



# European University of Lefke

English Preparatory School  
Student Handbook

4/10/2021

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# FOREWORD

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Welcome to European University of Lefke English Preparatory School (EPS) and thank you for choosing to be here with us.

This handbook has been designed to give you all the basic information needed about our School. Below, you will find information about many aspects awaiting you during your course of study here, particularly about English Preparatory Programme which is a division unit of EPS, along with details of what is expected from you.

The English Preparatory School offers two programs in the system. The English Preparatory Programme (EPP) focuses on students, enabling them to upgrade their language skills so as to be compatible for the academic courses and the vocational training courses offered by the University. A second programme, the Faculty Academic English Programme (FAEP) focuses on providing assistance with the language to students who are actually part of the faculty within the educational system.

In the English Preparatory Programme, we aim to provide the students with a learning environment which:

- ✓ Coaches and supports students to make a successful transition to University life on joining the institution.
- ✓ Supports students towards enabling them to attain a level of English fluency towards completing their studies in their chosen fields.
- ✓ Makes students independent and 'autonomous' learners.
- ✓ Assists students with language issues throughout their academic lives, and still later if they join and are a part of the faculty.

I kindly ask you to read this booklet in detail, which is particularly about English Preparatory Programme (EPP), as we acknowledge that knowing the programme that you will part of would be advantageous on part of both, you and us.

On behalf of the English Preparatory School staff, I would like to welcome all our new students and wish them great success in the following Academic Year.

**EPS DIRECTOR**

**ASSOC. PROF. DR. EMRE DEBRELI**

## 1. ABOUT EUL EPP

### 1.1 EPP Mission Statement

Setting out from mission of the School is to offer our students internationally recognized language qualifications and to provide them a wide range of extra educational, social and cultural support that will benefit them during their stay at our School. We believe that we provide a dynamic and high-quality language education in a modern environment.

### 1.2 EPP Vision

EPP consistently aims to offer highest quality of language education to its students, as well as providing them national and international recognition of their education. We want to be known with our great dedication to student achievement, care and support, as well as updating ourselves and the education we provide for future success. Updating our system and courses, along with encouraging our staff for their personal professional development to meet our students' needs is also our priority. We also strive for excellence not only in academic but also in social and cultural areas, by engaging our students with a wide range of extra educational, social and cultural support. We understand that equipping our students with the knowledge, skills and strength of character needed to succeed is a cyclical process, thus implement behaviours and attitudes of positivism that would help them in their future careers.

### 1.3 EPP Aims

At EUL EPP, our main aim is to improve the quality of learning of all students, irrespective of their learning profile, by;

#### **Providing a whole-person education**

The EPP programme ensures providing a whole-person educational experience to its students, assisting them in making the transition to University life from their school lives. The EUL EPP programme is geared towards providing students with the skills towards enabling them to effectively deal with practical issues in the real-world, with the educational stream contributing to the individual being empowered with the ability to lead a successful life, incorporating the use of the English language for a successful lifestyle.

#### **Meeting students' linguistic needs**

The EUL EPP programme is dedicated towards providing students the ability and the expertise towards ensuring that they are able to utilize the required grammar and lexis correctly in the studies they undertake.

### **Meeting students' academic needs**

The EPP curriculum is designed towards helping students being proficient enough in the English language so as to properly and adequately comprehend lectures, texts, and the associated written material they have to deal with.

### **Encouraging learner independence**

The EUL EPP is of the perspective that the learning process is a continuous initiative, and not just restricted within the confines of the classroom. Hence, the programmes encourage students to utilize the facilities provided within computer labs, libraries, study rooms, and associated activities made available through Student Affairs Unit (SAU) and Study Zone Unit (SZU) which would go towards strengthening and improving the individual capabilities of the students.

### **Providing extra support and individual attention**

EUL EPP is of the perspective that each student should be provided localized and individual attention by instructors, heads, co-ordinators, representatives and the Directorate, which would enrich the experiences and the capabilities of the students.

## **1.4 Who is Who in EPS**

### **EPS Administration**

<b>Assoc.Prof.Dr. Emre Debreli</b>	<b>Director of English Preparatory School</b>
<b>Özlem Pınar</b>	<b>Co-ordinator of English Preparatory Programme</b> Administrative Affairs/Institutional Policy Development
<b>Nazife Onuk</b>	<b>Co-ordinator of English Preparatory Programme</b> Academic Affairs/Institutional Policy Development
<b>Sultan Bahalı</b>	<b>Administrative Officer of English Preparatory Programme</b> Head of Testing Unit

### **EPS Teaching Staff**

<b>Name</b>	<b>Title</b>	<b>Qualification(s)</b>	<b>Office Phone Number</b>	<b>Office Number</b>
<b>Ayşenil Barabar</b>	Instructor	BA in ELT MA in ELT	<b>3861</b>	<b>220</b>
<b>Dilek Ç. Ergiden</b>	Instructor	BA in ELT MA in ELT	<b>8199</b>	<b>2112</b>
<b>Filiz Akkılınç</b>	Lecturer	BA in ELT MA in ELT PhD (in progress)	<b>2871</b>	<b>216</b>
<b>Hasan Bilokçuoğlu</b>	Lecturer	BA in ELT MA in ELT PhD (in progress)	<b>2869</b>	<b>210</b>

