



**Eastern
Mediterranean
University**
"For Your International Career"

Foreign Languages and
English Preparatory School
2025–2026

Teachers' Handbook

ENGLISH PREPARATORY SCHOOL DIVISION



LCCI

TTOEFL
TEST OF ENGLISH

ETS **TOEFL**



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1. FOREWORD FROM THE DIRECTOR

In today's globalized world, English is widely recognized as the most common and universal language of communication. Additionally, it serves as an essential language for academia and international collaboration.

The Foreign Languages and English Preparatory School at Eastern Mediterranean University is dedicated to equipping students with the necessary English language proficiency to succeed in their academic journeys. Whether students begin with no prior knowledge of English or at an advanced level, our goal is to help them unlock their full linguistic potential and ensure their success.

Our English Preparatory Program focuses on preparing students for their faculty studies by enhancing their language skills to a level where they can confidently follow their courses.

Through our Foreign Languages Unit, we offer both elective and compulsory language courses like English, German, Russian, French, Greek, and Russian, embracing the philosophy of "one language, one person." Additionally, we provide Turkish language courses for international students to help them navigate daily or academic life in Cyprus. For students continuing in English-medium faculties, we offer Academic English courses to strengthen their comprehension and communication skills.

In today's world, higher education should not only provide academic knowledge but also cultivate global citizens who respect and appreciate cultural diversity. Our school aims to create an environment where students from different backgrounds come together, learn side by side, and develop the linguistic skills necessary to thrive in an interconnected world.

We are proud to be a vital part of Northern Cyprus's leading university, accredited by EQUALS. We are also an associate member of ALTE, a member of The International Language Association (ICC) and other prestigious organizations.

Mutlu Kale
Director FLEPS

2. 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.

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

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

3. VISION (In Progress)

4. MISSION (In Progress)

5. FLEPS Principles: Constructivist, Student-Centered, and Communicative Teaching Philosophy

At EMU FLEPS, our mission is to foster a dynamic learning environment rooted in constructivist, student-centered, and communicative principles. Guided by our ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW motto, we strive to create an educational experience that empowers students to develop their language competencies in meaningful and authentic ways.

- **ENGAGE:** We actively engage our students in communicative activities that go beyond mere grammatical structures. By immersing students in real or real-like language use situations, we ensure that they are not just passive learners but active participants who use language to communicate with others effectively.
- **LEARN:** The more our students are involved in authentic communicative activities, the more they learn how to apply language structures in practical settings. This hands-on approach to language learning enables

them to develop both their personal and linguistic skills, aligning with our commitment to student-centered education.

- **REFLECT:** Reflection is an integral part of our learning journey. Inspired by teachers, classmates, and thoughtfully designed activities, students are encouraged to reflect on their progress, identifying areas of strength and opportunities for growth. This reflective practice deepens their understanding and enhances their ability to use language purposefully.
- **COMMUNICATE:** Transparent communication is at the heart of our philosophy. We promote open dialogue among students, teachers, and the broader community, ensuring that every stakeholder is included in the learning process. By sharing our experiences and insights, we build a collaborative environment where everyone can contribute to and benefit from our collective growth.
- **GROW:** Through continuous engagement, learning, reflection, and communication, our students experience profound personal and linguistic growth. Our commitment to these principles ensures that they not only meet but exceed the highest standards of excellence in language education, equipping them with the skills and confidence to succeed in any communicative context.

6. EQUAL OPPORTUNITIES POLICY

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.

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.

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.

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.

Sexuality

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

7. 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 also is accredited by EAQUALS. Eaquals (Evaluation and Accreditation of Quality Language Services) is an internationally recognized accreditation body that assures high standards in language education worldwide. Established in 1991, Eaquals accredits language schools, university language centres, training institutions, and online providers that demonstrate excellence in areas such as course design, teaching quality, assessment, student support, academic resources, and staff development. Institutions must undergo a rigorous self-assessment and external inspection process, after which accreditation is granted for four years, subject to renewal. Being Eaquals-accredited signals to students, staff, and stakeholders a commitment to internationally benchmarked quality, continuous improvement, and the delivery of a supportive and effective learning environment. We are also in the process of DEDAK (Dil Eđitimi Deđerlendirme ve Adreditasyon Derneđi) accreditation.

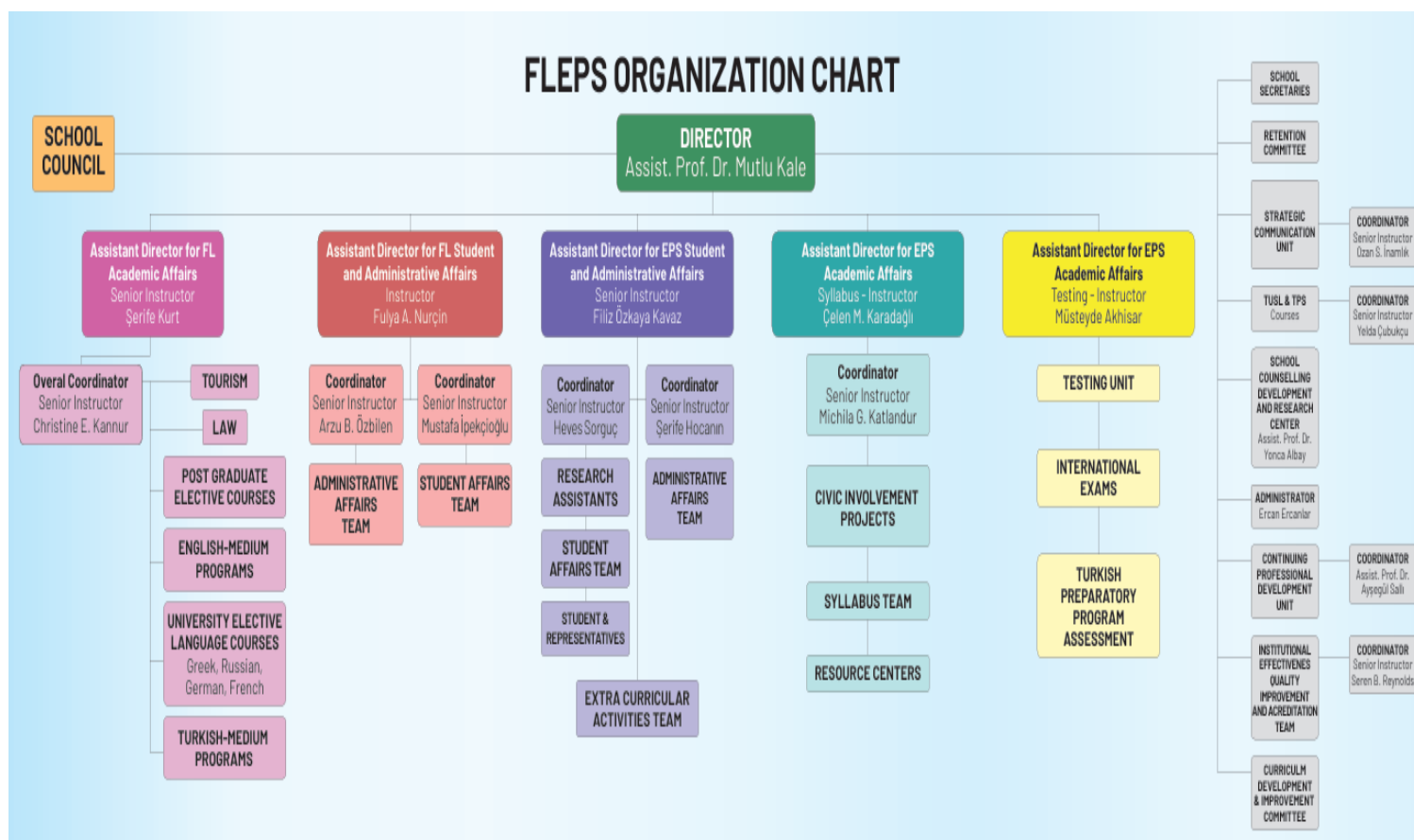
8. FLEPS Institutional Effectiveness, Quality Assurance, and Accreditation Team

At EMU FLEPS, the Institutional Effectiveness, Quality Assurance, and Accreditation team plays a pivotal role in driving the mission to ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW. As an internal auditing body, they are committed to creating and maintaining a systematic framework that ensures continuous engagement with all institutional processes. By learning from these processes, reflecting on their findings, communicating transparently

with stakeholders, and fostering a culture of growth, they ensure that EMU FLEPS is always prepared for any accreditation and continuously advancing in excellence.

- **ENGAGE:** The team actively engages with every unit and team across the institution, closely monitoring all processes, policies, and procedures. The team ensures that each component, from individual actions to cross-sectional touchpoints, interacts flawlessly within the broader institutional framework. This holistic engagement guarantees that every piece contributes effectively to the institution as a whole.
- **LEARN:** The team's deep engagement across the institution allows them to understand how every element interacts, functions and contributes within the broader organizational structure. Besides, by immersing ourselves in the latest accreditation standards and maintaining close relationships with accrediting bodies, they continuously learn how to enhance our internal systems. This learning is reflected in the quality improvement plans, which are systematically implemented and monitored.
- **REFLECT:** Reflection is at the core of the team's approach. The team constantly examines the institution as a dynamic, living system, using system thinking to identify strengths and areas for improvement. By encouraging data-driven, evidence-based reflection across all units and teams, they ensure that our progress is built on robust, reliable, and objective measures. The team not only reflects on findings but also facilitates self-reflection within each unit, fostering a culture of continuous self-improvement.
- **COMMUNICATE:** Transparent communication is central to our philosophy. The team engages in open dialogue with all stakeholders, sharing our insights, learnings, progress, and challenges to build a collaborative and learning environment. They ensure that everyone is informed and involved in the quality assurance process, creating a sense of collective responsibility and shared growth.
- **GROW:** Through continuous engagement, learning, reflection, and communication, our institution experiences profound growth in its quality and effectiveness. The team engineer continuous quality improvement cycles that are systematically implemented and monitored, ensuring that all actions—whether preemptive, corrective, or innovative—are followed through with precision. Dedication to these principles ensures that EMU FLEPS not only meets but exceeds the highest standards, remaining at the forefront of educational excellence.

