimum C)	**FCE** (minimum B) (C: Proficiency Stage II)
CPE/CAE **(minimum C)**	**CPE/CAE** (minimum C)	**CPE/CAE** (minimum B) (C: Proficiency Stage II)
LCCI (ESP) **(minimum Level 1 Distinction)**	**LCCI (ESP)** (minimum Level 2 Pass) (Level 1 Distinction: Proficiency Stage II	**LCCI (ESP)** (minimum Level 2 Distinction) (Level 2 Pass: Proficiency Stage II)
WAEC/WASSCE/SSSCE/ NECO/NABTEB/ZIMSEC **(minimum D7)**	**WAEC/ WASSCE/SSSCE/ NECO/NABTEB/ ZIMSEC** (minimum C6) (D7: Proficiency Stage II	**WAEC/ WASSCE/SSSCE/ NECO /NABTEB/ ZIMSEC** (minimum C5) (C6: Proficiency Stage II)
UCE **(minimum 5-6)**	**UCE** (minimum 3-4) (5-6: Proficiency Stage II	**UCE** (minimum 1-2) (3-4: Proficiency Stage II)
NSC (ieb) **(minimum 50% or 4)**	**NSC (ieb)** (minimum 60% or 5) (50% or 4: Proficiency Stage II	**NSC (ieb)** (minimum 70% or 6) (60% or 5: Proficiency Stage II)
ECZ **(minimum 6)**	**ECZ** (minimum 5) (6: Proficiency Stage II	**ECZ** (minimum 5)
HIGCSE/NSSC **(minimum 3)**	**HIGCSE/NSSC** (minimum 2) (3: Proficiency Stage II	**HIGCSE/NSSC** (minimum 2)
KNEC **(minimum C)**	**KNEC** (minimum C+) (C: Proficiency Stage II	**KNEC** (minimum B-) (C+: Proficiency Stage II)
NECTA (CSEE) **(minimum C)**	**NECTA (CSEE)** (minimum B) (C: Proficiency Stage II	**NECTA (CSEE)** (minimum B+) (B: Proficiency Stage II)
NEAEA **(minimum C)**	**NEAEA** (minimum B) (C: Proficiency Stage II	**NEAEA** (minimum B)
SAT **(Reading and Writing minimum 420)**	**SAT** (Reading and Writing minimum 430) (Reading and Writing 420: Proficiency Stage II	**SAT** (Reading and Writing minimum 440) (Reading and Writing 430: Proficiency Stage II)

List of Abbreviations can be seen in Appendix A.

IMPORTANT INFORMATION

1. For the departments which have the courses ENGL181-182 in their program, students who have <u>successfully</u> completed the English Preparatory Program at another university and students who are exempted from English Preparatory Program (the validity of the document is evaluated by the FLEPS Administration) in a different university are offered two choices:

a) Take ENGL181-182 courses, or

b) Take the EMU FLEPS English Proficiency Exam Stage II. If the student receives a score of minimum 60%, s/he is enrolled on ENGL191-192 courses. If not, the student will have to take ENGL181-182 courses.

2. Students who have no valid documents regarding their language level are required to take the EMU FLEPS English Proficiency Exam Stage I. According to the Stage I Exam results, those students whose English level is high enough are eligible to sit the EMU FLEPS English Proficiency Exam Stage II. These students are required to get the minimum requirement of their departments to be exempted from EPS.

3. The minimum requirement is **50%** for most faculties and departments, **60%** for 1 faculty and 1 department and **70%** for 1 faculty and 1 department. The faculties and departments with minimum **60%** and **70%** success conditions are as follows:

Table 3 *Faculties and Departments Requiring minimum 60% and 70%*

Faculty / Department Code	Faculty / Department	Condition for Success
A1	English Language Teaching	Minimum 60%
L3 / L4	Faculty of Dentistry	Minimum 60%
4R	Translation and Interpretation	Minimum 70%
91	Faculty of Medicine	Minimum 70%

4. Students who are not successful in English Proficiency Exam Stage II are placed into EPSU010 course at EPS for a minimum of one semester. These students can take the English Proficiency Exam Stage II at the end of this semester **with the condition of not failing from attendance**.

5. Since ELT program does not entail ENGL181-182 and ENGL191-192 courses, these courses are not applicable to ELT students. They need to get minimum **60%** in order to be exempted from EPS courses. Students who score **50-59%** are subject to be interviewed at ELT Department and upon being successful, they are eligible to start their education in their department.

6. For the exemption criteria for graduate programs, please visit the Graduate Education and Research Institute website **(https://grad.emu.edu.tr/en/admission/english-language-requirement)**.

G. English Proficiency Exam

1. Stage I

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

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

2. Stage II

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

Table 4 *EPS Letter Grades*

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

H. Conditional Pass

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

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

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

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

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

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

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

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

I. Courses

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

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

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

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

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

Table 6 *Course Details*

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

Students can also describe his/her background, immediate environment and matters in areas of immediate need.

EPSB010 (EPS B1)	Threshold	B1	43-58	25	15 weeks

B1 course aims to help students maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repairing in free production. Students are also able to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

EPSB011 (EPS B1R)	Threshold – Repeat	B1	43-58	25	15 weeks

B1R course aims to focus on students' specific needs to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clear standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pause for grammatical and lexical planning and repairing free production. Students are also able to cope more flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

EPSU010 (EPS UB1)	Threshold Plus	B1+		25	15 weeks

UB1 course aims to help students take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem. At the end of the course students can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Students are also able to carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Students can also describe how to do something, giving detailed instructions. Students are also able to exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Students are also able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