<b>Hazel Akkılınc</b>	Instructor	BA in ELT MA in ELT PhD (in progress)	<b>3860</b>	<b>208</b>
<b>İlayda Özaşık</b>	Instructor	BA in TEFL MA in ELT	<b>2867</b>	<b>214</b>
<b>Mehmet Mert</b>	Lecturer	BA in ELT MA in ELT	<b>2104</b>	<b>S.A.</b>
<b>Nazife Onuk</b>	Lecturer	BA in ELT MA in ELT	<b>3869</b>	<b>218</b>
<b>Özlem Pınar</b>	Lecturer	BA in ELT MA in ELT	<b>3862</b>	<b>221</b>
<b>Pembe Yıldırım</b>	Instructor	BA in ELT MA in ELT	<b>3871</b>	<b>220</b>
<b>Rüya Cenkiler</b>	Instructor	BA in TEFL MA in ELT	<b>3868</b>	<b>224</b>
<b>Sultan Bahalı</b>	Instructor	BA in ELH MA in ELT PhD (in progress)	<b>3869</b>	<b>218</b>
<b>Cahide Sağkanat</b>	Instructor	BA in ELT MA in ELT	2866	214

## 2. UNIVERSITY ENGLISH LANGUAGE LEVEL REQUIREMENTS FOR FACULTIES AND SCHOOLS

In order to directly start studying in your Faculty or School, you have to provide evidence (e.g. a certificate) of your English language proficiency showing the required score that EPP asks for from certain examinations. The types of the exams and certificates, and the scores required for undergraduate and postgraduate studies are presented in Section 2.1 below. If you do not have or have taken the certificates or examinations given below, and if you want to start your studies directly in your Faculty or School, you have to take EPP English Proficiency Exam (details can be found in Section 3.1) and obtain the required score (Section 5.2).

### 2.1 Exemption from EPP (International Exams and Certificates)

#### **EUL EPP EXEMPTION CRITERIA FOR UNDERGRADUATE STUDENTS**

<b><u>EXAM/CERTIFICATE</u></b>	<b><u>MINIMUM SCORE</u></b>
<b>IELTS (Academic)</b>	<b>5.5</b>
<b>TOEFL IBT</b>	<b>65</b>
<b>TOEFL PBT</b>	<b>513</b>
<b>TOEFL CBT</b>	<b>183</b>
<b>GCSE/IGCSE</b>	<b>C</b>
<b>WAEC/WASSCE/SSSCE/NECO/NABTEB/ZIMSEC</b>	<b>C6</b>

\*\*Above given scores are sufficient enough to study in any English medium of instruction department (undergraduate) at EUL.

### **EUL EPP EXEMPTION CRITERIA FOR *POSTGRADUATE* STUDENTS**

<b><u>EXAM/CERTIFICATE</u></b>	<b><u>MINIMUM SCORE</u></b>
<b>IELTS (Academic)</b>	<b>6.0</b>
<b>TOEFL IBT</b>	<b>72</b>
<b>TOEFL PBT</b>	<b>530</b>
<b>TOEFL CBT</b>	<b>197</b>
<b>GCSE/IGCSE</b>	<b>B</b>
<b>WAEC/WASSCE/SSSCE/NECO/NABTEB/ZIMSEC</b>	<b>C5</b>

\*\*Above given scores are sufficient enough to study in any English medium of instruction department (postgraduate) at EUL.

## **3. GENERAL EXAMINATIONS**

### **3.1 Proficiency and (Placement) Exam**

The proficiency Exam is a general English language exam covering a wide range of aspects. It mainly focusses on and tests students' listening, reading, and writing skills, as well as their knowledge of grammar and vocabulary. At the English Preparatory Programme, the English Proficiency Exam is conducted three times throughout an Academic Year: in the beginning, middle and end of the Academic year. Students who fail the Proficiency Exam at the beginning of the academic year are required to study at the English Preparatory Programme. At the end of the first semester, only students who reach the Intermediate level are given another chance to take the Proficiency Exam. If they pass the exam, they can register with their Faculty or School. Those who do not pass are required to continue studying at the English Preparatory Programme for one more semester and take another Proficiency Exam at the end of the second semester. If they pass the exam, they can register with their Faculty or School in the following academic year. If they do not, they can either register with the summer school (see section 6.7) or they can re-register with the Preparatory Programme for the following academic year (repeat year) at the beginning of the new academic year.

Only at the beginning of the academic year is the proficiency exam named as 'Proficiency and Placement Exam'. This is a single exam given to the students, and the ones who obtain the required score and above can pass to the Faculty. Those who cannot, however, are placed to appropriate levels of groups (i.e. beginner, elementary) of English according to the scores they obtained from the exam. You should be aware of that it is very important to take the 'Proficiency and Placement Exam' at the beginning of the academic year, and answer only the questions that you know during the exam, otherwise this will result in you starting in a wrong



level. The 'Proficiency and Placement Exam' is comprised of 100 questions and is 120 minutes.

Sample Proficiency Exam questions can be downloaded from the EUL EPS website:  
<http://www.eul.edu.tr/en/academic/graduate-programs/english-preparatory-school-eps/>

#### 4. MODULAR SYSTEM

Students who fail the Proficiency and Placement Exam given at the beginning of the academic year are placed to matching levels of English (Beginner, Elementary and Pre-intermediate, etc.) according to their 'Proficiency and Placement Exam' results. The procedure for the modular system and the process after students are placed at a specific level is as follows:

- a. **'Beginner' Level (A1):** Students who start the EPP at this level are required to complete Beginner (A1), Elementary (A2), Pre-intermediate (B1), and Intermediate (B2) levels respectively and be successful at the Module Exams given at the end of each module.
- b. **'Elementary' Level (A2):** Students who start the EPP at this level are required to complete Elementary (A2), Pre-intermediate (B1), Intermediate (B2) and Upper-intermediate (C1) levels respectively and be successful at the Module Exams given at the end of each module.
- c. **'Pre-Intermediate' Level (B2):** Students who start EPS at this level are required to complete Pre-intermediate, Intermediate, Intermediate Plus and Upper-intermediate levels respectively and be successful at the Module Exams given at the end of each module.