9. ORGANISATIONAL CHART OF FLEPS



10. Who is Who

FLEPS DIRECTOR
MUTLU KALE
English Preparatory School (EPS)
EPS ASSISTANT DIRECTOR, ACADEMIC AFFAIRS, SYLLABUS
ÇELEN MUEZZİN KARADAĞLI
EPS ASSITANT DIRECTOR, ACADEMIC AFFAIRS, TESTING
MÜSTEYDE AKHİSAR
EPS ASSISTANT DIRECTOR, STUDENT AND ADMINISTRATIVE AFFAIRS
FİLİZ Ö. KAVAZ
SYLLABUS TEAM
MİCHİLA K. GENÇEL (COORDINATOR)+EPSB010 COURSE ORGANİZOR ELİF ÇİLLİ (EPSA010 COURSE ORGANİZER) GÜLDEN ÇAĞAKAN (EPSA020 COURSE ORGANİZER) GÜL TOKHAN (EPSU010 COURSE ORGANİZER) SENA B. (EPSU010 COURSE ORGANİZER)
SSSC WORKING GROUP MEMBERS
AFET ŞEYTAN SEVCAN TEKHAÑLI
COMMUNITY INVOLVEMENT PROJECT
MEHŞEN ERCANLAR (TEAM LEADER)
TESTING TEAM MEMBERS
SİNEM ÇAVUŞOĞLU, TEAM MEMBER ŞANSEL ZORBA, TEAM MEMBER TELCİ DALI, TEAM MEMBER
STUDENT AFFAIRS & EXTRA CURRICULAR ACTIVITIES TEAM
HEVES SORGUÇ (COORDINATOR) ZEKİYE DELLALOĞLU (TEAM LEADER) AYŞE ÖZVERİR FAİKA GÜRESUN FEZİLE TOKER REFİKA İLKAN MÜNİSE KEŞANLI SULTAN TAŞKIRAN AYSHA LAMA (PROMOTION AND SOCIAL MEDIA)

ADMINISTRATIVE AFFAIRS EXAM ADMINISTRATION TEAM
ŞERİFE A. HOCANIN (COORDINATOR) ERSOY ŞENER MUSTAFA ÖZÇEVİK EYLEM AKİM ARZU CEVHER
SCHOOL COUNSELLING DEVELOPMENT AND RESEARCH CENTER
YONCA AYBAY
ADMINISTRATOR
ERCAN ERCANLAR
SECRETARIES
EMİNE ADAHAN PEMBE KARA
EPS WORKING GROUPS
ACADEMIC SUPPORT WORKING GROUP
ASLI CAN ASLI GÖNENC AYŞE KOZANSOY İŞİN TUNA NURTEN BAŞDOĞRULTMACI ŞENGÜL EREK
SYLLABUS WORKING GROUP
AYNUR İSTİLLOZLU (PRINTING & ENVELOPING B1) CEMİL SARIÇİZMELİ (QUIZ PREPARATION) DİLEM KÖYLÜOĞLU: (QUIZ MODERATION A1) EBRU KUMYALILI: (QUIZ PREPARATION A2) EMETE MAVİLİ: (PRINTING & ENVELOPING A1-A2) İPEK MENEVİŞ: (QUIZ PROOFREADING A1/QUIZ MODERATION B1) ÖZKAN ÖZÇINAR (QUIZ MODERATION B1) PEMBE TINAZCI (ONLINE TASK PREPARATION B1) PEMBE TUNA (QUIZ MODERATION) PERAY HİLMİ HARMAN (QUIZ PROOFREADING B1) NEVİN ADALAR: (TASK PREPARATION U1) NİHAN KUYUCU: (ONLINE TASK PREPARATION A1) ŞENAY ARTÜRK: (QUIZ PREPARATION) SUNA ALLAHKERİM: (ONLINE TASK PREPARATION)
TESTING WORKING GROUP
DAMLA S. AKTUĞLU (A2) EMİNE SÖKMEZ (A2) GÜRAN KIZIL (B1) NADİR GÜRTAŞ (A1) NAHİDE Ö. KIRAÇ (A1)

NİBEL TEKTAN (PROOFREADING) PINAR ÇALAY (A2) SALİH GÜRSOY (B1) SİBEL ERSİNER TİMUR BODİ (A1)
TPS COURSE TEACHERS
HAMİDE ABAT RUHSAN İSKİFOĞLU SEZGİ İNAMLİK
RESEARCH ASSISTANTS
ABİR BAITA ASLIGÜL AŞKIN MERT GÜÇLÜCAN MİNE DİLEK NAZLI IŞIK NEEPA NAROTTAM LOTHIA PARISA MEHDIZADEH SEYED ALI KAMALI MOHAMAREH
<u>Foreign Languages (FL)</u>
FL ASSITANT DIRECTOR, ACADEMIC AFFAIRS
ŞERİFE KURT
FL ASSISTANT DIRECTOR STUDENT AND ADMINISTRATIVE AFFAIRS
FULYA NURÇİN
FL ACADEMIC AFFAIRS
CHRISTINE H. KANNUR (OVERALL CORDINATOR)
STUDENT AND ADMINISTRATIVE AFFAIRS TEAM
ARZU B. ÖZBİLEN (COORDINATOR) MUSTAFA İPEKÇİOĞLU (COORDINATOR)
COMPULSORY ENGLISH UNIT FOR ENGLISH MEDIUM PROGRAMMES (EMP)
SEVDİYE TOKER (UNIT LEADER) ENGL 191/ ENGL 192 Syllabus & In-class Assessment Organizer
EMP WORKING GROUP MEMBERS
RUŞEN KARAKAYA (ENGL 191 SYLABUS) MÜNEVVER N. KAHVECİSOY (ENGL 192 SYLABUS) ÇİĞDEM TUNCERGİL (EMP TEST WRITER) ZEHRİ ÜNVEREN (EMP TEST WRITER) YELİZ ERDOĞAN (EMP TEST WRITER) AYTÜL DEREBOYLU (EMP TEST WRITER) SEDA EMİRZADEOĞLULARI (EMP TEST WRITER) SERAP S. KESEN (EMP TEST WRITER) HİLMİYE KONURALP (PILOTING)

FİLİZ BODİ (PILOTING) CEMALİYE SOĞANCI (TEST TAKİNG & MODERATION) NAFİA AKDENİZ (TEST TAKİNG & MODERATION) METİN MAVİOĞLU (TEST TAKİNG & MODERATION) EMİR KONUKLU (TEST TAKİNG & MODERATION)
COMPULSORY ENGLISH UNIT FOR TURKISH MEDIUM PROGRAMMES (TMP)
ALPER GÜÇLÜCAN (UNIT LEADER) ENGL151/ENGL152/ENGL161/ENGL162/ENGL171/ENGL172 Syllabus & In-class Assessment Organizer
TMP WORKING GROUP MEMBERS
SÜNDÜS ÖZÇOBAN (ONLINE TASKS ORGANIZER- CONTACT PERSON) FATMA AKEJDER (ENGL151 & ENGL161- Course Organizer- Test Writer) ÖZTÜL ÖZDAĞ (ENGL 162 – Course Organizer) BERNA BEREKET (ENGL171 – Course Organizer- Test Writer) SUZAN ÖZDİLEK (ENGL172 – Course Organizer- Test Writer) AFET R. AKTUĞRALI (Test Writer)
COMPULSORY ENGLISH TEAM FOR LAW FACULTY
ZEHRA ERTAY (ENGL256– Course Organizer) FİKİRİ ALTINTAŞ (ENGL255 – Course Organizer) ZEKİYE ESENTUNA (ENGL155-156 – Course Organizer)
COMPULSORY ENGLISH TEAM FOR TOURISM FACULTY
NAZENİN RUSO (Team Leader) (Course Organizer Tourism Faculty Timetable Organizer) HÜSEYİN BİLSEN (ENGL105/ ENGL109/ENGL110 – Course Organizer)
AREA ELECTIVES TEAM FOR LAW FACULTY (TOLES Courses)
PERİL EMİROĞULLARI (TOLES Coordinator/Organizer) (ENGL352/353/ENGL 452/453)
TEACHERS WORKING ON AREA ELECTIVES
ASLIHAN ENGİN BOZOĞLU (GERM101/ GERM 102/ GERM 201/ GERM 202 /GFMS101– Course Organizer) FATMA TUBA AKGÜN (FREN101/FREN102/FREN201/FREN202 – Course Organizer)
TURKISH COURSES TEAM
YELDA ÇUBUKÇU (COORDINATOR) (TUSL181 – Course Organizer) EMİNE ÖZERİNÇ (TFMS101/TFMS102/TFMS201/TFMS301 – Course Organizer)
TEACHERS WORKING ON UNIVERSITY ELECTIVES
YEŞİM DEDE (GREE111 /GREE 112/ GREE211– Course Organizer) ULAŞ GÖKÇE (RUS 111/RUS112/RUS211- Course Organizer)
ENGLISH TEAM FOR POST-GRADUATE PROGRAMMES
SELDA İ. GÖÇER (ENGL513 – Course Organizer) EMİR A. KONUKLU (ENGL515 – Course Organizer)
FL SECRETARY
SEVGİ YELKANAT