J. Course Flow

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

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

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

A1+A2 = one semester
A2+CIP = one semester
A2R = one semester
B1 = one semester
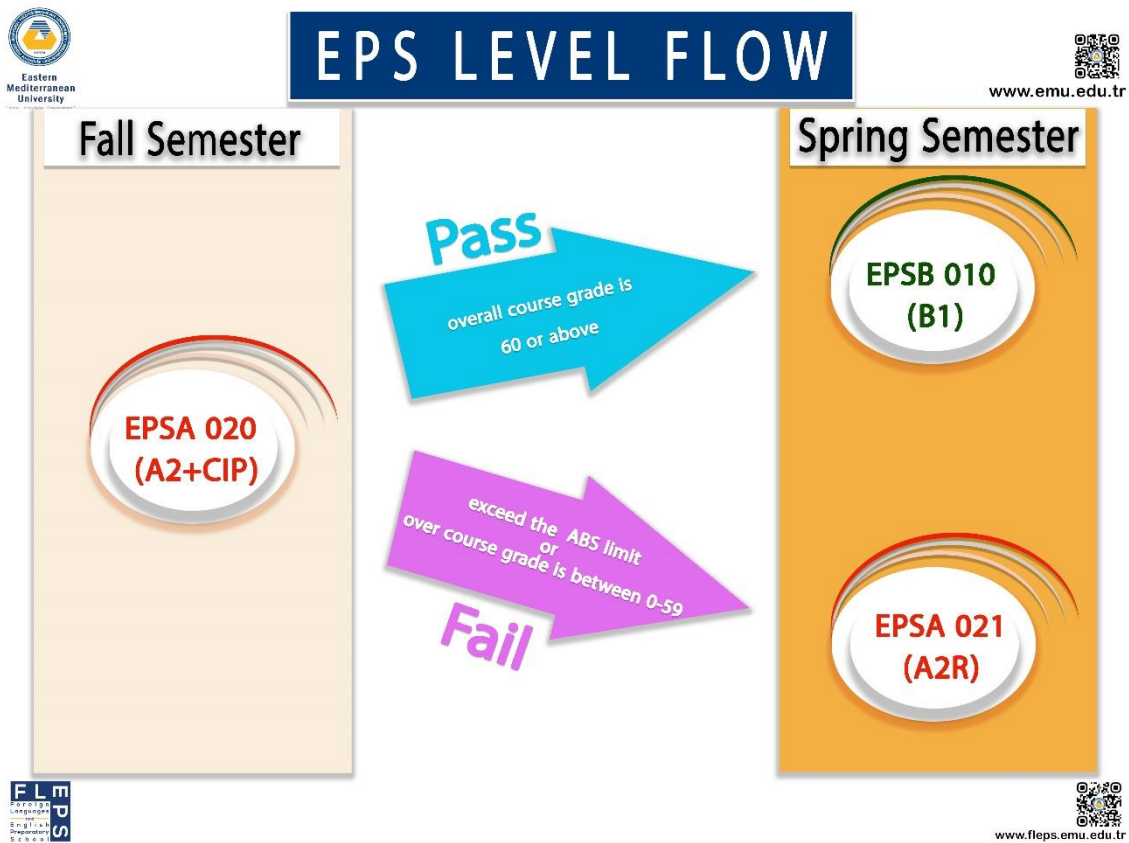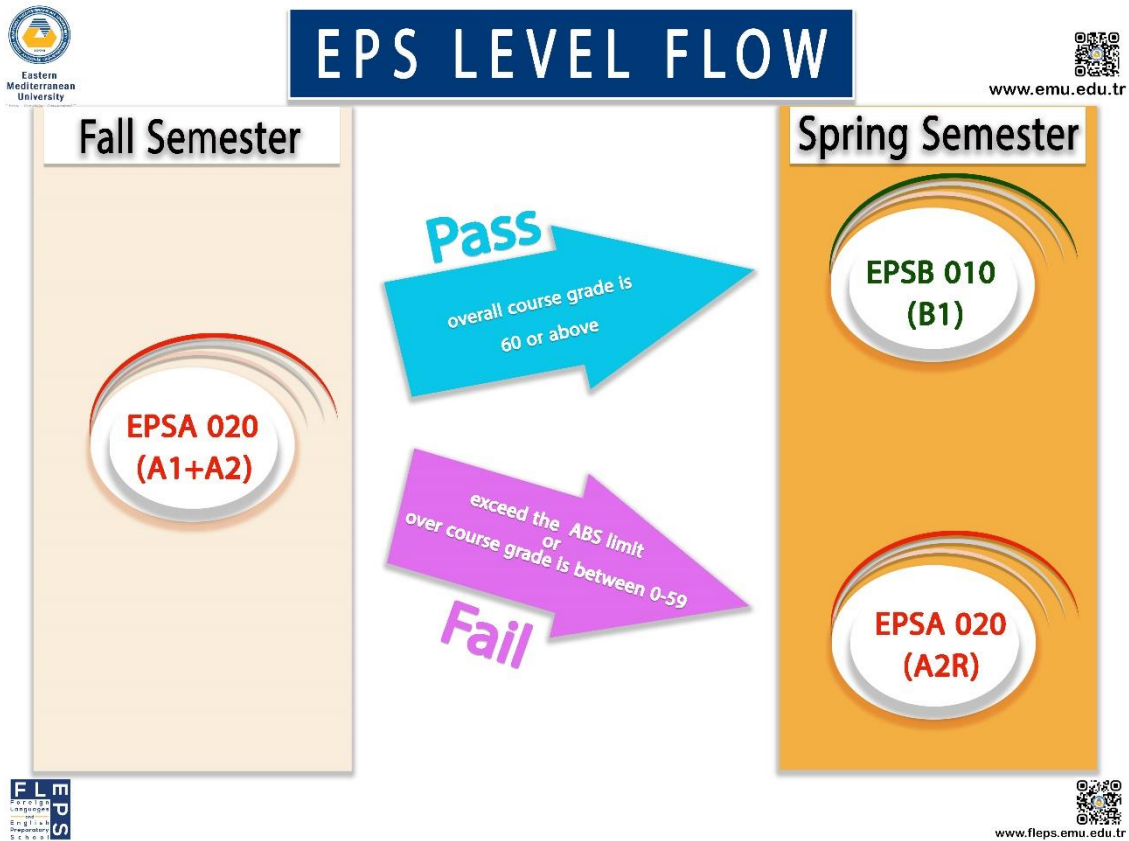**B1R = one semester**
UB1 = one semester