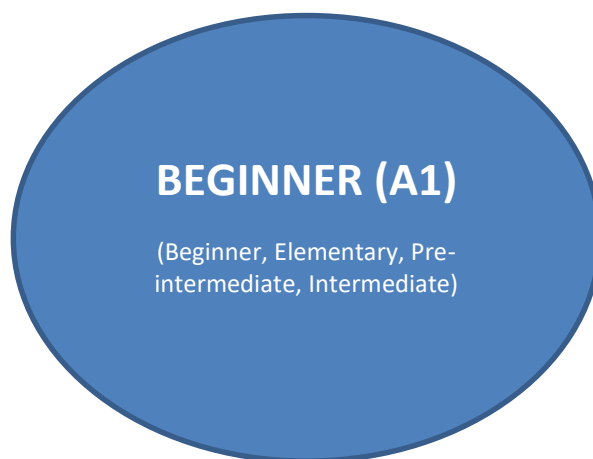
The above given levels are defined and perceived as what **Common European Framework of Reference for Languages (CEFR)** suggests, that is:

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors, and cohesive devices.
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint

<b>Independent User</b>		on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of the needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives; people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The academic route that each level follows in the modular system is as follows:

a)



**1. Semester (16 weeks - 25 hours per week)**

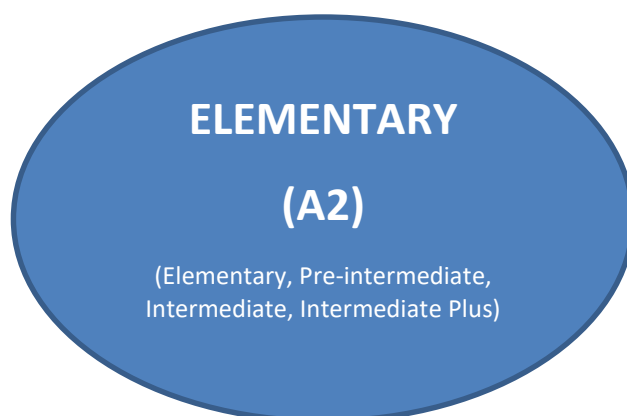
Beginner (7/8 weeks)	1 exam week	If successful →	Elementary (7/8 weeks)	1 exam week	If successful
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**2. Semester (16 weeks - 25 hours per week)**

Pre-intermediate (7/8 weeks)	1 exam week	If successful →	Intermediate (7/8 weeks)	1 exam week	End of Modules
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b)



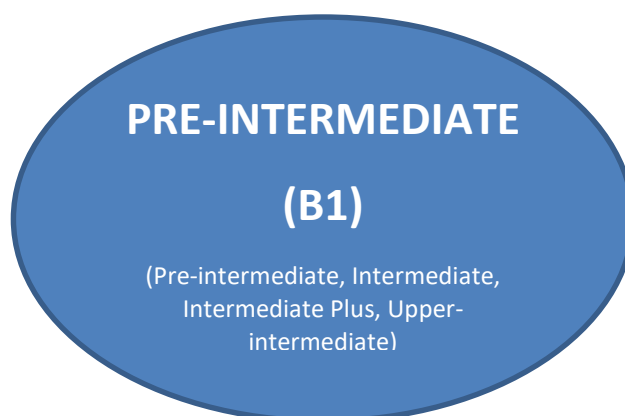
**1. Semester (16 weeks - 25 hours per week)**

Elementary (7/8 weeks)	1 exam week	<b>If successful</b> →	Pre-intermediate (7/8 weeks)	1 exam week	<b>If successful</b>
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**2. Semester (16 weeks - 25 hours per week)**

Intermediate (7/8 weeks)	1 exam week	<b>If successful</b> →	Intermediate Plus(7/8 weeks)	1 exam week	<b>End of Modules</b>
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c)



### 1. Semester (16 weeks - 25 hours per week)

Pre-intermediate (7/8 weeks)	1 exam week	<b>If successful</b> →	Intermediate (7/8 weeks)	1 exam week	<b>If successful</b>
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### 2. Semester (16 weeks - 25 hours per week)

Intermediate Plus (7/8 weeks)	1 exam week	<b>If successful</b> →	Upper- Intermediate (7/8 weeks)	1 exam week	<b>End of Modules</b>
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Regardless of the level, students who fail to successfully complete any module cannot pass to a higher module and they have to repeat the module they failed. On some occasions, the EPP can make changes in the curriculum content if required in order to keep up with the academic calendar for those students who are repeating a module, or the EPP can use different teaching materials for those repeat students. Each level and the academic route it follows might have different teaching hours. For example, while the students starting from Beginner and Elementary levels have 25 classroom hours, students starting from the Pre-intermediate level (if such a level is opened) might have 23 classroom hours for each level they are going to follow.

## 4.1 Module Evaluation Criteria

There are eight evaluation and assessment means for each module: five module exams (A1, A2, A3, A4, A5) given at the end of each module, homework (A6), in-class activities (A7), presentations (A8), portfolio (A9) and tests (A10). In order for students to complete a module successfully, they are required to collect 65 points and above from the above given means of measure. Those who fail to collect 65 points cannot transfer to the next module and repeat the same module they fail.