11.FLEPS COUNCIL, COMMITTEES, TEAMS, UNITS

SCHOOL COUNCIL

AFET AKTUĞRALI (ELECTED MEMBER)
ARZU ÖZBİLEN (COORDINATOR)
AYŞEGÜL SALLI (COORDINATOR)
BERNA BEREKET (ELECTED MEMBER)
CHRISTINE E. KANNUR (COORDINATOR)
ÇELEN MÜEZZİN KARADAĞLI (ASSISTANT DIRECTOR)
FİLİZ KAVAZ (ASSISTANT DIRECTOR)
FULYA NURÇİN (ASSISTANT DIRECTOR)
HEVES SORGUÇ (COORDINATOR)
MICHILA G. KATLANDUR (COORDINATOR)
MUTLU KALE (DIRECTOR)
MUSTAFA İPEKÇİOĞLU (COORDINATOR)
MÜSTEYDE AKHİSAR (ASSISTANT DIRECTOR)
NİBEL TEKTAN (ELECTED MEMBER)
OZAN SÜLEYMAN İNAMLİK (COORDINATOR)
PERİL EMİROĞULLARI (ELECTED MEMBER)
SEDA EMİRZADEOĞLULARI (ELECTED MEMBER)
SEREN B. REYNOLDS (COORDINATOR)
ŞERİFE HOCANIN (COORDINATOR)
ŞERİFE KURT (ASSISTANT DIRECTOR)
YELDA ÇUBUKÇU (COORDINATOR)
ZEKİYE ESENTUNA (ELECTED MEMBER)

CURRICULUM DEVELOPMENT AND IMPROVEMENT COMMITTEE

ÇELEN MUEZZİN KARADAĞLI (COMMETTEE HEAD)
ŞERİFE KURT
CHRISTINE E. KANNUR
MÜSTEYDE AKHİSAR
ÇİĞDEM TUNCERGİL
MICHILA G. KATLANDUR

RETENTION COMMITTEE

OZAN SÜLEYMAN İNAMLİK (CHAIR)
FİLİZ Ö. KAVAZ
ÇELEN MÜEZZİN KARADAĞLI
MÜSTEYDE AKHİSAR
YONCA AYBAY
STUDENT REPRESENTATIVE

STRATEGIC COMMUNICATION UNIT

OZAN SÜLEYMAN İNAMLİK (COORDINATOR)
AYSA LAMA

INSTITUTIONAL EFFECTIVENESS QUALITY IMPROVEMENT AND ACREDITATION TEAM

SEREN B. REYNOLDS (COORDINATOR)
OZAN SULEYMAN İNAMLİK
CİĞDEM TUNCERGİL

CONTINUING PROFESSIONAL DEVELOPMENT UNIT

AYŞEGÜL SALLI (COORDINATOR)
GÜLDEN ÇAĞKAN (Team Member)
ELİF ÇİLLİ (Team Member)
EMETE MAVİLİ (Working Group Member)
PINAR LEVENT (Working Group Member)

12. THE ASSIGNMENT PROCESS FOR POSITIONS ON THE ORGANIZATIONAL CHART.

In accordance with the FLEPS equal opportunities policy, all academic staff are eligible for administrative positions as outlined in the school's organizational chart.

- **Director Appointment:** Every three years, the director is appointed by the rector following a tendency poll at FLEPS. During this process, candidates share their CVs and present their mission and vision through PowerPoint presentations. Both academic and non-academic staff participate in voting.
- **Assistant Director Appointments:** The director appoints assistant directors based on job descriptions and required skills such as leadership, coordination, communication, and application skills.
- **Middle Management Positions:** Academic staff may be appointed or selected for middle management positions for 1-3 years as needed. The assistant directors announce vacant positions on the FLEPS Discussion Forum, inviting faculty to apply. Applications are evaluated according to criteria set by FLEPS Administration, and results are communicated to all academic staff via the FLEPS Discussion Forum. If there are no applicants for a position, the director assigns the duty to an academic staff member for one year.

All job descriptions are transparent and shared during post announcements and in the FLEPS Teachers Handbooks to clarify expectations regarding skills and responsibilities

13. COMPETENCIES OF THE PERSONNEL AND EXPLAIN WHY THEY ARE APPROPRIATE FOR THEIR RESPECTIVE ASSIGNMENTS

As reflected in all FLEPS Job Specifications and Descriptions, the following competencies align with the FLEPS's equal opportunities policy and support effective leadership and management, and so are rendered as appropriate for the managerial positions at FLEPS.

i) Core Competencies:

a) Leadership and Management Skills

- **Team Leadership:** Ability to lead and motivate a diverse team towards achieving common goals. Demonstrating the capacity to inspire and empower staff while fostering an inclusive and collaborative environment.
- **Decision-Making:** Proficient in making informed, timely, and effective decisions by considering relevant information and potential outcomes.

b) Communication Skills

- **Effective Communication:** Ability to communicate clearly and persuasively in both written and verbal forms. Skilled in presenting ideas and information to diverse audiences.

- **Active Listening:** The ability to listen actively and respond thoughtfully to stakeholders' needs and concerns.
- c) Planning and Execution**
- **Strategic Thinking:** The ability to develop and implement action and improvement plans that align with the FLEPS's strategic plan, mission and vision. Anticipating challenges and opportunities and adjusting plans accordingly.
 - **Organizational Skills:** Demonstrating strong organizational abilities, including time management, task prioritization, and resource allocation.
- d) Problem-Solving and Innovation**
- **Analytical Skills:** Proficiency in analyzing complex issues and developing practical solutions. The ability to address challenges and improve processes.
 - **Innovation:** Encouraging and implementing innovative ideas and approaches to enhance educational outcomes and operational efficiency.
- e) Cultural Competency and Inclusivity**
- **Diversity Awareness:** Demonstrating an understanding of diverse cultural perspectives and being committed to fostering an inclusive environment for all stakeholders.
 - **Equal Opportunities Advocacy:** Actively promoting and supporting diversity, equity, and inclusion initiatives within the FLEPS.
- ii) Soft Skills and other competencies:**
- a) Emotional Intelligence**
- **Self-Awareness:** Recognizing and understanding personal emotions and their impact on others.
 - **Empathy:** Showing empathy and compassion in interactions with staff, students, and other stakeholders.
- b) Adaptability and Flexibility**
- **Resilience:** Maintaining composure and effectiveness in the face of change and uncertainty. Adapting to new situations and challenges with a positive attitude.
- c) Collaboration and Teamwork**
- **Cooperative Spirit:** Working collaboratively with colleagues across FLEPS to achieve common goals. Encouraging a team-oriented culture.
 - **Conflict Resolution:** Effectively mediating conflicts and fostering a positive work environment.
- d) Ethical Judgment and Integrity**
- **Integrity:** Upholding ethical standards and acting with honesty and transparency in all professional activities.
 - **Accountability:** Taking responsibility for actions and decisions, ensuring accountability and fairness.
- e) Technological Proficiency**
- **Digital Literacy:** Demonstrates proficiency with educational technology and tools, facilitating effective teaching and administrative tasks.
- f) Continuous Learning and Development**
- **Commitment to Growth:** Engaging in ongoing professional development and encouraging continuous learning among team members.

14. STAFF DEVELOPMENT

Effective Teaching

In line with our educational philosophy, and the vision and mission, the primary goal of FLEPS is to develop and maintain a quality-learning atmosphere in which the general and academic learning needs of all learners are catered for regardless of their learning profile, and educational and cultural background. Therefore, FLEPS devotes all its staff, resources and activities towards this goal.

15. Professional Development

HOW THE PROGRAM PROVIDES SUPPORT FOR PRE-SERVICE AND IN-SERVICE TRAINING TO THE ASSIGNED PERSONS AND/OR CANDIDATES IN ORDER TO FULFILL THEIR DUTIES.