Table 7 *EPS Course Flow*

Table 8 *EPS Level Flows*
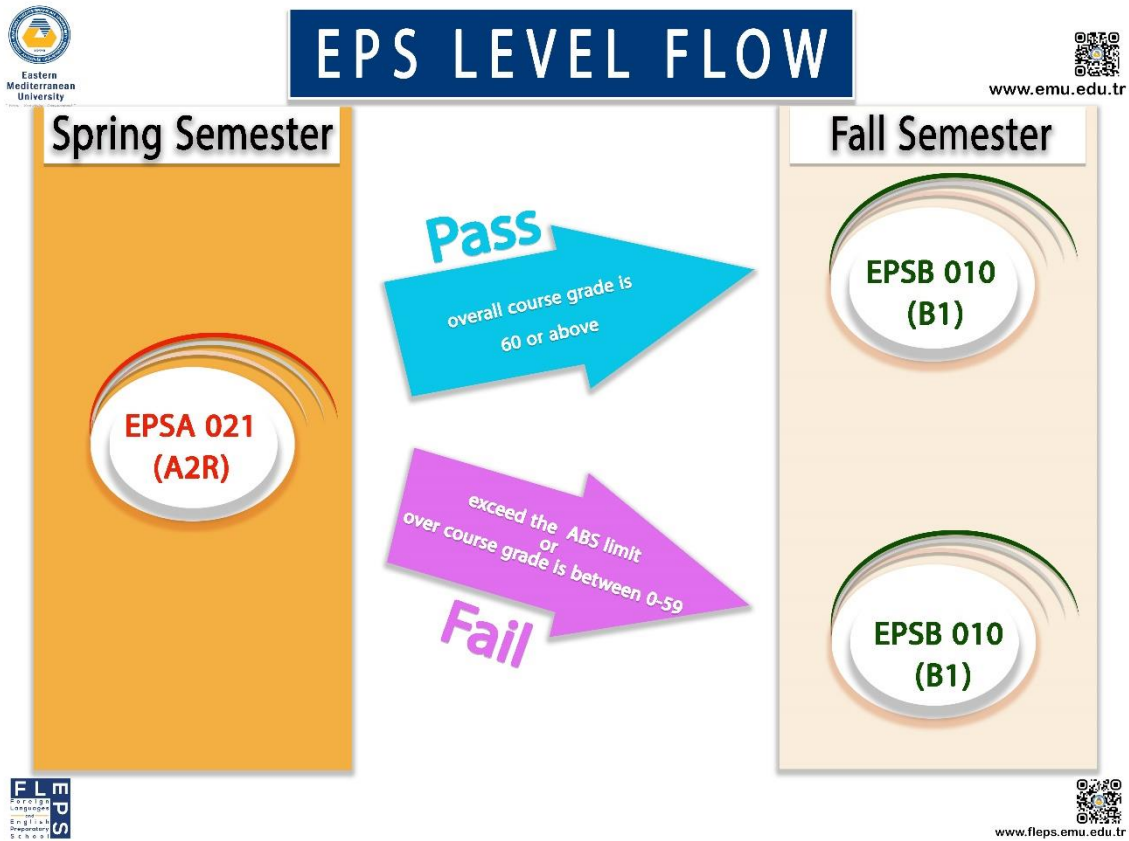
Table 8 *EPS Level Flows (cont.)*
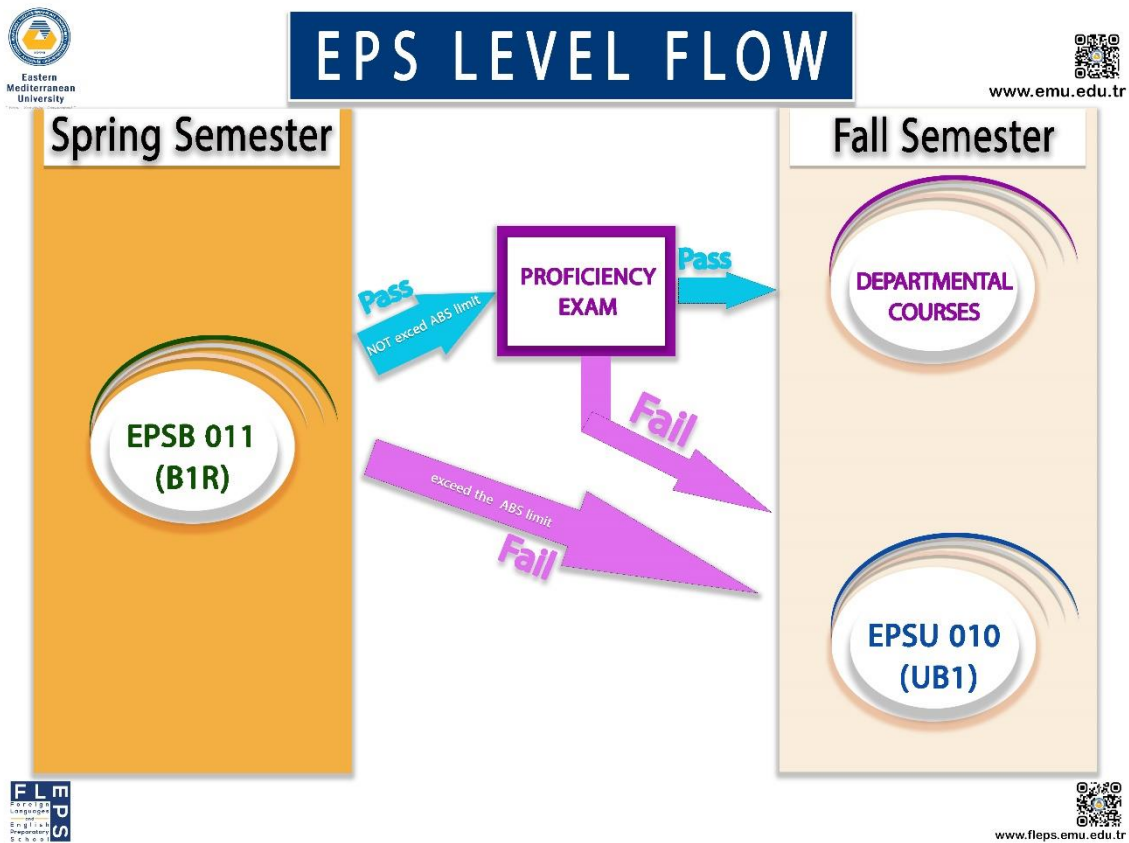