Module evaluation and assessment breakdown are as follow:

- a. A1 (Vocabulary and Grammar): 15%
- b. A2 (Speaking): 15%
- c. A3 (Writing): 15%
- d. A4 (Listening): 10%
- e. A5 (Reading): 15%
- f. A6 (Homework within the scope of curriculum): 5%
- g. A7 (In-class activities within the scope of curriculum): 10%
- h. A8 (presentations within the scope of curriculum): 5%
- i. A9 (portfolio withing the scope of curriculum): 5%
- j. (Quizzes): 10%

## 5. TYPES OF ASSESSMENT IN THE EPP

There are two types of assessment in the EPP:

### 5.1 Formative (Low Stakes) Assessment:

The formative assessment involves: Homework activities (5%), In-class activities (10%), Presentations (5%), Portfolio (5%) and Tests (10%) which are part of the module evaluation and which are considered as formal techniques. In addition to these, some informal techniques are also used for assessment such as: written reflections and checks for understanding. In its overall structure, the aims of the formative assessment are to:

- ✓ Find out what knowledge and skills the learners have acquired
- ✓ Help to plan the next steps
- ✓ Enable the tutor to give feedback
- ✓ Encourage motivation
- ✓ Help the tutor to modify the course if necessary
- ✓ Enable learners to identify what they have learned and what they want to learn next

a. **Formal Techniques**

- **In-class Activities:** Students are expected to complete the task which they are given during class hours. They are given points according to the number of the tasks which they complete at the end of each module, which lasts about eight weeks. Students complete at least one task everyday. There are **approximately** 50 in-class activities per module which are worth **5%** of the overall module assessment. There are ranges of scores to be given to the students according to the number of tasks they completed. For example;

Number of Activities	51-45	44-35	34-25	24-15	14-0
Points	5	4	3	2	1

- Students should ask their Main Teachers for more information as different levels can have a different number of activities.

- **Tests**

There is one announced and one unannounced tests (quizzes) per module which are worth **10%** of the overall module assessment which aim to raise the rate of participation of the students and also to develop their study habits. Tests might include grammar and vocabulary, and listening and reading, and they are often between 10-20 multiple-choice questions depending on the level of the module. Writing can also be added to the tests if necessary.

- **Homework Activities**

Students are given homework activities which are assigned from their course books every day. They are expected to complete the tasks and the next day the tasks are checked by the teacher and students are given points if they have completed the tasks. There are **approximately** 36-80 (depending on the level) homework activities per module which are worth **10%** of the overall assessment criteria for each module.

Number of Homework Activities	36-34	33-31	30-28	27-25	24-22	21-19	18-16	15-13	12-10	9-7	6-0
Points	10	9	8	7	6	5	4	3	2	1	0

- Students should ask their Main Teachers for more information as different levels can have a different number of homework activities.

- **Presentations**

Students are assigned to give 5 presentations per module which are worth **5%** of the overall assessment criteria for each module. They are expected to present are expected to give a presentation fluently, with proper grammar, vocabulary and pronunciation.

- **Portfolio**

Students are assigned to fulfill the purposefully selected tasks and keep them in a file throughout each module. Their completed works are worth 5% of the overall assessment criteria for each module.

**b. Informal Techniques**

- **Written Reflections:** Students reflect immediately at the end of the week by answering a few questions such as: 'What was the most important thing you learned this week? What was the most confusing topic? What important question(s) remained unanswered?'
- **Checks for Understanding:** Teachers pause every few minutes to see whether students are following along with the lesson and identify gaps in comprehension.

## 5.2 Summative (High-stakes) Assessment

The aim of the summative assessment is to:

- ✓ Enable learners to recognise their achievements

The EPP offers two summative assessment types which are:

- Module Exams:** There are four module exams throughout the academic year. The exams are integrated between; Grammar and Vocabulary, and four skills (listening, reading, writing. There is also a speaking exam, which is held on a separate session on the same day or another). The aim is to evaluate students' achievements in reading, listening, speaking, writing and grammar and vocabulary throughout the module.

Each module exam has four parts:

- **Listening (multiple-choice)**
- **Reading (multiple-choice)**
- **Use of English- Grammar and Vocabulary (multiple-choice)**
- **Writing (paragraphs or compositions according to the level)**
- **Speaking (taking part in conversations with the examiners)**

Module Exams are worth 70% of the overall module assessment of each module and they are between 90-180 minutes depending on the level. 35% of the mark is gathered from the formative assessments which are in-class activities, homework activities, presentations, portfolio and tests in each module.

The speaking exam, which is held in another session after the written integrated exam lasts for 5-10 minutes (depending on the level). There is an examiner for each classroom and s/he records students' performances on a recorder. Those recordings are then assessed by a special team of multiple assessors.



- b. **Proficiency Exams:** The aim of the Proficiency Exams conducted during the academic year is to evaluate the progress of the students throughout the year, and to determine whether they reached the required level of English to proceed in their Faculties or Schools. All Proficiency Exams include 100 questions, which equals to 100 points. A Proficiency Exam may include various topics, as it is a general examination. Proficiency Exams often include (not always):
- **Listening (multiple-choice)**
  - **Reading (multiple-choice and/or true-false questions)**
  - **Use of English- Grammar and Vocabulary (multiple-choice)**
  - **Writing (cloze test) and/or paragraph or composition writing**

In order to pass the Proficiency Exam given at the beginning of the academic year and in January, students must score **70 and above** from any of the exams.