A range of pre-service and in-service training opportunities are offered to faculty members in managerial positions to support their professional development in their areas of responsibility. These include:

Minimum One-Semester Shadowing Period: Newly appointed team members undergo a shadowing period lasting at least one semester. During this time, they observe and engage with experienced colleagues, gaining hands-on experience and a deeper understanding of their unit-specific responsibilities. This experiential learning process helps them build confidence and competence in their roles

In-House Insets: One-off in-house training sessions provide specialized instruction on subjects that address identified and emerging needs. These insets are aligned with the school's goals and reflect the latest innovations and developments in education. For example, the FLEPS Curriculum teams and EPS Testing unit have benefited from targeted insets that aimed to enhance their skills and knowledge

Sponsored External Courses: Esteemed educational institutions, such as the Oxford Teachers Academy, Norwich Institute of Language Education, and Pearson, offer sponsored courses to provide specialized training. These courses address specific topics and align with the school's goals and educational developments, ensuring that faculty members are equipped with cutting-edge knowledge and skills. Sponsored external courses that are offered to the specialist units between 2025 and 2014 include:

Oxford Teachers Academy, Mentoring Course

Pearson Master Trainer 2 Course,

Norwich Institute for Language Education (NILE) E-moderation Course

Norwich Institute for Language Education (NILE) Quality Management in Education

Norwich Institute for Language Education (NILE) Teacher Mentoring, Support and Development

NILE CEFR Mediation Course

NILE Technologies and Approaches to Blended, Hybrid and Online Teaching Course (TABHOT)

Testing 101: Online Course, Pearson

16. External Conferences and Forums:

Sponsored participation and/or presentations at external Conferences and Forums such as Quality Assurance, Accreditation and Standardization Conference (QUAAS), Annual Evaluation and Accreditation of

Quality Language Services Conferences (EAQUALS), Annual International Association of Teachers of English as a Foreign Language Conferences (IATEFL), Annual FORUM on Curricular Issues (FOCI), Annual FORUM on Assessment Issues (FOAI) are offered to members of specialist units/persons. The aim here is to facilitate their exposure to new ideas, research, trends, and best practices in education. Attending international conferences and forums enables faculty members to learn how different schools address similar challenges, adapt strategies to the FLEPS context, and network with potential collaborators or partners.

17. MA/PhD in ELT and MEd/PhD Educational Sciences

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

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

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

18. Research Procedures and Support for Conference Attendance:

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

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

19. Instructor Appraisal

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

academic research and publication activities,

teaching and professional development, and

service to university and society.

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

20. FLEPS Student Services: Enhancing Student Experience through Our Mission

Guided by our mission to ‘ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,’ the Student Affairs Team is deeply involved in every stage of the student journey at EMU FLEPS, starting from their first interaction.

- **ENGAGE:** We continuously examine and assess the student experience, actively engaging with both students and teachers who have firsthand knowledge of this journey. Our approach involves engaging in both quantitative and qualitative research to gain a comprehensive understanding of students' needs, expectations, feelings, and challenges.
- **LEARN:** Through this research, we gain valuable insights into how individuals interact with our systems, offerings, and services. We learn about their diverse experiences and use this knowledge to understand how to better meet their needs.
- **REFLECT:** We critically reflect on these insights to enhance our value proposition and improve our offerings. This reflection helps us identify areas for improvement and develop strategies to better support our students.
- **COMMUNICATE:** Effective communication and interaction with stakeholders—including students, administrative and academic teams, and partners across various university departments—are integral to our approach. We maintain open communication channels and actively welcome feedback, ensuring that we address students' opinions, grievances, and recommendations with empathy and understanding.
- **GROW:** By continuously listening, learning, and investing in our procedures, we strive to better our services and create a seamless and advanced value experience for our students. Our commitment to continuous improvement and excellence drives us to evolve and enhance the student experience at EMU FLEPS.

21. EPS Extra- and Co-curricular Activities

Guided by our mission to ‘ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,’ the Extra- and Co-Curricular Activities Teams organize events and activities that provide students with meaningful learning experiences and foster a strong sense of community and belonging.

- **ENGAGE:** The team creates opportunities for students to engage deeply with their learning and integrate into the community through diverse extracurricular activities. These events are designed to immerse students in interactive and enriching contexts, allowing them to practice and refine their knowledge and skills while building connections within the community.
- **LEARN:** These activities enable students to acquire new ideas, perspectives, and knowledge, enhancing their understanding of the target language and subject matter. By participating in these events, students expand their learning beyond the classroom and connect with the broader community, enriching their educational experience.
- **REFLECT:** Extra- and Co-curricular activities offer students the chance for self-reflection, helping them integrate past learning with new insights gained through these experiences. This reflective practice supports their personal and academic growth, as well as their sense of belonging within the community.
- **COMMUNICATE:** By engaging in authentic and interactive contexts, students apply their newly acquired knowledge and perspectives, strengthening their communication skills in the target

language. The activities facilitate meaningful exchanges with peers, enhancing their ability to communicate effectively and contributing to a shared sense of community.

- GROW: Through these experiences and interactions with peers, students gradually grow, learning from each other and improving their overall language proficiency. The continuous involvement in such activities fosters their development and helps them integrate into the community, contributing to their holistic growth and a deeper sense of belonging.

22.Students Self-Study & Educational Resources Centers

Guided by our mission to 'ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW,' the Students Self-Study (SSSC) and Educational Resources (ERC) Centers at EMU EPS play a pivotal role in supporting students and teachers throughout their educational journey.

- ENGAGE: The centers offer a range of resources, from textbooks and digital materials to interactive tools, encouraging students and teachers to actively engage with their practices. By providing access to diverse learning materials, the centers foster an environment where students and teachers can immerse themselves in their subjects and take ownership of their learning process.
- LEARN: The centers are hubs of knowledge, offering students and teachers access to a variety of educational resources that cater to different learning styles and needs. Whether through guided research, self-study programs, or multimedia content, the centers support students and teachers learning and development processes.
- REFLECT: The SSSC provides spaces and resources that encourage students to reflect on their learning. By offering tools for self-assessment and opportunities for individual or group study, the center helps students critically analyze their progress, identify areas for improvement, and develop strategies for continuous learning.
- COMMUNICATE: The SSSC supports students in enhancing their communication skills by providing resources that emphasize language practice in both written and spoken forms. The center offers access to language labs, conversation clubs, and other platforms where students can practice and refine their communication abilities in a supportive environment.
- GROW: By integrating all these elements, our centers contribute to the holistic growth of students. The center helps students not only in academic achievement but also in developing the confidence and skills needed to thrive in both academic and professional contexts.

23.FLEPS Administrative Affairs & Strategic Communication Teams: Digital Transformation and Continuous Improvement

Guided by our mission to ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW, the FLEPS Administrative Affairs and Strategic Communication teams are dedicated to enhancing the digital experience for both staff and students.

- ENGAGE: The team is continuously exploring innovative ways to digitally transform our operations and touchpoints. We actively engage in these processes, developing empathy maps to understand the challenges and strengths of our systems.

- **LEARN:** Through this approach, we gain insights into how our value offerings are perceived and identify areas for improvement. By learning from these insights, we can better align our services with the needs of our community.
- **REFLECT:** We reflect on these insights to refine our services, processes, and touchpoints, ensuring continuous improvement and alignment with our mission.
- **COMMUNICATE:** Effective communication with both internal and external stakeholders, including the EMU Information Technologies Directorate and relevant FLEPS teams, is crucial to our approach. We share our efforts and seek feedback, adopting an organizational mindset that values listening and learning from others.
- **GROW:** By considering their advice and ideas, we aim to create a seamless understanding of the realities on the ground. Our investment in digital transformation focuses on developing a data-driven and robust institutional infrastructure. By engaging with stakeholders and IT professionals throughout our digital transformation journey, and by being both reactive and proactive, we continuously grow and enhance our systems to better serve our community.

24. FLEPS Teacher Training and Professional Development Team

Guided by our mission to ‘ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW, the Teacher Training and Professional Development (PD) Team creates a self-reflective Professional and Personal Development Program (PPDP). This scheme is designed to guide and encourage academic staff to engage in continuous professional and personal development.

- **ENGAGE:** The PD Team encourages teachers to actively engage in their development through various activities, such as observing, presenting, practicing, reading, collaborating, and interacting with peers. This engagement helps teachers identify and address both personal and professional aspects of their growth. Teacher Training and Professional Development Team also encourages teachers to actively participate in wide-scale events such as the EMU FLEPS Workshop Festival, in-service/outsourced training programs, and/or international conferences. Teachers are motivated to engage in grand gatherings, whether as participants or presenters. These events provide opportunities for teachers to connect with colleagues from within EMU FLEPS as well as from other universities and institutions.
- **LEARN:** By participating in these activities, teachers gain new insights and skills, enhancing their professional capabilities. They learn from diverse experiences and methods, which contributes to their ongoing development. Through such grand gatherings as Workshop Festival, in-service/outsourced training programs or international conferences, teachers gain valuable insights from their peers and develop new perspectives that inform and enhance their teaching practices. This learning process helps them stay updated on best practices and innovative methods.
- **REFLECT:** The PD Team guides teachers to reflect on their progress throughout their developmental journey. This self-reflection allows teachers to evaluate their growth and make informed decisions about their continued development. Exposure to diverse viewpoints and practices via PD events enables teachers to reflect critically on their own teaching methods. This reflection supports continuous improvement and adaptation of their teaching strategies.
- **COMMUNICATE:** Effective communication is central to this process. The PD Team communicates with staff to provide support and guidance as needed. Teachers also engage in communication with their colleagues to achieve their improvement goals and share their progress with the PD Team and the administration. This multimodal communication fosters intrapersonal, interpersonal, and

teacher-teacher interactions, as well as teacher-administration dialogue. In grand PD events like the workshop festival teachers are encouraged to share their best practices and areas of interest during these events. Interactive workshops facilitate enhanced communication among participants, fostering a collaborative environment that extends beyond EMU FLEPS.

- GROW: Through this comprehensive and collaborative approach, both teachers and the institution benefit. The continuous exchange of ideas and feedback facilitates both personal and institutional growth, leading to improved teaching practices and overall progress. Besides, self-initiative and reflective growth practices are supported and recognized by the administration. Participation and contributions are acknowledged through both intrinsic motivators, such as recognition and appreciation, and extrinsic support, including funding for professional development events. This approach integrates self-initiated growth with a democratic institutional culture, acknowledging teachers' personal and professional journeys and fostering their ongoing development.