Table 8 *EPS Level Flows (cont.)*
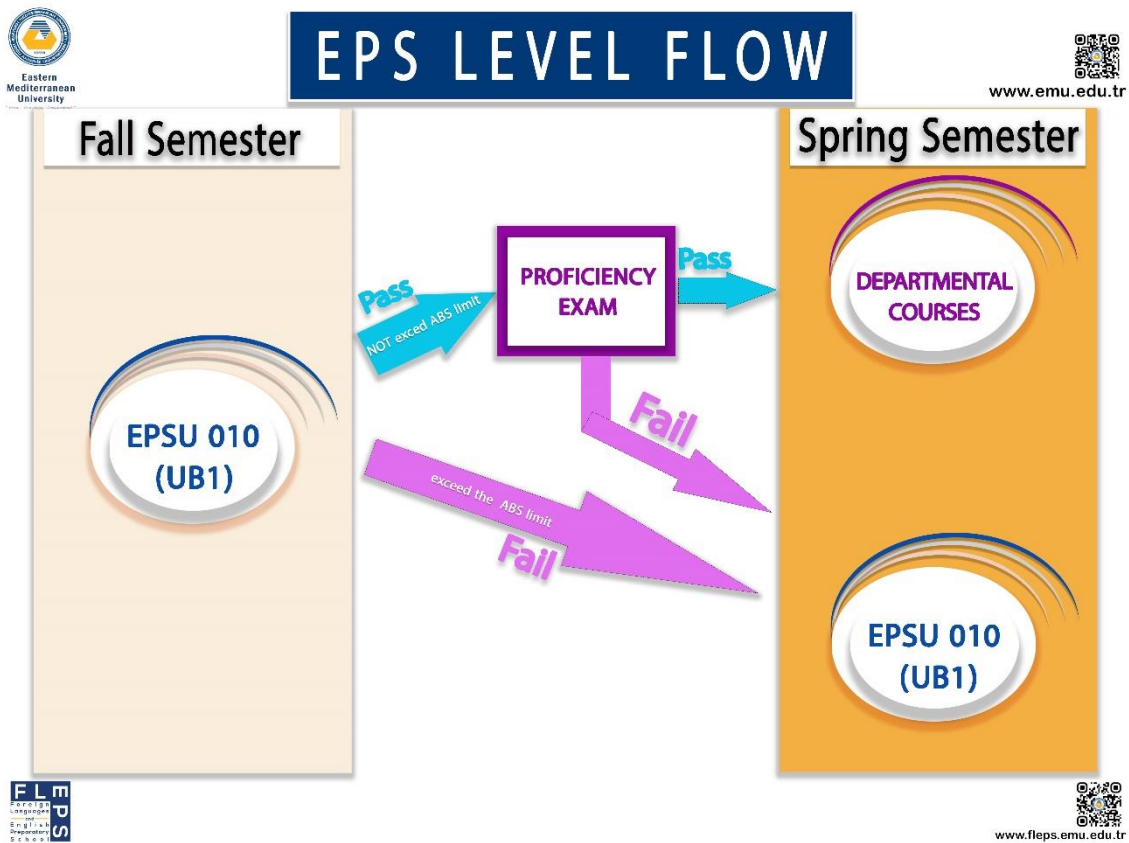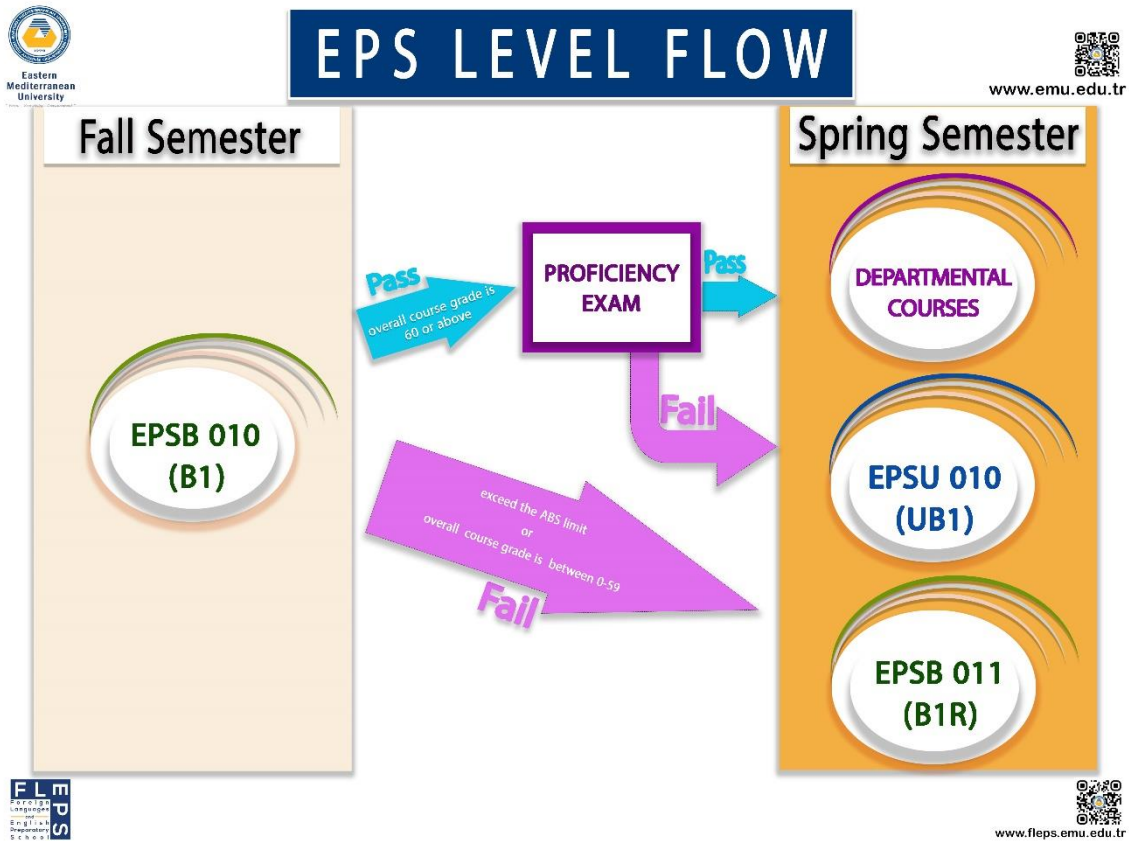
K. Course Timetable