Only for the Proficiency Exam conducted at the end of Academic Year (June), is there a **10-point "Attendance Bonus"** added to the score obtained in that exam; so, this exam is evaluated on the scale of **110**. For example, a student who has attended all the classes throughout the year (0-12 hours of absenteeism) gets 10 points according to the attendance bonus criteria and these points are added to score of the Proficiency Exam s/he took in June. Bonus is all about absenteeism and the score gained ranges between 1 and 10 (see Section 6.1 for the attendance bonus criteria). **Only the students who attend more than 80% of classes all through the Academic Year are eligible for a bonus.**

Only during the Proficiency Exam conducted at the end of the academic year (June), is a '**conditional pass**' strategy implemented. A **conditional pass** strategy criteria is as follows:

Proficiency Exam Grade + Attendance Bonus	Result	Meaning
<b>70 and above</b>	<b>Pass (P)</b>	Direct pass to the department
<b>60-69</b>	<b>Pass 1 (P1)</b>	Conditional pass to the department: student must take two more EAP courses (one in a semester for two semesters). Those who receive a P1 grade cannot take the compulsory English courses given as part of their department curriculum before completing the EAP courses.
<b>50-59</b>	<b>Pass 2 (P2)</b>	Conditional pass to the department: student must take four more EAP courses (two in a semester for two semesters). Those who receive a P2 grade cannot take the compulsory English courses given as part of their department curriculum before completing the EAP courses.

## 6. RULES AND REGULATIONS

### 6.1 Attendance System

Attendance to classes is compulsory at the English Preparatory Programme. Students are required to attend at least 70% of the total number of classes. Students are responsible for the subjects covered during their absence. Health reports are not accepted by the English Preparatory Programme. Only the students who represent the university at an activity are excused if the Office of Dean of Students communicates the necessary documents concerned. If students exceed the absenteeism limit, they will not be allowed to sit the Proficiency Exam held at the end of the second semester (June) and will fail the academic year. The absenteeism limit for the academic year is calculated and announced to the students from EPP Notice Boards or EPP website.

Student absenteeism is calculated according to the classes conducted in the EPP. For example, if the academic calendar of the EPP suggests 650 hours of classes to be conducted throughout an academic year, students must attend 70% and above of these classes (which is 455 hours and above). Students who stay below this level are not allowed to sit the Proficiency Exam which is held at the end of the academic year (June). Attendance Bonus point criteria, on the other hand, is employed only to students who attended 80% and above of the classes (which is 520 and above) conducted throughout the academic year. Bonus is all about absenteeism and the score gained ranges between 1 and 10. Bonus points are added only to the score of the Proficiency Exam taken at the end of the academic year (June). Bonus criteria works as follows:

If a student has an absenteeism of:

- 0-12 hours: 10 points attendance bonus added to the score of Proficiency Exam (June)**
- 13-25 hours: 9 points attendance bonus added to the score of Proficiency Exam (June)**
- 26-38 hours: 8 points attendance bonus added to the score of Proficiency Exam (June)**
- 39-51 hours: 7 points attendance bonus added to the score of Proficiency Exam (June)**
- 52-64 hours: 6 points attendance bonus added to the score of Proficiency Exam (June)**
- 65-77 hours: 5 points attendance bonus added to the score of Proficiency Exam (June)**
- 78-90 hours: 4 points attendance bonus added to the score of Proficiency Exam (June)**
- 91-103 hours: 3 points attendance bonus added to the score of Proficiency Exam (June)**
- 104-116 hours: 2 points attendance bonus added to the score of Proficiency Exam (June)**
- 117-130 hours: 1 points attendance bonus added to the score of Proficiency Exam (June)**

It is important to note that the total hours of classes foreseen to be conducted throughout an academic year might not be exact on all occasions. For example, if the EPP foresees 650 hours

of classes to be conducted throughout an academic year, this might change due to an activity (e.g. conference attendance, trip, seminar) added into the EPP's programme during the academic year. Therefore, the total hours of classes to be conducted might be less (e.g. 640 hours). For this reason, it is strongly suggested that students do not impel their attendance limits as these might change.

## **6.2 Requests, Complaints and Objections**

Students studying in the EPP have the right to request something or complain about anything. Three different request and complaint forms used in the EPP are shown below. These forms can be obtained from the EPP Secretary and Student Advisors, or can be downloaded from the EUL EPS website.

**a. Student Request Form**



**EUROPEAN UNIVERSITY OF LEFKE**  
**ENGLISH PREPARATORY SCHOOL**  
**STUDENT REQUEST FORM**

Student Information	
Full Name:	_____
Student Number:	_____
Department	_____
Group number	_____
Date of birth (mm/dd/yyyy):	_____
Address:	_____
Telephone/ Mobile number:	_____
E-mail:	_____

Please state your request clearly. If you wish, you may attach a letter or additional sheets of paper.

--

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE SUBMIT REQUEST FORM TO PREPARATORY SCHOOL STUDENT ADVISOR(S) OR SECRETARY.**

**This part will be completed by the student advisor(s).**

<b>Student Advisor:</b>	_____
<b>Signature:</b>	_____
<b>Date:</b>	_____
<b>Comments:</b>	_____ _____ _____ _____ _____

**Director:** \_\_\_\_\_  
**Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Approved:	_____
Not Approved:	_____

**b. Student Complaint Form**



**EUROPEAN UNIVERSITY OF LEFKE**

**ENGLISH PREPARATORY SCHOOL**

**STUDENT COMPLAINT FORM**

Student Information	
Full Name:	_____
Student Number:	_____
Level and Group:	_____
Date of birth (mm/dd/yyyy):	_____
Address:	_____
Telephone/ Mobile number:	_____
E-mail:	_____

Please describe your complaint in detail, providing as much as information as possible regarding date, time, location and specifics including names (please use additional sheets if necessary).

--

Declaration	
I declare that the information given in this form is true, and that I would be willing to answer further questions relating to it if necessary.	
Signature:	_____
Date Submitted:	_____

PLEASE SUBMIT COMPLAINT FORM TO PREPARATORY SCHOOL STUDENT ADVISOR(S) OR SECRETARY.

This part will be completed by the student advisor(s).