25. HOW THE ADMINISTRATIVE AND MANAGERIAL PROCESSES ARE UPDATED.

The primary approach implemented in the recent update of administrative and managerial procedures focuses on continuous and regular measurement, engaging all directly and indirectly involved parties. This allows for the triangulation of data sources, which aligns with our inclusive management approach. Data reliability is further ensured through an evidence-based approach, utilizing both qualitative and quantitative research tools. Organizational listening as a managerial approach is implemented at all touchpoints with students and teachers, fostering the formation of collective intelligence to enhance our services. The update and revision cycles also incorporate a design thinking and experience design mindset, ensuring that procedures are refined in alignment with how students and teachers perceive and experience the services. Depending on the dynamic nature of the updates, semesterly and annual update cycles are implemented. At the core of these updates is a systems mindset. Consequently, all stakeholders whose operations directly or indirectly impact or are impacted by others are convened to understand the holistic nature of the situation. To avoid the subjective nature of quality, we analyze what quality means to different stakeholders by establishing quantifiable metrics aligned with operational capabilities. Additionally, to prevent clashes and confusion among in-group teams and matrix work formations, the qualitative aspects of the phenomena are examined through focus group work.

In addition to fostering an internal service quality mindset and structures, this process is also maintained and monitored in alignment with the external standards and benchmarks set by accreditation bodies. Beside focusing on service quality, we recognize the valuable insights gained from external consultants, trainers, and stakeholders who have contributed to enhancing our perspective on service delivery. For example, as part of our inclusivity policy, FLEPS collaborates with the EMU Psychology Department to support neurodiverse individuals and develop procedures.

26. HOW THE MANAGERIAL PROCESSES WITHIN THE LANGUAGE PROGRAM ARE KEPT IN ALIGNMENT WITH LAWS, REGULATIONS AND DIRECTIVES.

All decisions made at EMU FLEPS comply with the prevailing laws and regulations. Below is a detailed breakdown of which decisions are made in line with which laws or regulations

- TRNC Labour Law: Any decisions related to staffing, both during recruitment and after, at EMU FLEPS must comply with the TRNC Labour Law.
- EMU By-law: All decisions made at FLEPS must adhere to the EMU by-law. Please see below the related articles
 - ✓ Article 5: Regulates decisions related to students, including matters such as exemptions, disciplinary actions, and student rights.
 - ✓ Article 6: Regulates the decisions related to the academic staff
 - ✓ Article 7: Regulates the decisions related to the administrative staff

27. The Collective Work Agreement 2024-2026

The Collective Work Agreement effective as of 2024, governs all matters related to personnel rights, academic recruitment, promotion, and more. All decisions made at FLEPS must comply with the requirements of this agreement. (<https://dausen.org/toplu-is-sozlesmesi-tis/>)

28. ISO 45001 System

Under the ISO 45001 system, the entire occupational health and safety management of the EPS buildings is controlled. EPS has an ISO representative responsible for preparing all documents related to ISO 45001. This system is uniformly applied across all buildings at EMU. Besides, all managerial and administrative operations at EMU FLEPS comply with the ISO 9001 Quality Management System and the ISO 10002 Customer Satisfaction Management System.

The aim of the ISO 9001 Quality Management System is to enhance organizational efficiency by establishing a robust framework for consistent quality management practices. It focuses on meeting customer expectations and regulatory requirements through systematic processes, continuous improvement, and risk management. By implementing ISO 9001, organizations seek to improve their overall performance, increase customer satisfaction, and ensure that their products and services consistently meet the highest standards of quality.

The ISO 10002 Customer Satisfaction Management System aims to provide a structured approach for handling customer complaints and feedback. It focuses on enhancing customer satisfaction by ensuring that complaints are addressed promptly and effectively, and that feedback is used to drive continuous improvement. The system helps organizations establish clear procedures for managing customer concerns, resolving issues, and improving the overall customer experience, thereby fostering a culture of responsiveness and customer-centricity.

29. Data Protection

All decisions made at FLEPS must comply with the requirements of the personal data protection law in effect in TRNC.

30. Recruitment and selection

We endorse in full the policy statement of our university's Equal opportunity in employment. The school's staff development and recruitment and selection policies are based on good equal opportunities practice.

The university's recruitment policy and procedures are clearly outlined in the web-site, <http://ww1.emu.edu.tr/en/academics/job-opportunities/1237>

Our school's Equal Opportunities Policy applies for the selection of professional development course. We clearly announce the procedures for application, screening and selection of candidates for the course.

Adapted from: <http://www.educationengland.org.uk/articles/pol02equal.html>

31.FLEPS EDUCATION SYSTEM

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.

Teaching Goals of EPS Division

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

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

Students who complete Turkish Preparatory School having Turkish language skills at B1 level based on the same standards,

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

- **A1**

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

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

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

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

Written Expression: Can write short and simple sentences giving information about: a person, a place and an activity in the form of a paragraph of around 100 words.

- **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 100+ words 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 explain ideas and intentions and give basic reasons for opinions.

Written Expression: Can write a simple and coherent opinion paragraph and a short opinion essay of about 200-250 words. The essay includes an introduction, one or two body paragraphs with basic arguments, and a short conclusion. Ideas are connected using basic linking words, and the overall meaning is clear despite some errors.

- **UB1**

Listening Comprehension: Can understand main ideas and details in familiar spoken texts. Can use context to aid comprehension.

Reading Comprehension: Can skim to find key information and main ideas in texts. Can scan and infer meaning from context.

Spoken Interaction: Can clearly describe personal experiences, daily routines, and current or past events of local or global relevance. Can express dreams, hopes, and ambitions using connected, coherent speech. Can explain thoughts and future plans with some detail, giving reasons and justifications for opinions and decisions.

Spoken Production: Can give structured talks and justify views. Can present visuals and explain ideas clearly. Can prepare and deliver structured presentations.

Written Expression: Can write a clear and structured opinion essay of about 250+ words with an introduction, body, and conclusion. Can develop arguments with supporting details or examples and use a range of linking words. Meaning is clear despite occasional errors.

32. Language Learning at EPS Division

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

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

Examples of Learning Outcomes

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

(Littlewood, 2008:247-48)

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

33.Turkish Preparatory School

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

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

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

In the framework of the same program, there are courses offered under the name of Graduate Turkish Support Program (TUSL501, TUSL503, TUSL505) and they are designed for foreign students who prefer to study in the graduate programs of faculties/departments and vocational schools in Turkish and are unable to continue studying in Turkish language.

34.Postgraduate Support Programs

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

35.English Language Requirements & Exemption Criteria

English Language Requirements

All students who have been admitted to programs taught in English at our university but do not possess a valid English proficiency certificate are required to take the English Placement Exam (Proficiency Part 1) administered at the beginning of the semester. Students who achieve a sufficient score on this exam qualify to take the English Proficiency Exam (Proficiency Part 2 / EPS106). Those who do not obtain a passing score on the Proficiency Exam are placed into the appropriate program at the English Preparatory School, as indicated in the table below, based on their Placement Exam results.

<i>EPSA010</i>
<i>EPSA020</i>
<i>EPSB010</i>
<i>EPSU010</i>

In order to be exempt from the English Preparatory School programs, associate and undergraduate students must score at least 60 (sixty) out of 100 (one hundred) on the English Proficiency Exam. However, students enrolled in the Faculty of Medicine and the Translation and Interpreting programs must score at least 70 (seventy) out of 100 (one hundred) to be exempt from the English Preparatory School programs.

Exemption Criteria

Students who achieve the required scores on the internationally recognized exams listed below, which are accepted by our university, are also considered exempt from the English Preparatory Program.

For all programs (except Medicine and Translation and Interpreting Programs) requiring at least 60% in EMU FLEPS English Proficiency Exam Stage 2

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
IELTS	<i>Minimum 5.5</i>	<i>5.0</i>
TOEFL iBT	<i>Minimum 65</i>	<i>60</i>
TOEFL PBT	<i>Minimum 513</i>	<i>497</i>
TOEFL CBT	<i>Minimum 183</i>	<i>170</i>
TOEFL iTEP Academic	<i>Minimum 3.6</i>	<i>3.5</i>
PTE Academic	<i>Minimum 42</i>	<i>35-41</i>
ÜDS / YDS / KPDS / YÖKDİL	<i>Minimum 54</i>	<i>50</i>
City & Guilds	<i>At least B1 First Class Pass</i>	<i>B1 Pass</i>
GCE / IGCSE	<i>At least grade C / 5</i>	<i>C</i>
FCE	<i>At least grade C</i>	<i>C</i>
CPE / CAE	<i>At least grade C</i>	<i>C</i>
LCCI (ESP)	<i>At least Level 2 Pass</i>	<i>Level 1 Distinction</i>
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	<i>At least C6</i>	<i>D7</i>

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
UCE	<i>Grades 3-4</i>	<i>5-6</i>
NSC (IEB)	<i>At least 60% or level 5</i>	<i>50% or level 4</i>
ECZ	<i>At least 5</i>	<i>6 (or ENGL 181-182 courses)</i>
HIGCSE / NSSC	<i>At least 2</i>	<i>3</i>
KNEC	<i>At least C+</i>	<i>C</i>
NECTA (CSEE)	<i>At least B</i>	<i>C</i>
NEAEA	<i>At least B</i>	<i>C</i>
SAT (Reading & Writing)	<i>At least 430</i>	<i>420</i>

