



**SCHOOL OF FOREIGN LANGUAGES**  
**INSTRUCTOR HANDBOOK**  
**2023 - 2024**

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## Foreword

This handbook is prepared as a guide for academic staff working in the Final International University School of Foreign Languages (FIU-SFL).

Since the establishment of the School in the 2016-2017 academic year, the goal has been to develop and evolve into a School that students and academic staff alike would be proud to be part of, a school dedicated to providing quality language education.

This academic staff handbook should be seen as just one of the key documents that the School will need to produce – and regularly revise, according to changes. This handbook is also accompanied by the FIU-SFL Student Handbook.

## PART A: Introduction

### A.1: Background

Final International University was founded in 2015 as a new private university in the Turkish Republic of Northern Cyprus. The higher education market in the Turkish Republic of Northern Cyprus is competitive and there are a significant number of universities running international programs through the medium of English.

FIU- SFL has two main units:

#### 1- Preparatory School

#### 2- Modern Languages Division

The Preparatory school has two sub-units: English Preparatory School and Turkish Preparatory School. These preparatory schools provide intensive English/Turkish language instruction to prepare students for English/Turkish medium studies.

The Modern Languages Division (MLD) provides additional language support to departmental students.

A defining issue for FIU-SFL is the development of a program that stands out as a regional model of excellence. From the outset, it has been determined that all courses and programs at FIU-SFL are indexed to the **Common European Framework of Reference for Languages (CEFR)**. Turkish Preparatory School and Turkish as a Foreign Language courses are indexed to the framework of **Yunus Emre Institute**.

The FIU-SFL language teaching operation is an integral part of the University curriculum and plays a major role in contributing to the achievement of the FIU institutional learning outcomes, which have been formulated with reference to the framework of learning outcomes designated in the **National Qualifications Framework for Higher Education in Turkey, level 6** (<http://tyyc.yok.gov.tr/?pid=33>), which parallels **Level 6 of the European Qualifications Framework (EQF)**, and the **first cycle of the Qualifications Framework of the European Higher Education Area (QF-EHEA 1.Cycle)**.

Thus, the language curriculum also seeks to develop generic skills and competences and make a major contribution to the rounded graduate profile that FIU aims to develop.

### A.2: University Learning Outcomes

The FIU curriculum aims to ensure that by the end of a four-year program of undergraduate study, successful students will have:

LO1 Demonstrated the ability to communicate effectively in the medium of instruction in both speech and writing.

LO2 Shown development in analytical, critical thinking and problem solving skills as foundations for creative and innovative practice.

- LO3 Acquired the core concepts of their chosen subject area as well as the theoretical and practical knowledge compatible with contemporary requirements in the relevant professional fields.
- LO4 Developed skills for effective planning, execution and evaluation of tasks and projects in academic and professional contexts through individual and collaborative approaches to study and work.
- LO5 Applied the skills, knowledge, responsibilities and commitment to quality required for high level professional practice in their field within both simulated and real-life contexts.
- LO6 Demonstrated receptivity to the philosophy of lifelong learning and the ability to engage in both autonomous and team-based academic and professional development.
- LO7 Gained sufficient academic competence in their subject field to enable progression into further academic studies, including the capacity to conduct independent research and gather and interpret qualitative and quantitative data sets.
- LO8 Shown responsibility and commitment to academic and professional ethics, and to civic and social responsibilities, including environmental protection, health, safety and security issues, and justice.
- LO9 Shown awareness of the impact of their chosen field in the globalising world and developed the social and linguistic skills to underpin intercultural communication in an academic and professional context in both the mother tongue and in a foreign language.
- LO10 Demonstrated a practical competence in those mathematical, scientific and digital applications required within the context of their subject area, and more generally in modern life, as referenced to international qualifications (for example The European Computer Driving Licence Advanced Level).

In line with these outcomes, all programs are expected to develop **program learning outcomes** that explicitly help realise and support these broader objectives, the language program being no exception.

**Course learning outcomes** are then explicitly derived from the program learning outcomes, and **unit learning outcomes** for particular lessons, days, weeks etc. from the course learning outcomes.

The outcome of this approach is that the language education program has a very broad educational scope within which development of knowledge, skills, attitudes, values and competences go hand in hand with the development of linguistic competence.

### **A.3: Quality Assurance at Final International University**

In the 2017-2018 academic year, the FIU Senate adopted as its framework for Quality Assurance, the **European Standards and Guidelines (ESG)**, 2015 ([http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)).