Student Advisor:	_____
Signature:	_____
Date:	_____
Comments:	_____
	_____
	_____
	_____
	_____
	_____

Director: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Resolved:	_____
Unresolved:	_____

c. Objection to Exam Result Form



**EUROPEAN UNIVERSITY OF LEFKE**

**ENGLISH PREPARATORY SCHOOL**

**RESCORE REQUEST FORM**

Student Information	
Full Name:	_____
Student Number:	_____
Telephone/ Mobile number:	_____
Level and Group:	_____
E-mail:	_____

Objection to Exam Score	
<b>I want the following to be rescored:</b>	
Proficiency Exam (September) <input type="checkbox"/>	Proficiency Exam (January) <input type="checkbox"/> Proficiency Exam (June) <input type="checkbox"/>
Module Exam I <input type="checkbox"/>	Module Exam II <input type="checkbox"/> Module Exam III <input type="checkbox"/> Module Exam IV <input type="checkbox"/>

Reason for request



**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**PLEASE SUBMIT RESCORE REQUEST FORM TO PREPARATORY SCHOOL STUDENT ADVISOR(S) OR SECRETARY.**

**This part will be completed by the student advisor(s).**

The student has valid reason(s) for his/her paper to be rescored:      Yes <input type="checkbox"/> No <input type="checkbox"/>	
The paper has been rescored by: _____	
Grade change after the rescored process: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Student's initial grade <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/>	Student's final grade <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/>
<b>Remarks</b>	
_____ _____ _____ _____ _____ _____	
Signature(s): _____      Date: _____	

**Director:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Approved: _____
Not Approved: _____

### 6.3 Course Books

Course books to be used throughout the academic year are determined according to the level of the students. Course books can be collected from your Student Advisors upon showing a receipt of payment to the university.

### 6.4 Attending Exams

Students attending to Proficiency Exams and Module Exams are required to bring a photo ID to the exam center. Students without photo ID's will not be allowed to sit any of the exams. Only for the quizzes, is ID not required. For all Proficiency Exams, students have to write their names on the 'Exam Participation List' which is kept in the Secretary's room at least a day before the examination. If students miss an exam for any kind of health problem, they can take a make-up exam of the exam they missed, upon bringing in a medical report **within three working days** or providing a valid excuse by filling a request form. There are no make-up exams for all the quizzes and the Proficiency Exam held at the beginning and in the middle of the academic year. Students who miss a make-up exam cannot take another make-up exam.

#### Exam Rules

- Students who are going to attend any of the examinations (except quizzes) in EPP must bring their photo ID's to the exam centre. Those who do not are not accepted to the exam room.
- Since optical forms can be used in some exams, students should bring a pencil and eraser to the exam centre. Asking for an eraser or a pencil from a friend in the classroom during the exam is not allowed.
- Students should check their names on the notice board in the EPS building (third floor) or on the EPS website for their exam rooms and hours. For this reason, students should arrive to the exam centre at least 30 minutes before an exam starts.
- During the exams, use of any electronic equipment (mobile phone, MP3 player, etc.) is not allowed and should not be brought to the exam room. Any attempt to use such devices (e.g. mobile phone) for any reason can be perceived as an attempt at cheating.
- Students cannot leave the exam room for at least 30 minutes after the exam starts.
- Talking during an exam or asking questions is not allowed and can be perceived as an attempt at cheating.

### 6.5 Objection to Exam Results

If a student wants to object his/her exam result, he/she can do this by filling an "Rescore Request Form" **within three days after the exam scores are announced** and give it to the

Secretary. **Objections made later will not be considered.** Objections can be made only to Proficiency Exams and Module Exams. If any changes are made to a student's exam result, this will be announced **within two working days** of his/her objection.

## 6.6 Programme Duration and Freezing Semester(s)

In its normal pacing, the English Preparatory Programme lasts for two semesters. However, the EPP can be completed in one semester if a student obtains the required score from the Proficiency Exam held at the end of the first semester.

If, for any reason, a student wants to freeze a semester(s), she/he can do this from the Student Affairs Centre Building located on the right side of the main entrance of the university.

## 6.7 Summer School

If a student cannot pass any of the Proficiency Exams held during the academic year, she/he can either renew her/his registration for the following academic year or she/he can register with the Summer School. At the end of the Intermediate level of English language training in Summer School, students can attend another Proficiency Exam. Conditions for becoming successful in the Proficiency Exam are the same with the ones employed in the Proficiency Exams held during the academic year. The same conditional pass strategy is also employed in the Summer School Proficiency Exam. If a student still cannot pass the Proficiency Exam, she/he has to repeat the EPP in the following year.

## 6.8 School and Classroom Rules

- Students should bring their course materials (course books, pen, etc.) to their classrooms;
- Students should attend their lessons on time (latecomers will be counted as absent);
- Students should complete their homework and in-class activities on time;
- Students are not allowed to use mobile phones, read newspapers or any other material, eat snacks, etc., in the classroom;
- Students should establish a good rapport and respectful relationships with other students and teachers;
- Students should not harm school goods (e.g. furniture).

Disciplinary action can be taken for students who do not consider the above given rules.

## 6.9 Disciplinary Rules

The English Preparatory School implements the code of discipline of the European University of Lefke. If there is a case which requires a disciplinary action, the disciplinary regulations of the university are followed. Discipline rules and regulations can be obtained from the EUL website.

### 6.10 Complaints Policy

EPP places great importance in having good rapport with all its students and teachers, and takes all necessary steps to create a motivating and positive school and work environment. To maintain such an atmosphere, EPP gives careful consideration to all complaints by students or staff and aims to deal with them promptly in a fair, open and honest manner through communicating and devoting sufficient time and effort to solving them.