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

Table 9 *Course timetable with 24 contact hours*

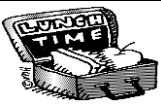|	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.40 - 09.30	LESSON	LESSON	LESSON	LESSON	LESSON
09.40 - 10.30	LESSON	LESSON	LESSON	LESSON	LESSON
10.40 - 11.30	LESSON	LESSON	LESSON	LESSON	LESSON
11.30 - 12.30			LESSON		
12.30 - 13.20	LESSON	LESSON		LESSON	LESSON
13.30 - 14.20	LESSON	LESSON		LESSON	LESSON

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

L. Course Books

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

M. Academic Staff and Professional Development

The academic staff of the FLEPS has Bachelor's, Master's and Doctorate degrees in language teaching. The approach to language teaching is contemporary and it ensures ongoing professional training to its academic staff. Over the years the FLEPS has become an international center for a number of courses approved and moderated by the University of Cambridge, and most of its academic staff has obtained international language teaching qualification certificates and diplomas, such as Cambridge COTE (now ICELT) and DOTE (now DELTA).

N. Office Hours

The academic staff at English Preparatory School Division have an additional role as academic resources for their students. They arrange one hour a week as an office hour per each group they have in their offices and announce this specified time to their students. They may answer students' questions, help them for the topics or skills they

do not understand or they have difficulty in, exchange ideas, share lessons and/or class-related problems during this allocated hour. The academic staff determine this period with their students so that students may visit them in their offices.

O. Student Class Representatives

As EPS is a very large school, it is not always easy to stay in contact with all of the students. For this reason, the role of student representative is very important. We appreciate all those students who take on this responsibility, and believe that they will make a great contribution to our school and gain valuable experience.

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

P. 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 students about his/her level of knowledge of language development, level of learning and realise his/her potential, and help him/her do self-evaluation. Furthermore, another aim of evaluation is to provide information for FLEPS education system, provide feedback for learning-teaching process, hence, and take part in improving quality in education.

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

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

Q. EPS Assessment and Evaluation

Each course includes summative (exams) and formative (in-class) assessment components, which sum up to 100% in total (see Table 10 below). The passing grade of each course is 60%.

Table 10 *The total weight of the EPS assessment*

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

1. Summative Assessment

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

Table 11 *Detailed Information about the Weighting of Summative Assessment*

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

2. Formative Assessment

Formative assessment is process-oriented and includes portfolio work (language passport, biography, online work and presentation) and teacher incentive.

EPS Portfolio

EPS Portfolio is adapted from European Language Portfolio (ELP) and it consists of Language Passport, Biography, Online Component and Presentation. Students' effort to learn English is mainly given credit with the portfolio. Students can find the Semester Tasks' Checklist for the minimum number of required tasks in the EPS Portfolio Booklets.

<u>Online Component</u>
In order to increase English exposure outside of class we have integrated online component in our formative assessment. We grade our students' online work once or twice in a course depending on the course. The tasks are predetermined and students are expected to complete them within the set timeframe.

<u>End of Level Presentation</u>
At the end of each course, learners are provided with the opportunity to display their spoken skills through presentation work. The presentation process has three stages; Outlining, Drafting and Presentation. Students are provided with guidelines to follow for which they do research in their own time. They prepare their outlines in class. Feedback is provided on the outlines and they are given approximately 2 weeks to prepare their draft presentations: note-cards, PowerPoint, pictures, etc. Academic staff provide support and guidance throughout the process.

<u>The Teachers' Incentive</u>
The Teachers' Incentive criteria can be accessed from the academic staff.

R. Summer School

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

S. International Exams

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

T. 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 organisations in the United Kingdom, PEARSON, as it became a PEARSON (formerly EDEXCEL) Accredited Centre in 2013. In other words, FLEPS is a school which delivers its promise of delivering quality language education. Therefore, EPS students can receive an internationally recognised, quality assurance certificate when they have successfully passed their course. In order to get PEARSON Certificate, students are required to pay a certain amount of money to the relevant bank account for each level. The students are required to submit the bank receipt to the secretary and fill in the Pearson Certificate Application Form.

Pearson Assured Certificates are issued by the Pearson Office in the United Kingdom and will include the student's name and the level 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 Certificates the following semester.

U. Missing Goods

In case of losing any personal items, students of Foreign Languages and English Preparatory School should apply to the EMU Security Office and fill out a detailed petition. They also have to inform their division about the issue. They can follow up the result of the event both from the security office and also form the secretary's office of their division. If the lost material is a kind of official document (id card, passport, residency permit, etc.) beside EMU Security office, they have to inform the police department of the city.

XI. ELECTRONIC MEDIA

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

A. Electronic mail accounts

Each student who has enrolled in the university is expected to have a minimum level of Internet use. This is very important in order for students to access information as well as in terms of taking full advantage of all the possibilities available to students. Eastern Mediterranean University (EMU) provides its students with free wireless internet access within the school. All EMU students are also given electronic mail accounts and passwords. Students can access all information and announcements about the events and the school from their EMU mail accounts.

B. FLEPS Website

We as Foreign Language and English Preparatory School provide information in both Turkish and English languages on our website in order to enable our students to know our institution better, to have access to the basic information about our academic staff, to have information about our education programs and exams, and to be able to understand how our system works. All information (such as announcements related with courses, information regarding exemptions, rules and regulations regarding FLEPS, course descriptions, EPS exam results, level, group and class information of EPS students, student's handbook, and so on) regarding EMU FLEPS can be found at http://fleps.emu.edu.tr. It is each student's responsibility to follow all the

announcements from the school web page, and it is assumed that all information reaches the students.

C. Student Portal

Students are provided with a student portal account that they can use during their school life. They can find and conduct personal information on Student Portal. They can log in their accounts using their student numbers and a password that will be given to them. They can find the following information on their Portal:

- ➢ Course timetable,
- ➢ Information about financial condition,
- ➢ Announcements made at the university,
- ➢ Request for freezing registration,
- ➢ EPS course registration approval,
- ➢ Attendance,
- ➢ Informal transcript,
- ➢ Student club membership,
- ➢ Surveys,
- ➢ Instructor evaluation.

XII.   FACILITIES AT EPS

A. Student Self Study Centre (SSSC)

SSSC consists of four different areas:

1. The Multimedia Area
Students can watch DVDs, do their projects and practice English on computers.

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

3. The Self-Study Area
Students can have tutorials with their instructors, study for exams with language materials, practice speaking and record their voice alone or with friends.

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

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

- ➢ The reader of the month
- ➢ The best poster which describes the SSSC

➢ Oxford graded reader bookworm competition
➢ Writing Competition

B. Student Counselling, Development & Research Centre

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

1. Academic Support Counselling

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

2. Open Door Counselling

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

3. Information Counselling

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

C. Cafeterias

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

XIII.   EXTRA CURRICULAR ACTIVITIES (ECA) OFFERED TO STUDENTS AT EPS

The Extra Curricular Activities (ECA) Team aims to give valuable opportunities for students to grow and develop their individual potential. Through students' participation

in ECA, they can learn to communicate, to cooperate with other people and to enrich their life experiences. It enables students to get to know different cultures and learn to respect individual differences as well. We strongly believe in learning through authentic life experiences besides books. In addition, collaboration between students and instructors in extra-curricular activities, outside the class environment, helps them relax, be happy and thus be more productive.