At the same time, the University established a **Quality Assurance and Strategic Planning Office (QASP)**. Representatives in the Office are selected from all academic units, including FIU-SFL. The Office seeks to support quality initiatives across the University and ensure that ESG guidelines are met

#### A.4: ESG Guidelines

The ESG guidelines are as reproduced below:

<b>ESG Standard</b>	<b>ESG Definition</b>
<b>1.1: Policy for quality assurance</b>	Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
<b>1.2: Design and approval of programs</b>	Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
<b>1.3: Student-centred learning, teaching and assessment</b>	Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
<b>1.4: Student admission, progression, recognition and certification</b>	Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.
<b>1.5: Teaching staff</b>	Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.
<b>1.6: Learning resources and student support</b>	Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
<b>1.7: Information management</b>	Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.
<b>1.8: Public information</b>	Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to-date and readily accessible.
<b>1.9: On-going monitoring and periodic review of programs</b>	Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.
<b>1.10: Cyclical external quality assurance</b>	Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

Reference: Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015, p.25

The adoption of this framework further means that the FIU-SFL MLD curriculum is indexed to the concept of **learning hours**, as laid out in the **European Credit Transfer System (ECTS)** using the formula of 1 ECTS credit = 25 learning hours.

#### **A.5: Summary of FIU-SFL Ethos**

FIU-SFL therefore aims to develop and evolve according to a number of defined frameworks, including:

- ✓ The EAQUALS indicators
- ✓ The Common European Framework of Reference for Languages (CEFR)
- ✓ The European Standards and Guidelines 2015
- ✓ The European Credit Transfer System
- ✓ The Frameworks of Higher Education Qualifications
- ✓ Yunus Emre Institute

Amongst the key concepts that emerge from these frameworks are the need to develop:

- ✓ Student-centred learning
- ✓ Outcome-driven learning and assessment
- ✓ Independent learning skills
- ✓ Quality assured processes
- ✓ Strategic planning and continuous improvement
- ✓ High quality teaching

#### **A.6: Public Statements of FIU-SFL Ethos**

These operating principles and frameworks are synthesised through a number of public documents that summarise the character and identity of the school:

##### **A.6.1: Mission**

The FIU School of Foreign Languages provides students with a high level of English language tuition based on the **Common European Framework of Reference for Languages**. The School is committed to helping all students, whether studying departmental programs in English or Turkish, to graduate with the highest possible level of English, Turkish and other foreign languages proficiency. We also act on the belief that a solid language and foundation program not only develops language skills, but also provides students with a full range of interpersonal, intercultural, technological and educational skills that will serve them throughout their education and future lives.

##### **A.6.2 Vision**

We aim to be an internationally accredited school of foreign languages delivering a program that develops not only language skills but the generic skills and knowledge that will contribute to the all-round personal and educational development of our students. Our vision is to stand out as a regional leader and model of contemporary practice in these regards.

### A.6.3 Values and Principles

- i. Our language classes develop **real communication skills for real-life purposes**.
- ii. Our language classes are **learner-centred**. They draw on students' needs and interests and involve our students as partners in the classroom.
- iii. Our language classes aim to develop **independent learning skills**, the key characteristic of the successful learner.
- iv. Our language program makes the maximum use of technology, not only to develop language skills but develop the **digital skills** essential to the 21st century citizen.
- v. Learning a language is **a social as well as an educational experience**. English speaking clubs, activities and trips add to the variety we try to provide throughout the program.
- vi. We are committed to having extremely **strong interpersonal relationships** with our students, in terms of care, attention and sensitivity to both students and their families.
- vii. As a multicultural and international school, we believe in respect for all our students and staff regardless of their gender, religion, race, colour, nationality, age, disability, cultural or ethnic origin or belief. Our principle **of fair treatment and professional support** also encompasses any student with learning difficulties or physical disabilities.
- viii. It is a prime role of language educators to help students to adapt and integrate and to promote **genuine multicultural interchange**.
- ix. Language education involves far more than the acquisition of a new tongue. It presents an opportunity for **expanding key competences and values** and for developing an understanding and **appreciation of different cultures**.
- x. As language specialists, we are committed to **'language across the curriculum'** and are supportive of all projects requiring language specialist input.