Informal complaints can be resolved through communication between people, to sort out less serious issues, which do not require lengthy and formal procedures. At the start of each term, teachers set their classroom rules and explain the regulations of EPP regarding acceptable and unacceptable behavior, together with their consequences to students. Once they are made clear, students are expected to follow these rules and regulations. If students do not follow the rules and regulations, and unacceptable behavior occurs, the problem is solved through communication between the parties involved. If the problematic behavior still continues, a written document by the student or the teacher is submitted to the Directorate and legal procedure, as stated in the Laws and Regulations accepted by European University of Lefke (<http://www.eul.edu.tr/wp-content/uploads/2014/05/%C3%96%C4%9Frenci-Disiplin-Y%C3%B6netmenli%C4%9Fi.pdf>), are followed.

If students are not satisfied with their exam results, they can ask for reevaluation of their exams by applying by way of a written document (see Appendix 8) to the Administrative Officer within three days following the official announcement of the exam results. The exams are then re-evaluated by a committee, organized by the Testing or the Academic co-ordinators.

If students have complaints regarding any issue at school, they have the opportunity to raise the issue with meeting a Student Advisor every day. They can also propose an item for the agenda for the following week. Another way to express any complaint is to resort to wish boxes that can be found in different places around the school.

## What is an appeal and what is the right of appeal?

An appeal can be filed when a member of the staff or a student objects to any decisions or sanctions imposed by the Directorate. The appeal must be filed within 10 working days of receipt of the written notification of the decision. The committee shall review the decision within 15 days, and shall either approve it exactly as it is or reject it, or reconsider it and finalize the decision.

## Procedure when filing a complaint and filing an appeal

### How the system works for teachers

At the start of each course the lecturer states his/her rules and regulations governing/concerning classroom management to students. The instructor also explains the consequences of disruptive behavior.

- **When disruptive behavior occurs:**

The lecturer approaches the student outside the classroom.  
The lecturer asks if the student has any particular problem.



**Problem Solved**  
End of Process



**If unsolved**

- **When disruptive behavior recurs:**

- The lecturer consults with the administrative officer.
- The administrative officer talks with the lecturer concerned in an advisory capacity and makes recommendations.
- The administrative officer also approaches the student, in order to raise awareness and to ensure that the student understands why the behavior is not acceptable.
- The administrative officer listens to the student to see how the student perceives the particular behavior.
- Both parties agree on what should be done.
- The administrative officer suggests a course of action.



**Problem Solved**  
The administrative officer asks the student to sign a copy of the action plan



**If unsolved**

The lecturer informs the administrative and all the documents (problem record sheets, action plans, incident reports) related to the student are first sent to the Discipline Committee of the university.

## How the system works for students

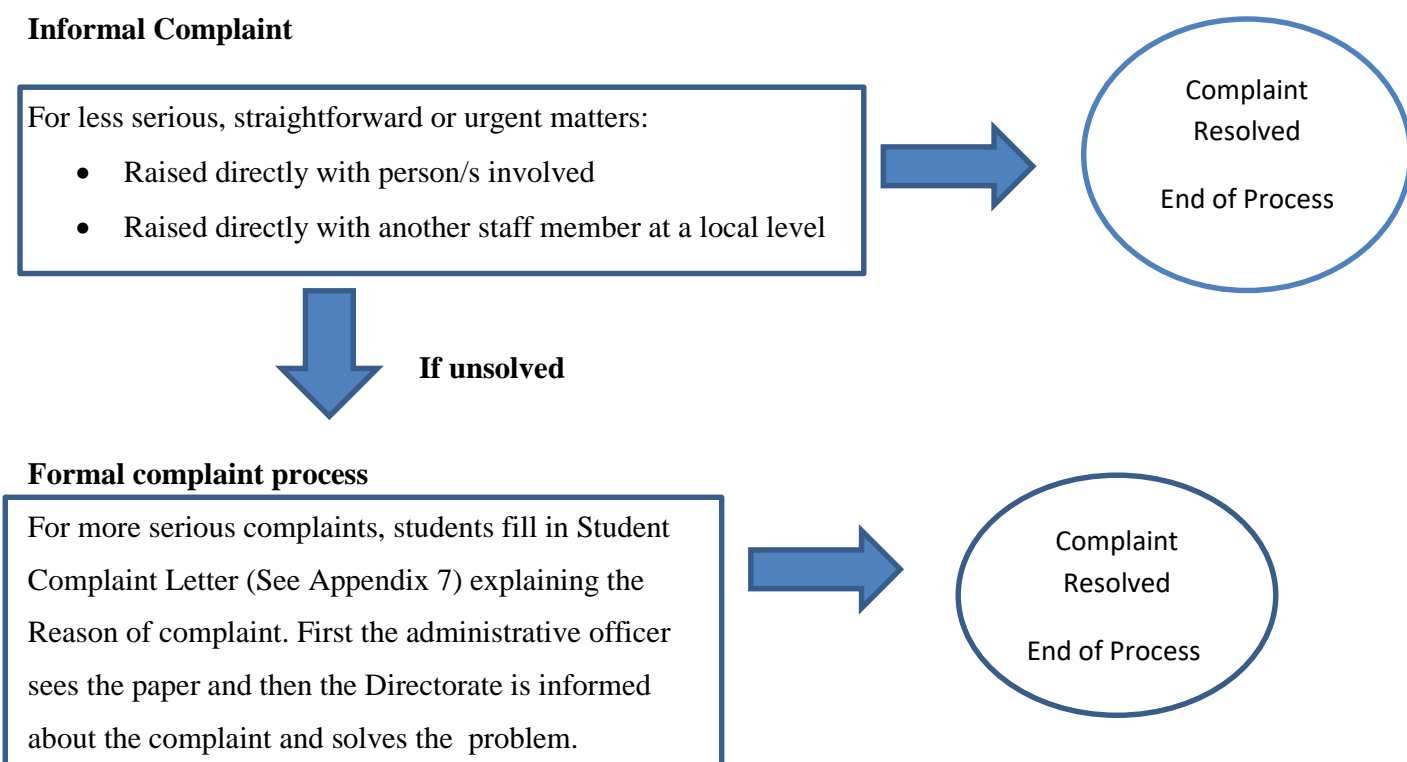
Anything which negatively affects studies or experience at university may be raised as a complaint.