A. Clubs and Activities

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

B. Civic Involvement Projects (CIP)

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

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

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

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

XIV.   STUDENT AFFAIRS TEAM

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

XV.   PROCEDURES AND PRINCIPLES

Students are responsible for obeying and applying all rules specified on the documents (portfolio, course description and outline, etc.) which are related parts of EMU By-laws. The basic rules written in both Turkish and English are given to students to inform them during class hours.

A. General Requests and Complaints (Petitions)

There are three kinds of petitions used in English Preparatory School. Students get the suitable petition form from the secretaries in order to express themselves by making a request, a complaint or a suggestion. Issues can be summarised as follows:

- ➢ Problems and questions related with students, student/ instructor disciplinary issues, attendance, timetabling, registration, teaching loads, portal and exam administration,
- ➢ Issues and questions related with delivery of the course syllabus, assessment, materials and resources,
- ➢ Issues and questions related with seminars/conferences, professional development, internal/external courses,
- ➢ Issues and questions related with offices, classroom, buildings, electronic tools, devices and furniture,
- ➢ Issues related with computers, printers, internet connection,
- ➢ Issues related with lost property,
- ➢ Issues related with counselling and guidance,

All petitions, regardless of the topic, will be finalised in 5 days. It is the student's responsibility to follow up on submitted petitions.

B. Disciplinary Issues

Violating school discipline leads to negative results for students. For example, a student may be dismissed from school. In this case, a student may fail from attendance and s/he cannot take in-term examinations. It is every student's responsibility to learn the codes of discipline. Students must check the regulations about academic rules they are subject to. Those who do not follow the rules are responsible for their actions. Please go to http:// http://mevzuat.emu.edu.tr/5-2-Yonetmelik-OgrenciDisiplin.htm for more information about rules and regulations.

C. Health-related Issues

Students are required to report any issues that may affect their participation and/or success at school to the School Administration on time and in written form. For example, if a student has a continuous chronic disease, he/she must inform the related secretary with valid and approved documents within 2 (two) weeks of the commencement of the academic semester. If a student needs to be away from school for a medical purpose (e.g., operation), he/she must inform the related secretary with

necessary documents in advance. All other medical reports of any kind, apart from the ones mentioned above, are all accepted by the secretary and approved by the FLEPS Administration but they are all considered within the 20% absenteeism limit.

D. Calling for Ambulance

In case of students experiencing medical problems during class hours or in the school, the FLEPS Administration, the EMU Security Office, secretaries or instructors should be informed and if necessary, they may call the ambulance.

E. Surveys and Evaluations

At the end of each semester, students can evaluate their performances, the service provided and their instructors. Evaluations are carried out on the Portal and the results are announced to the instructors unanimously.

XVI.   CLASS PROCEDURES

A. Class Lists

Students can find out which group they are registered to, their class teachers, buildings and classrooms at http://fleps.emu.edu.tr.

B. Group Change

Once the groups are formed, group change cannot be done due to logistical reasons.

C. Classroom Rules

Students at FLEPS are responsible for obeying and applying all rules specified on documents such as portfolio, course description and outline, and so on. They are required to follow these rules during lessons in class:

- ➢ Bring pens, pencils and rubber,
- ➢ Bring course books,
- ➢ Speak English,
- ➢ Respect instructors and classmates,
- ➢ Come to class regularly,
- ➢ Submit homework, portfolio on time,
- ➢ Leave your classroom the way you want to find it,
- ➢ Participate in group work activities,
- ➢ Participate in pair work activities,
- ➢ Don't use mobile phones,
- ➢ Don't be late,
- ➢ Don't sleep during lessons.

D. Attendance

➢ Students' attendance is compulsory at English Preparatory School Division. Students not attending 20% of the classes and/or not fulfilling the requirements of the course for assessment receive an NG (nil grade) (See EMU Rules and Regulations for further information).

➢ At the beginning of each semester, absenteeism limit is calculated and announced to the students.

➢ Students sign the 'Attendance Record Sheet' for each lesson they attend and the course instructors enter these onto the Portal every week. After attendance entry, instructors submit the 'Attendance Record Sheet' to the secretary.

➢ If students have any problems regarding attendance, they need to write a petition (General Request Form) in the secretary's office to the Assistant Director for EPS Student and Administrative Affairs. Instructors are not authorised to permit students with excuses. Only reports/petitions validated by the Rector's Office will be acceptable as an excuse for the students who are representing the university and have not attended classes.

➢ Students are strongly advised to bring course books during lectures, as students without books will be recorded in the Attendance Record Sheet as absent.

➢ In order to sit the final exams, students should not exceed the absenteeism limit determined and announced at the beginning of the semester (i.e. they should attend at least 80% of the total course in a semester). Students who exceed the absenteeism limit cannot take the exam and fail their course, so they need to repeat the same course.

➢ Reasons for absenteeism (health reports, visa procedures, passport renewal, immigration procedures, etc.) are all considered within the 20% absenteeism limit. Doctor reports are included in the announced absenteeism limit.

➢ In which situations can students use the absenteeism limit?
- When they are ill and need to see a doctor,
- When they are ill and need to stay in bed,
- When they need to go to their country for an urgent situation,
- When they need to go to the airport to pick up a family member or a friend,
- When they need to go to the embassy,
- When they need to be with a friend who is ill or has any other problems,
- When they need to visit a friend at the hospital urgently,
- When they extend my bairam holiday or any other visits in their country,
- When they cannot wake up because of a tiring night.

E. Attending and Cancelling Classes

It is important to start and end classes on time. In case instructors cannot come to class for a reason, another instructor may come for the lesson or a responsible person (assigned by the FLEPS Administration) informs the class about the cancelled hour by posting an announcement (on the board or the door) or verbally. In the cases no information is given, the class representative should ask the secretary about the absent instructor after waiting for him/her for 10 minutes in class and if the information from the secretary confirms that the instructor is absent, the students can leave the class but a make-up lesson is held within one week in return of the course instructor.

XVII.   EXAM PROCEDURES

A. Things to Do Before the Exam

Students are expected to do the following:

- ➢ to go to their exam room at least 15 minutes before the start of the exam.
- ➢ to bring only what they need for the exam: pen, pencil, eraser, etc.
- ➢ not to share their pens, pencils, erasers, etc. with others.
- ➢ to present their original and photographed ID (preferably student ID) to be seated by the invigilator.
- ➢ to switch off mobile phones and put them on the invigilator's desk if they have. They should not forget to take their mobile phones back before leaving the exam room.
- ➢ to read all the instructions before answering the questions.
- ➢ not to talk to other students during exams. If they need any help for any reason, they should simply raise their hand.