For departments requiring at least 70% in EMU FLEPS English Proficiency Exam Stage 2 (Medicine Faculty and English Translation and Interpreting Program)

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
IELTS	<i>Minimum 6.0</i>	<i>5.5</i>
TOEFL iBT	<i>Minimum 72</i>	<i>65</i>
TOEFL PBT	<i>Minimum 530</i>	<i>513</i>
TOEFL CBT	<i>Minimum 197</i>	<i>183</i>
TOEFL iTEP Academic	<i>Minimum 3.7</i>	<i>3.6</i>
PTE Academic	<i>Minimum 50</i>	<i>42-49</i>
ÜDS / YDS / KPDS / YÖKDİL	<i>Minimum 60</i>	<i>54</i>
City & Guilds	<i>At least B2 Pass</i>	<i>B1 First Class Pass</i>
GCE / IGCSE	<i>At least grade B / 6</i>	<i>C</i>
FCE	<i>At least grade B</i>	<i>C</i>

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
CPE / CAE	<i>At least grade B</i>	<i>C</i>
LCCI (ESP)	<i>At least Level 2 Distinction</i>	<i>Level 2 Pass</i>
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	<i>At least C5</i>	<i>C6</i>
UCE	<i>Grades 1-2</i>	<i>3-4</i>
NSC (IEB)	<i>At least 70% or level 6</i>	<i>60% or level 5</i>
ECZ	<i>At least 5</i>	<i>—</i>
HIGCSE / NSSC	<i>At least 2</i>	<i>—</i>
KNEC	<i>At least B-</i>	<i>C+</i>
NECTA (CSEE)	<i>At least B+</i>	<i>B</i>
NEAEA	<i>At least B</i>	<i>—</i>
SAT (Reading & Writing)	<i>At least 440</i>	<i>430</i>

Important Information:

Unless otherwise specified by the exam administering institution, the validity period of the above-mentioned certificates is 2 years. In cases where the validity period of the exam result has expired, the English Preparatory School exemption committee may evaluate the student's situation with an interview, provided that the student documents continued active use of the English language.

The validity of any international exam certificate not listed in the above table is subject to evaluation by the exemption committee established by the English Preparatory School administration.

Students who have graduated from secondary education institutions in countries where English is the native and official language are exempt from the English Preparatory School programs.

Students who have successfully completed the English Preparatory School of another university are exempt from the English Preparatory School programs. However, if these students have interrupted their education for 2 years, they are required to take the English Proficiency Exam.

Students who obtain the required score on the English Proficiency Exam and are exempt from the English Preparatory School programs must register for the ENGL-coded academic English courses included in their department/program curricula.

Students who fail Stage 2 of the English Proficiency Exam are placed in the EPSU010 course at the English Preparatory School and must complete at least one semester at this level. To be eligible to retake Stage 2 of the exam at the end of the semester, these students must not fail due to absenteeism.

36.English Proficiency Exam

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 75 multiple-choice questions and lasts for 90 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 (). 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.

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 (). Students can start studying at their departments if they receive above 60% or 70%. They need to check the English language requirements for the student's department. The students whose Stage II result is below 60% or 70% (according to their department requirements) will have to study in English Preparatory School until they are successful. Below is the letter grade assigned to students on the FLEPS website.

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

37.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.

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 study at their chosen department. Students who are not able to pass this exam are placed into the UB1 course. These students are entitled to take the English Proficiency Exam Stage II again, at the end of the semester, regardless of their overall semester grade. However, those students who take UB1 course and do not fail from attendance will be able to sit the English Proficiency Exam Stage II and 10% of their overall grade is added to their Proficiency Exam result. It is advised that students attend classes regularly since there is a direct relation between attendance and success. The programs and details can be found in the table below.

Course Details

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

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.					

38. 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

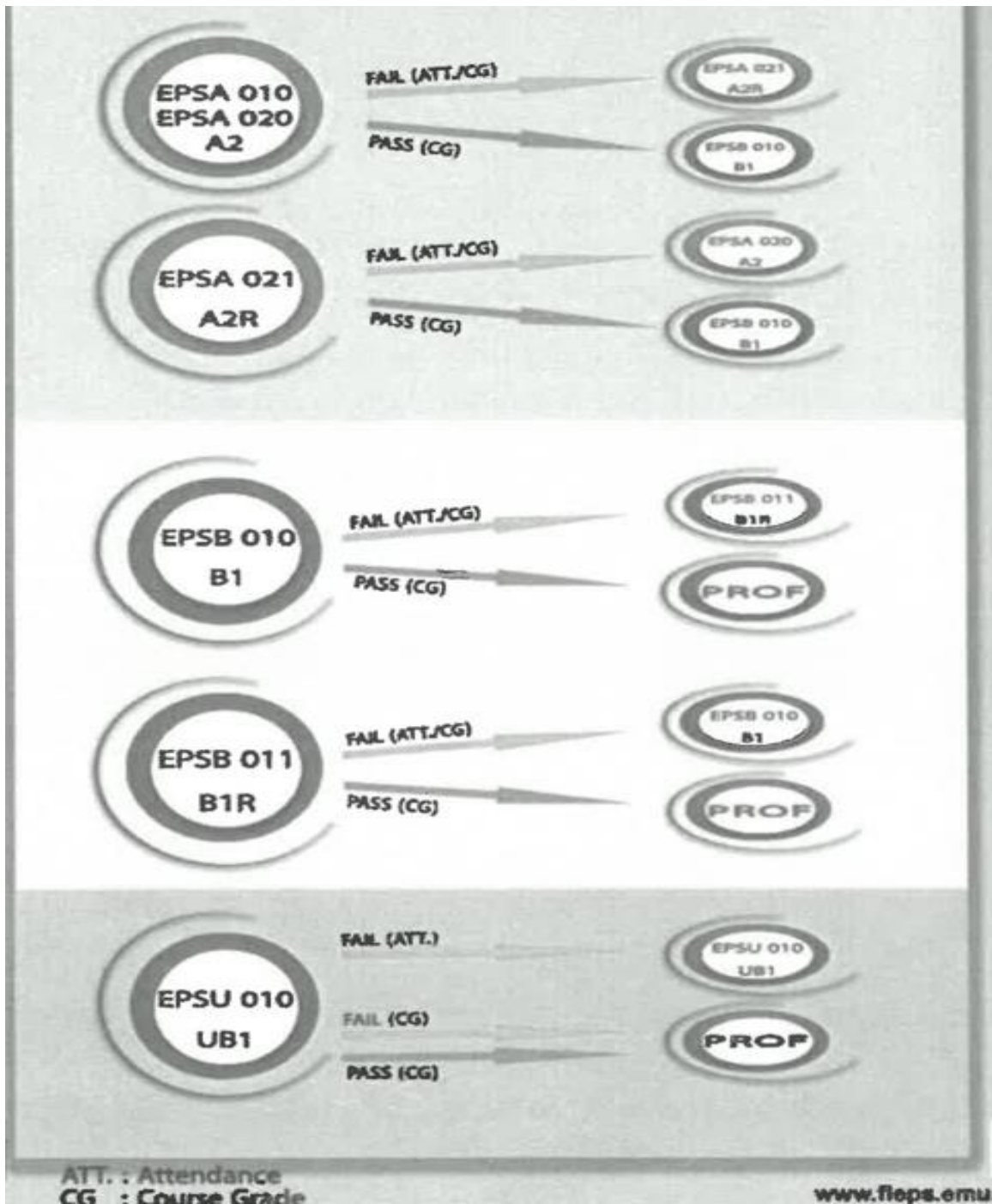
A2R = one semester

B1 = one semester

B1R = one semester

UB1 = one semester


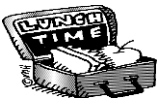


39. EPS Course Flow



40. 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.

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.

41. Course Books

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

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

42. Office Hours

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

allocated hour. The instructors determine this period with their students so that students may visit them in their offices.

43. Student Class Representatives

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

44. FLEPS Assessment and Evaluation

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

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

aims of language programs,

assigning levels,

identifying language proficiency,

centralized exam,

written and oral exam,

performance / presentation,

student's portfolio,

student's projects / reports / presentations,

student's homework.

45. EPS Assessment Breakdown

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

The total weight of the summative and formative assessment can be seen in the table below.

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

*Passing grade for all levels = 60 %

Summative Assessment

Summative assessment includes progress test, one in-term speaking exam, and a final exam (cloze, listening, reading, writing and speaking). Summative assessment includes progress tests, one in-term and one final speaking exam, and a final exam. There are different sets of writing and speaking criteria for each level at EPS. Summative assessment also includes the following online and in-class assessment in A1/A2 and B1:

Online Tasks – 5%

(Pearson-based tasks for Listening and Language Use; 4 tasks per semester, best 2 counted)

Announced Quizzes – 5%

(3 Reading & Language-in-Use quizzes; best 2 counted)

Teacher Incentive – 5%

Detailed Information about the Weighting of Summative Assessment

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

Progress Test

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

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

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

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

Writing and Speaking Criteria for Progress Test

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

Feedback Procedures & Tips for the Progress Test

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

Individual Feedback & Support

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

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

Tips for identifying whole group weaknesses

Whole Class Remedial Teaching

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

Ways of supporting the whole class to overcome their weaknesses

In our courses, the intended learning outcomes of a module are built up on what has already/presumably been achieved in the previous module(s). In this respect, there is an on-going (both implicit/explicit) recycling. After the identification of our classes' weaknesses, using the suggested materials (i.e., our textbooks) we can identify the points when these particular areas are being recycled and come up with ways of exploiting the suggested materials at these points and executing explicit- refocus lessons.