There are three types of complaint a student can raise:

- ✓ complaints about academic decisions and matters
- ✓ complaints about an individual
- ✓ complaints about the administration or process

## Student Complaint Procedure

### Informal Complaint



## 7. SOCIAL ACTIVITIES

### 7.1 Student Affairs Unit

In the EPP, there is a Student Affairs Unit (SAU) run by some of the EPP teaching staff. SAU is intensively occupied with students' social, cultural and intellectual needs. The unit aims to assist students to improve their intellectuality in language learning with the provided enjoyable activities. SAU is also responsible for new students' orientation activities, and induction of new students to the school. SAU is divided into two sub units in order to offer students opportunities to develop their language in an enjoyable and enthusiastic environment.

#### **k. Internal Activities**

Internal Activities provide student clubs and competitions to support their language learning with social, cultural and intellectual activities. The Internal Activities include a variety of competitions such as reading and writing competitions and gain extra support to experience more about language learning and explore interests beyond the classroom.

Students wishing to benefit from the above activities, or to suggest new activities, should contact SAU members.

#### **ii. External Activities**

External Activities offer students a welcoming atmosphere that encourages involvement to explore more about social and cultural dimensions of learning. The aim of these activities is to bridge students' in-class experiences with outside activities. The students are given the opportunity to explore more about the country they study and have joyful time with their friends. The activities listed below can be organized upon requests from the students. It should be kept in mind that due to a large number of students, some students may attend certain activities in different groups in different days or weeks due to transportation issues.

- ✓ Visiting Local Historical Places
- ✓ One Day-Trips

## **8. RESOURCES AND ACTIVITIES**

### **8.1 EUL Library**

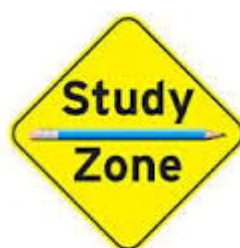
The European University of Lefke's Ertuğrul Apakan Library is located on the main campus where students can reach a vast amount of information with regard to their studies. There are around 40,000 printed publications and books as well as over 85,000 digital books or sources available. The EUL Library also offers students a great atmosphere to continue their studies in a quiet environment.



## 8.2 EPP Study Zone

Study Zone is a main unit comprised of three sub-units, including; speaking club, writing club and movie club. In physical appearance, Study Zone is a room designed for students' academic time-spending purposes in addition to their class times. Study Zone can be used for studying, library purposes, group-work, role-play and for many other academic purposes. In addition, there are speaking, writing and movie club units which actualize their activities in the Study Zone room. Given the timetable of the availability of the room on a weekly basis, students can attend movie club sessions and watch movies in English. They can attend speaking club sessions and get extra help from the responsible tutor of the session, through getting involved in speaking activities. Similarly, they can attend writing club sessions and get help from the responsible tutor on their writing skill. The movie unit is also designed for students' benefit in terms of both academic and leisure time spending issues, where they watch short movies in English appropriate to their level. All these sub-units operate under the Study Zone.

### STUDY ZONE



Come in. Get it done.

### Speaking Club





### Writing Club



### Movie Club



## 8.3 EPP Computer Labs

On the third floor of the English Preparatory School building, there are computer labs which can be used for further development of students' listening skills in addition to students' classroom development. Computer labs are also sometimes used for examination purposes. In the computer labs, students also have the opportunity to access the internet for study purposes under the guidance of their teachers (currently being renewed).



## 8.4 Teacher Office Hours

In the EPP, every classroom has two teachers, who are named as Main Teachers and Co-teachers. Main Teachers are the ones who are responsible for the classroom, and who teach a large part of the weekly class hours (e.g. if a group is taught 25 hours a week, the Main Teacher teaches 21 hours of this). In the EPP, every Main Teacher is responsible for supporting their students apart from their class hours. To give such support, every Main Teacher has office hours mentioned on their office doors and they accept students only from their own classrooms and give them necessary feedback or support students' learning issues only.

## 9. INFORMATION, SUPPORT AND CONTACT

### **Secretary**

*Ayşe Savaroğlu*

### **Contact**

(+90)0392660 2861

[asavaroglu@eul.edu.tr](mailto:asavaroglu@eul.edu.tr)

[engprep@eul.edu.tr](mailto:engprep@eul.edu.tr)

Fax: (+90)0392660 2863

### **Student Advisors**

### **Contact**

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[abarabar@eul.edu.tr](mailto:abarabar@eul.edu.tr)

*Dilek Çatan Ergiden*

(+90)392660 3868

[dcatan@eul.edu.tr](mailto:dcatan@eul.edu.tr)

*Hazel Akkılınç*

(+90)392660 3860

[hakkilinc@eul.edu.tr](mailto:hakkilinc@eul.edu.tr)

### **EPS Building Security**

### **Contact**

(+90)392660 3880

### **Student Affairs Unit (SAU)**

*Ayşenil Barabar*

(+90)392660 3861

[abarabar@eul.edu.tr](mailto:abarabar@eul.edu.tr)

**Health Center**

**Contact**

(+90)392660 2191

**Psychological Counselling**

**Contact**

(+90)392660 2182