B. Rights and Rules for Exams

- ➢ The students whose names are on the exam lists can take the exams. Thus, all students should take their exams where their names are included on the exam lists. Any students who are not on the list are not admitted and are referred to the secretary's office (office no: 223) on the 2nd floor.
- ➢ Students must bring a valid (original) and photographed identity card (i.e., student ID card / national ID card / driving license / passport) to the announced exams rooms. If a student does not bring a valid and photographed ID card, s/he cannot take the exam. No ID checking is performed on electronic devices (mobile phones) or the Internet (Portal). The photos of an ID card or a passport (on mobile phones or photocopied documents) are not accepted as valid identification documents. These students can write a petition for the make-up exam.
- ➢ Each student is responsible for reading and understanding the exam instructions before or during the exam.
- ➢ Students cannot go out of or leave the announced exam rooms during exams.

Students who leave the exam room early for any reason cannot come back to the exam. The consequence of the exam is finalised by the FLEPS Administration and the student is informed in 5 working days.

➢ Students should use a pencil when marking their answers on the optic answer sheets.

➢ Students are not allowed to use or keep any electronic devices (mobile phone, PDA, MP4 Player, etc.) during exams. Therefore, students are kindly advised to turn them off and keep them on the invigilator's desk. The exam will be invalid if students reach their mobile phones or any electronic devices for any reason during exams.

➢ Students are responsible for attending the exams and for submitting all assessed materials like portfolio, homework, projects, online work, etc. to the instructor on time. Submissions are not accepted after the announced submission deadlines.

C. Announcing Exam Results

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

D. Objections to Exam Results

Students who would like to object to any exam results or other pieces of assessment must go to the secretary and fill in the "Rescoring Request Form" (for this year only we accept queries and requests via the form on https://fleps.emu.edu.tr/en/contact). This form should be submitted within 3 working days of the announcement of exam results. Late applications are not taken into consideration by the FLEPS Administration. The papers of the students who object to their test results are re-checked and students, in question, can learn the results for their grade objections from the secretary within 5 working days.

E. Make-up Exams

➢ Students who have already taken the exam cannot take its make-up.

➢ Students who miss an exam must fill in the Make-up Request Form explaining their valid reason for their absence with necessary documents within 3 working days of the scheduled exam.

➢ Students should also consider exam and make-up exam dates while buying plane tickets. The FLEPS Administration does not consider this excuse (having an early plane ticket) as a valid reason for missing an exam.

➢ Students can sit make-up exam on specified dates. All make-up exam dates are announced on the academic calendar on the school website at the beginning of each academic semester.

➢ The FLEPS Administration reserves the right to reject any application that is found inappropriate.

➢ There are no make-ups for continuous assessment and/or in-class activities (presentation, portfolio, online tasks).

F. Keeping Records

Students at EPS 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, portfolio, outline, draft, etc.), the course instructor has no responsibility at all.

XVIII.   OTHER ISSUES

A. Registrar's Office

Our Registrar's Office helps our students pursue their education without any problems and office services on non-academic issues as well. They provide correct and complete information to students, parents, academic and administrative personnel in an understandable manner and in parallel with the academic calendar. This Office devotedly conducts correspondences with other institutions in a timely and efficient manner to maintain communication. Some of the important services offered by Registrar's Office are as follows:

1. Military Probation Procedure
Military probation procedures for male students are prepared and sent to the military office by Registrar's Office. However, if students receive papers from the relevant military office, they should come to Registrar's Office and fill in the EK-G form and send it to the military office themselves. The EK-G documents for newly registered students are sent to the relevant military offices by the related department in the Registrar's Office. Military probation procedures are carried out simultaneously with the registration dates of the student.

2. Residence Permit Procedure
Residence permit procedures are carried out by Student Services Office within the EMU campus. Officers from District Governorship, Hospital and Tax Office come to the Registrar's Office at the beginning of every semester and provide residence permit services for students.

Required Documents for Student Residency Permit:
  ➢ Student Certificate (obtained from the Registrat's Office)
  ➢ Immigration Fee
  ➢ Original Health Report (*for Newly Registered Students only*)
  ➢ Original Passport and photocopy of the relevant pages. (*Main page, Last Entrance Stamp to TRNC, Last immigration stamp for old students*)
  ➢ 1 Revenue Stamp
  ➢ 1 Passport-sized Photograph
  ➢ Dormitory record sheet (for students residing in dormitories)

If your health reports are incomplete or you do not have any, then the local governor will send you to the state hospital for medical tests. It may take 5-6 days to get the

results. For Turkish students who come from Turkey, medical reports need to be taken Turkish state hospital.

3. Registration / Registration Renewal / Late Registration

The registration period is specified in the Academic Calendar. In order to complete the registration, students should follow these steps:

> ➢ go to the bank and pay the school fee,
> ➢ wait for your account to be activated after 24 hours,
> ➢ enter the student portal to confirm the registration (to complete the registration).

When students enter the portal, they should follow these steps:
1) Go to the student portal,
2) Choose Academic,
3) Click on "Preparatory School Registration Authorization" (on the left menu),
4) Read the confirmation sentence carefully,
5) Click on "Confirm".

Important Note:

Late registration starts on the last day of registration period specified for each semester. If students do not confirm their registration on the portal during the registration period, their registration will not be completed. Thus, they will have to pay penalty for each day of not completing their registration. Students who register during the Late Registration Period will see their Level and Group information one day after they register from FLEPS Website. If they have any problems, they can contact the secretary or Student Affairs and Promotion Office on the 2nd floor in EPS A building.

4. Period of Study / Leave of Absence / Termination of Registration

> ➢ Students can complete English Preparatory School in a minimum of 1 semester and maximum 4 academic semesters. Students who cannot complete their education within 4 academic semesters will be dismissed.
> ➢ The leave of absence period is not considered as one of these 4 semesters. Students have the right to apply for leave of absence for minimum 1 and maximum 4 semesters. Leave of absence applications are made online through student portal.
> ➢ Students can apply for termination of registration at the Registrar's Office.

5. Student Certificate

This certificate proves that the student is registered to Eastern Mediterranean University, which shows when s/he started, which year s/he will graduate and which department s/he is studying in. It is provided by the Registrar's Office to be used for official procedures and documents. For the requests of any other documentation, the Assistant Director for Student and Administrative Affairs can be contacted.