We can also use the supplementary materials in the ERC, online support materials or the CD ROM accompanying our course books.

During the teaching team meetings we can share our ideas and experiences on ways of dealing with these weaknesses as well as the effective materials.

Please note that,

Feedback on the achievement result should not be given in the teaching hours. However, office hours and the SSSC hours can be used provided that maximum 2 students see their writing papers at the same time.

Students should not be allowed to make any changes on the papers.

Please make a note of those who (including the ones who submitted a petition) are still unhappy with the results so that a re-evaluation can be done.

Please specify which part of the exam the student wants to be re-evaluated as WRT=writing, LIST=listening on the re-evaluation column.

Please remind your students that re-evaluation means re-grading which may result in a lower grade as well. Also, note down 'NO' if the student is satisfied on the re-evaluation column.

Make sure that the students sign the list.

Teaching partners can share the papers to speed up the feedback process.

In-term Speaking Exam

In term Speaking Exam is administered at the end of module 2 and, aim to evaluate the extent of learners' progress of the intended learning outcomes (at speaking) in Modules 1 and/or 2, again depending on the duration of the course. Therefore, the content of In-term speaking exam is aligned with the learning outcomes of Modules 1 and/or 2. In term speaking exams

involve 3 tasks. All the students take the test in pairs. These tests are graded during the exam by the assessors and the interlocutors. The tests are recorded. The speaking test formats for each level can be accessed at FLEPS Discussion Forum.

Criteria for In-term Speaking Exams

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

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

Feedback & Support

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

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

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

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

During the SSSC hours, have the students who have got grades lower than 60% do some speaking activities in the recording/speaking room and listen to their recording and provide feedback

Assign extra recording tasks on Online Component for the students who have got grades lower than 60% and listen to their recording and provide feedback

Draw up a personal study plan together with the student and monitor their progress.

Revisit the idea of learners’ reflection on their own progress via the biography part of the EPS Portfolio, help the learner set his/her learning goals and monitor their progress

Encourage the students to join the “speaking clubs”

Please note that, individual feedback on the exam results should not be given in the teaching hours.

The Final Exam

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

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

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

Writing & Speaking Criteria for the Final Exam

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

Notes:

There is make-up for progress test, in-term speaking exam and the final exam.

To be able to sit a make-up exam, students have to submit a petition to the secretary within three working days following the exam administration date.

Formative Assessment

Formative assessment is structured to support ongoing skill development, learner autonomy, and reflective practice. It is designed to complement summative assessments by reinforcing core skills in a low-stakes environment. The following components are integrated:

- Writing Tasks

Includes structured paragraph or essay writing assignments.

Each task incorporates pre- and post-feedback stages, promoting revision and reflective learning.

Teachers provide formative comments using standardized rubrics and error codes.

- Oral Presentation

One formal presentation per semester.

Focused on enhancing public speaking, research, and digital communication skills.

Evaluated through teacher, peer, and self-assessment.

- Peer & Self-Assessment

Accounts for 2% of the total grade.

Applied primarily to the oral presentation.

Promotes learner responsibility, reflection, and academic integrity.

- CIP Tasks (EPSA020 Only)

Students complete a CIP Presentation and Written Reflection linked to the UN Sustainable Development Goals (SDGs).

Encourages global awareness and community engagement.

UB1 (EPSU010) – Formative Assessment Breakdown

(EPSU010 only)

- Departmental Project Tasks: These projects emphasize independent research, academic writing, and structured reporting.
- 2 Writing Assignments: Integrated with the curriculum to build students' academic writing skills progressively.
- 2 Presentation: Focuses on oral communication, organization, and the ability to convey academic content effectively. Additionally, 10% of the UB1 course grade is incorporated into the students' final proficiency exam score, enhancing the alignment between coursework and high-stakes assessment.

46. Summer School

We offer summer school/courses to those students who wish to complete their EPS courses and be eligible for the Proficiency Exam. To be able to open summer courses we need minimum 10 students.

47. International Exams

Our school is an accredited examination centre for a number of international exams, including IELTS, , TELC and TOLES. We are also in the process of accreditation for TOEFL iBT and PTE Academic examination test center. 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.

48. ELECTRONIC MEDIA

FLEPS Discussion Forum and Microsoft Teams

There are two online platforms for all kinds of correspondence. FLEPS Administration, Administrators, the FLEPS Council, and FLEPS Teams issue announcements and communicate with instructors through the FLEPS Discussion Forum. All syllabus-related communication is also conducted via Microsoft Teams. Additionally, teachers create Microsoft Teams groups for their classes, where communication and resource sharing are carried out effectively with students.

FLEPS Website

It is our website where all information regarding EMU FLEPS can be found. The following information can be accessed via this website:

Announcements related with courses,

Information regarding exemption,

Student's handbook,

Announcements to students,

Academic Calendar

Portal for Academic Staff

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

Personal Information

Staff Information

Student information

Academic Information

Semester Course Review

Course Letter Grade Form

Exam Schedule

Online Registration

Telephone Directory

Student Portal

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

Course Timetable,

Information about financial condition,

Announcements made at the university,

Request for freezing registration,

Attendance,

Informal transcript,

Lecture notes,

Student Club Membership,

Assistance for Students

Students can contact School Administration for electronic help and support via the contact form on school website. They can get answers to their questions during and out of the working periods.

49. WORKING AT FLEPS

Working Hours

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

Working Load

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

- teaching those scheduled hours assigned by the FLEPS Administration in accordance with the EMU by-laws,
- holding weekly tutorial hours (office hour) for every class taught,
- attending Teaching Team and / or any institutional meetings as required,
- fulfilling other educationally related duties as and when required (such as working groups),
- adhering to the working hours laid down by the university.

Administrative and Other Duties

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

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

Teaching-Related Issues

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

- preparing lessons according to the course curriculum and outline,
- ensuring that materials and resources are ready on time,
- ensuring that classes start and end on time,
- ensuring that the students are aware of instructional aims and objectives,
- involving all learners through the use of a variety of interaction and task types,

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

50. PROCEDURES & PRINCIPLES (In Progress)

51.Applying for Posts (In Progress)

52.Complaints and Requests (Petitions) (In Progress)

Responsibilities Regarding Buildings

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

Calling for Ambulance

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

Recruitment

We endorse in full the policy statement of our university's Equal opportunity in employment. The school's staff development and recruitment and selection policies are based on good equal opportunities practice. Our university's recruitment policy and procedures are clearly outlined in the EMU website.

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

53. Renewal of Contracts

Academic staff who would like to renew their contract should write a letter of request for the renewal at least two months before the contract expires to the FLEPS Administration. At the moment all full time academic staff are in tenured position.

54. Staff Files

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

55. References and Testimonials

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

56. Disciplinary Issues

In order to ensure the required implementation of the training and management services in the university, depending on the nature and severity of the condition one of the disciplinary sanctions provided in the EMU Academic Staff Disciplinary Regulations is applied to the academic staff who do not fulfil the duties imposed by the regulations, those who create defect processing while performing, those who do not comply with the mandatory compliance and prohibit the doer of action and behaviour. EMU Academic Staff Disciplinary Regulations is available at (mevzuat.emu.edu.tr) .

57. Termination of Employment

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

58. STUDENT-RELATED ISSUES

Student Affairs Team

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

Attendance

Students' attendance is compulsory. A student not attending 20% of the classes and/or not fulfilling the requirements of the course for assessment will receive an NG (nil grade). Reasons for absenteeism (health reports, visa procedures, passport renewal, immigration

procedures, etc.) are all included in the absenteeism limit. Attendance is taken on 'staffportal.emu.edu.tr' for each lesson. Students are strongly advised to bring course books during lectures, as students without books will be recorded in the attendance record sheet as absent.

Announcing Exam Results

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

Rights and Rules for Exams

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

Objections to Exam Results

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

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

Petitions and Complaints

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

Disciplinary Issues

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

59. FACILITIES AT FLEPS

Student Self Study Centre (SSSC)

SSSC consists of four different areas:

The Multimedia Area

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

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.

The Self Study Area

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

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

Educational Resources Centre (ERC)

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

There are photocopy machines to photocopy extra materials and to print out anything related with education. Most of the materials are on open shelves and some resources are stored as all teachers may borrow books and available materials from the ERCs.

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

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

Student Counselling, Development & Research Centre

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

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.

Open Door Counselling

Our students can consult to the student counsellor, Senior Instructor Yonca Aybay, (office at ground 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.

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.

Cafeterias

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

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

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

Clubs and Activities

Being 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.

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:

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.

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.