6. Student ID Card

Student Identity Card is an important belonging that is given only to the student and it should be carried during the period of study. It contains personal information (name, surname, date of birth) and academic status (department, faculty) of the student. It is, especially, important to carry this card during exam periods as it is used to identify and distinguish students.

7. Changing Department

Our students who are not happy with their departments in Eastern Mediterranean University and want to change it have the right to do so after they are evaluated based on the criteria of the department they want to go to.

B. Library

Eastern Mediterranean University Library aims to provide all resources for academic, professional and general knowledge purposes and technical equipment necessary for students, administrative and academic personnel to pursue their teaching-learning and research activities. The student profile we aim for is not students who are not satisfied with what they learn in the classroom but ones who use technology with a modern, innovative and idealist approach to question, research and interpret with different perspectives. Thus, our university provides all opportunities needed for our students' self-development. In addition to this, our library also continues to provide services at the weekends in order to provide quiet and comfortable spaces and easier access to resources needed for students to study during exam weeks.

C. Bank

Eastern Mediterranean University serves students from many different countries due to its international identity. The EMU-COOP (DAU-KOOP) Bank in our campus serves both students and staff to help them with their financial matters and ease their access.

D. Postal Services

The post office within our campus serves as the communication network between our students and their families. Students can send and receive necessary things from the post office without leaving the campus.

E. EMU Clubs and Sports Affairs

We "believe" that universities are not only made of classrooms, lectures and exams. Our mission is to provide opportunities for our students through which they can socialise, exchange ideas and help them improve both physically and intellectually. We believe that social activities and sports activities will motivate students and their academic success will show a parallel increase. Thus, we have many students' clubs under our Activity Centre and many teams such as American football, volleyball, basketball, football, billiards, table tennis, etc. under our Sports Affairs Directorate. Our

university also provides sports grant for students who are successful in sports activities and participate in our teams.

F. Student Executive Board

As Eastern Mediterranean University, we care for our students' participation in the administration of our university. We know that the decisions made in our university are for our students, believe that they know the best on the applicability of the decision and we always value the opinions of our students. Student Executive Board is also responsible for solving the problems of the students, helping them and informing the School Administration. This structure, that is only consists of our students is elected through an election involving all our students.

G. Public Relations and Press Office

The Public Relations and Press Office Directorate coordinates the work regarding institutional promotion and communicates with local and international press organs regarding the provision of information about the events and activities taking place within the University. The Directorate carries out its operations through the Public Relations and Press Office Unit and the Promotion Unit. It prepares and distributes the university's publicity film and brochures through both written and social media.

H. Health Centre

The primary goal of Eastern Mediterranean University Health Centre is to protect the physical and mental health of our students, treat our ill students and conduct follow-up and contribute to raising our students as individuals who care about their mental and physical health. In addition to this, another responsibility of the health centre is to conduct health education works such as poster, brochures, conference and seminars, special and general health screening to protect the health of our students and staff.

I. Psychological Counselling, Guidance and Research Centre (PD-RAM)

EMU Psychological Counselling, Guidance and Research Centre is the first institution to provide psychological counselling service at higher education in North Cyprus. EMU-PDRAM has been providing its services on the ground floor of the Health Centre building since 1997. The aim of PD-RAM is to prepare and present programs to increase life quality and satisfaction of the individuals under EMU's roof, as well as helping advisees to pursue their lives as healthy, successful and happy individuals.

J. Transportation / Bus Services

Considering that 60% of our students live in various parts of the city, we care a lot about transportation. Transportation services, within and outside the campus are provided free of charge for our students. Transportation service is being provided through 7 different routes, as integrated at dense points, to different parts of the city

with our advanced transportation fleet. Additionally, there is a continuous in-campus ring service to transport our students between dormitories and other units regulated according to class hours. As much as for the academic activities of the students, transportation services are also provided for activities within promotion and social responsibility umbrella.

K. Dormitories

Our dormitories provide services for our students who prefer to accommodate within campus and study effectively without getting far from the school setting. Our dormitories are designed in a way to help students focus on their lessons in a safe and clean environment and minimise potential challenges for transportation. Our dormitory area is very valuable for us and our students in order to help our students focus on their lessons and become successful without losing their motivation and without moving away from the energetic atmosphere in the campus.

L. Cafeterias

There are cafeterias in various parts of EMU. We have at least one cafeteria in each faculty building. Our students can have something to eat or drink outside class hours or between classes, spend time, socialise with their friends, create spaces where they can get away from classroom setting and listen to themselves and establish new friendships in these cafeterias.

XIX.   EMERGENCIES

A. Emergency Line

In case of any emergency (health or security-related), please dial **1444** (**0392 630 1444** from mobile phones), which is open 24/7.

B. Power Cuts

In case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity for the buildings.

C. Bad Weather Conditions

In case of heavy rain, the school is open, unless there is a Senate decision to close the University.

D. Natural Disasters

In case of natural disasters like earthquake or flood, or serious emergency like fire at school, instructors are responsible from students' evacuating the building safely.

E. Evacuation of Buildings

In case of emergency, the emergency button glass must be broken in order to warn all the students and the staff to evacuate the building. Academic staff are expected to assist students to take their valuable belongings (purse, mobile, etc.) and go to the nearest assembly point by following the emergency exit route.

F. First Aid

In case of the need for first-aid materials, the first-aid boxes are available in the secretary's office.

XX.   IMPORTANT TELEPHONE NUMBERS

All EMU phone numbers (extensions) can be called by adding **0392 630** in front of the extension numbers.

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

XXI.   APPENDIX A: LIST of ABBREVIATIONS

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

XXII.   APPENDIX B: RESPONSIBILITY LIST OF STUDENT CLASS REPRESENTATIVES

The responsibilities of the Student Class Representative involve:

➢ to attend 3-4 meetings a semester with all the other student representatives, and the FLEPS Administration to discuss school issues in general,

➢ to meet the class teacher(s) once a fortnight, to discuss any issues that are important to their classmates, their educational progress, and their life in general,

➢ to develop relationships with all students in class, to stay in contact with them, to encourage them to make the best of their time here, and inform the FLEPS Administration if they are having problems that we should know about,

➢ to communicate their problems and requests,

➢ to get answers for their questions either in class representative meetings or in private meetings with the Assistant Director for Student and Administrative Affairs,

➢ to take the lead in developing communication networks via SMS, social networking or e-mail among their class,

➢ to visit the Student Affairs and Promotion Office once a week to get any updates about news and announcements,

➢ to make sure that all classmates complete the end-of-semester evaluation.

➢ to be a 'role model' for his/her classmates.