I Love Books

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

61. EMERGENCIES

In case of emergencies Health Center can be contacted from 112

The police can be contacted from 155

For fire department: 199

For university security 0392 6301444

IMPORTANT TELEPHONE NUMBERS

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

<i>EPS STUDENT AFFAIRS TEAM</i>	1112
<i>EPS SECRETARY'S OFFICE</i>	2153
<i>FL SECRETARY'S OFFICE</i>	2423
<i>STUDENT COUNSELING, RESEARCH AND DEVELOPMENT CENTRE</i>	2261
<i>EPS SSSC</i>	2177
<i>EPS CANTEEN</i>	2157
<i>FL CANTEEN</i>	1239
<i>FLEPS FAX NUMBER</i>	2324
<i>EPS ASSISTANCE</i>	https://fleps.emu.edu.tr/en/contact
<i>WEBSITE</i>	http://fleps.emu.edu.tr
<i>EMU CENTRAL</i>	1111
<i>EMU SECURITY</i>	1444
<i>EMU HEALTH CENTRE</i>	2200

62. 2025-2026 ACADEMIC CALENDAR

EPS ASSESSMENT CALENDAR					
2025-2026 FALL SEMESTER					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
63. WEEK 0	8 Sept	9 Sept	10 Sept	11 Sept	12 Sept
		PROF. EXAM (STAGE I)		PROF. EXAM (STAGE II)	PROF. EXAM SPEAKING
WEEK 0	15 Sept	16 Sept	17 Sept	18 Sept	19 Sept
				PROF. EXAM GRADE ANNOUNCEMENT	
WEEK 1	22 Sept	23 Sept	24 Sept	25 Sept	26 Sept
		CLASSES COMMENCE			
WEEK 2	29 Sept	30 Oct	1 Oct	2 Oct	3 Oct
WEEK 3	6 Oct	7 Oct	8 Oct	9 Oct	10 Oct
					EPSA010 QUIZ 1 (READING & LANGUAGE IN USE)
					EPSA020 CIP- PRE-TASK (Choosing my SDG)
WEEK 4	13 Oct	14 Oct	15 Oct	16 Oct	17 Oct

				EPSA020 QUIZ 1 (READING & LANGUAGE IN USE)	EPSA010 PARAGRAPH WRITING QUIZ 1
					DEADLINE FOR ONLINE TASK 1 FOR ALL LEVELS (LISTENING & LANGUAGE IN USE)
WEEK 5	20 Oct	21 Oct	22 Oct	23 Oct	24 Oct
					EPSA010 QUIZ 2 (READING & LANGUAGE IN USE)
					EPSA020 PARAGRAPH WRITING QUIZ
					EPSB010 QUIZ 1 (READING & LANGUAGE IN USE)

					EPSU010 Submission of DP 1
WEEK 6	27 Oct	28 Oct	29 Oct	30 Oct	31 Oct
			NATIONAL HOLIDAY	EPSA020 QUIZ 2 (READING & LANGUAGE IN USE)	EPSA020 CIP: WHILE-TASK (Reflection & Feedback) EPSB010 PARAGRAPH WRITING QUIZ EPSU010 Submission of Writing Assignment 1 (Draft & Editing)
WEEK 7	3 Nov	4 Nov	5 Nov	6 Nov	7 Nov
	EPSU010 DP 1 Presentation Week (3-7 November)				DEADLINE FOR ONLINE TASK 2 FOR ALL LEVELS (LISTENING & LANGUAGE IN USE)
WEEK 8	10 Nov	11 Nov	12 Nov	13 Nov	14 Nov
	EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK (GRADING)	EXAM WEEK (GRADING)
WEEK 9	17 Nov	18 Nov	19 Nov	20 Nov	21 Nov
	CLASSES RESUME			MAKE-UP EXAM	MAKE-UP EXAM

WEEK 10	24 Nov	25 Nov	26 Nov	27 Nov	28 Nov
WEEK 11	1 Dec	2 Dec	3 Dec	4 Dec	5 Dec
					EPSB010 QUIZ 2 (READING & LANGUAGE IN USE)
WEEK 12	8 Dec	9 Dec	10 Dec	11 Dec	12 Dec
					EPSB010 OUTLINE FOR ESSAY WRITING QUIZ
					DEADLINE FOR ONLINE TASK 3 FOR ALL LEVELS (LISTENING & LANGUAGE IN USE)
					EPSU010 Submission of DP 2
WEEK 13	15 Dec	16 Dec	17 Dec	18 Dec	19 Dec
				EPSA010 QUIZ 3 (READING & LANGUAGE IN USE)	EPSA010 PARAGRAPH WRITING QUIZ 2
				EPSA020	EPSA020 CIP: POST-TASK 1 (Submission of written review)

				QUIZ 3 (READING & LANGUAGE IN USE)	EPSB010 ESSAY WRITING QUIZ EPSU010 Submission of Writing Assignment 2 (Draft & Editing)
WEEK 14	22 Dec	23 Dec	24 Dec	25 Dec	26 Dec
	EPSU010 DP 2 Presentation Week (22-26 December)	EPSA020 CIP: POST-TASK 2 (Presentation)		CHRISTMAS DAY	EPSA010 PRESENTATION S + PEER & SELF ASSESSMENT EPSA020 CIP: POST-TASK 3 (Gallery Walk) EPSB010 QUIZ 3 (READING & WRITING)

					LANGUAGE IN USE)
WEEK 15	29 Dec	30 Dec	31 Jan	1 Jan	2 Jan
				NEW YEARS DAY	DEADLINE FOR ONLINE TASK 4 FOR ALL LEVELS (LISTENING & LANGUAGE IN USE)
REVISION FOR THE EXAM FOR ALL LEVELS					EPSB010 PRESENTATIONS +PEER&SELF-ASSESSMENT
EPSB010 PRESENTATIONS +PEER&SELF-ASSESSMENT					
WEEK 16	5 Jan	6 Jan	7 Jan	8 Jan	9 Jan
	EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK (GRADING)	EXAM WEEK (GRADING)
WEEK 17	12 Jan	13 Jan	14 Jan	15 Jan	16 Jan
			MAKE-UP EXAM	MAKE-UP EXAM	PROF. EXAM (STAGE I)
WEEK 18	19 Jan	20 Jan	21 Jan	22 Jan	23 Jan
		PROF. EXAM (STAGE II)	PROF. EXAM (SPEAKING)	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)

WEEK 19	26 Jan	27 Jan	28 Jan	29 Jan	30 Jan
					GRADUATION CEREMONY

This is a tentative assessment calendar and subject to any change when/if necessary.

	EPS ASSESSMENT CALENDAR 2025-2026 SPRING SEMESTER				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 0	9 Feb	10 Feb	11 Feb	12 Feb	13 Feb
		PROF. EXAM (STAGE I)		PROF. EXAM (STAGE II)	PROF. EXAM SPEAKING
WEEK 0	16 Feb	17 Feb	18 Feb	19 Feb	20 Feb
	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)		PROF. EXAM GRADE ANNOUNCEMENT	
WEEK 1	23 Feb	24 Feb	25 Feb	26 Feb	27 Feb
	CLASSES COMMENCE				
WEEK 2	2 Mar	3 Mar	4 Mar	5 Mar	6 Mar
WEEK 3	9 Mar	10 Mar	11 Mar	12 Mar	13 Mar
WEEK 4	16 Mar	17 Mar	18 Mar	19 Mar	20 Mar
			RAMADAN BAIRAM EVE	HOLIDAY (RAMADAN BAIRAM)	HOLIDAY (RAMADAN BAIRAM)
WEEK 5	23 Mar	24 Mar	25 Mar	26 Mar	27 Mar
WEEK 6	30 Mar	31 April	1 April	2 April	3 April
WEEK 7	6 April	7 April	8 April	9 April	10 April
WEEK 8	13 April	14 April	15 April	16 April	17 April
	EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK (GRADING)	EXAM WEEK (GRADING)
WEEK 9	20 April	21 April	22 April	23 April	24 April

		MAKE-UP EXAM	MAKE-UP EXAM	NATIONAL HOLIDAY	
WEEK 10	27 April	28 April	29 April	30 April	1 May
					NATIONAL HOLIDAY
WEEK 11	4 May	5 May	6 May	7 May	8 May
WEEK 12	11 May	12 May	13 May	14 May	15 May
			SPRING FESTIVAL	SPRING FESTIVAL	SPRING FESTIVAL
WEEK 13	18 May	19 May	20 May	21 May	22 May
		NATIONAL HOLIDAY			
WEEK 14	25 May	26 May	27 May	28 May	29 May
		KURBAN BAIRAM EVE	HOLIDAY (KURBAN BAIRAM)	HOLIDAY (KURBAN BAIRAM)	HOLIDAY (KURBAN BAIRAM)
WEEK 15	1 Jun	2 Jun	3 Jun	4 Jun	5 Jun
WEEK 16	8 Jun	9 Jun	10 Jun	11 Jun	12 Jun
					LAST DAY OF CLASSES
WEEK 17	15 Jun	16 Jun	17 Jun	18 Jun	19 Jun
	EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK (GRADING)	EXAM WEEK (GRADING)
WEEK 18	22 Jun	23 Jun	24 Jun	25 Jun	26 Jun
		MAKE-UP EXAM	MAKE-UP EXAM		PROF. EXAM (STAGE I)

WEEK 19	29 Jun	30 June	1 Jul	2 Jul	3 Jul
		PROF. EXAM (STAGE II)	PROF. EXAM (SPEAKING)	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)
WEEK 20	6 Jul	7 Jul	8 Jul	9 Jul	10 Jul
		GRADUATION CEREMONY	PROF. MAKE UP (STAGE II)	PROF. MAKE UP (SPEAKING)	

This is a tentative assessment calendar and subject to any change when/if necessary.

63. PEOPLE AT FLEPS (FLEPS Academic Staff)

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

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

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

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

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

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

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

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

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

Ayfer CİVİSİLLİ, Senior Instructor. B.A., English Language and Literature, EMU; M.A., Teaching English as a Foreign Language, Bilkent University; C.O.T.E., C.E.E.L.T. II (RSA/Cambridge); Ph.D., English Language Teaching, EMU [in progress].

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

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

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

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