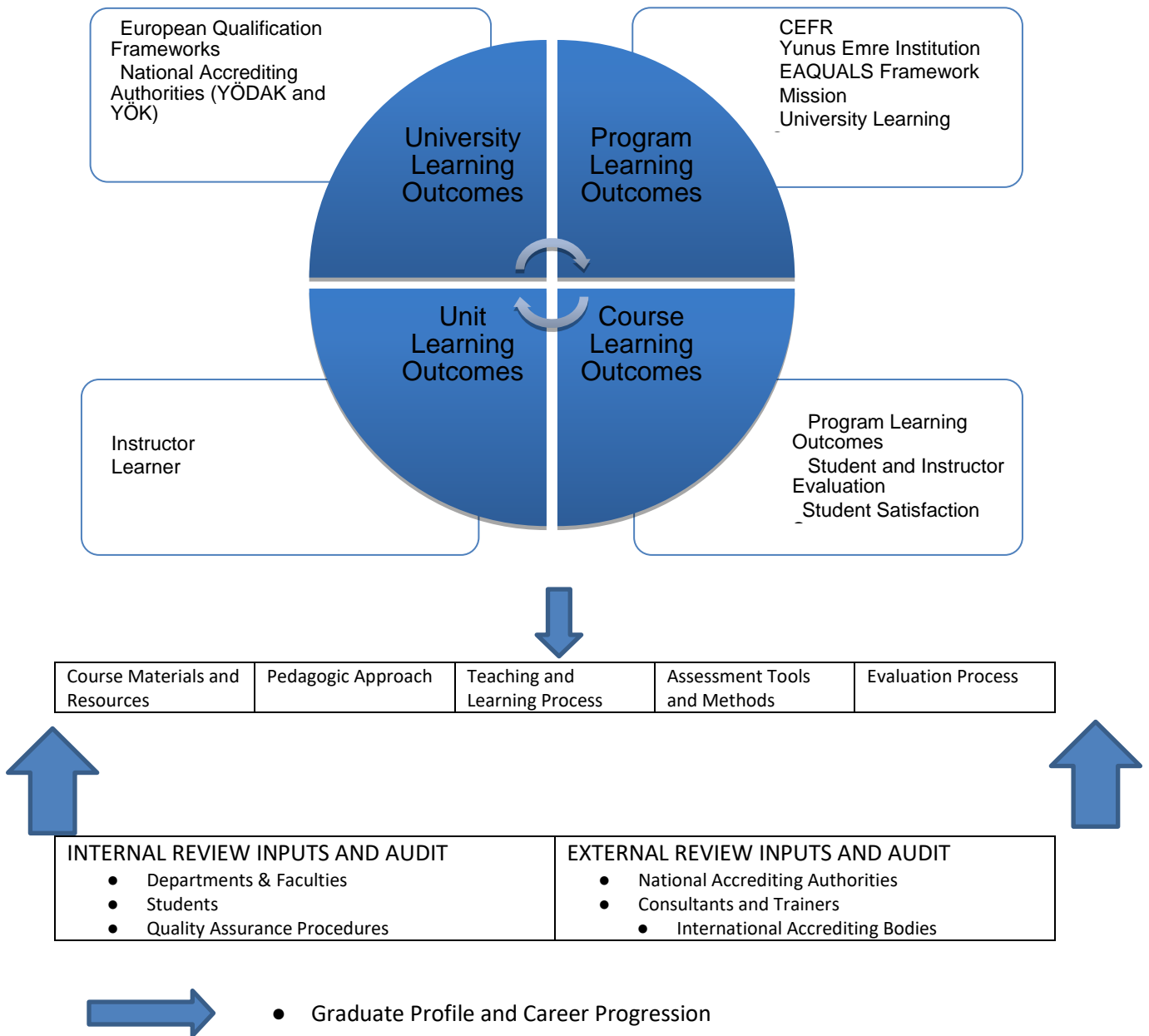
## A.7. Language Policy

In order to provide a foundation and framework for the implementation of these principles and values, the following guidelines have been put in place:

- i. Students in all undergraduate programs should be encouraged to graduate at a **minimum level of B1+** on the Common European Framework of Reference for Languages. The minimum level for graduate programs is **B2**.
- ii. Students in English medium programs should be encouraged to attain a **level of B2** on the Common European Framework of Reference for Languages. All students in Turkish medium programs should be encouraged to graduate at a **level of B1** on the Common European Framework of Reference for Languages.
- iii. International students in English medium programs are encouraged to graduate at a minimum **level of A1** in Turkish according to the Yunus Emre Institution system.
- iv. The language policy of the institution seeks to create and maintain an **English/Turkish learning ambience** through noticeboards, displays, and visual texts that expose students to English.
- v. **Clubs, activities and events held in English/Turkish are seen as co-curricular** and should be seen as language learning opportunities.
- vi. **Maintaining written and oral communications in English for English language learners /and Turkish for Turkish language learners** both inside and outside the classroom as much as possible will help students improve their language skills.
- vii. Particularly in classes where students do not share a common mother tongue, course language should be the sole medium of instruction.

### A.8: Curriculum Management Process at FIU-SFL

The development and implementation of the language curriculum is as summarised below:



Central to the development of the curriculum, therefore, is the concept of demonstrable learning outcomes, and the concept of a student-centred education.

### A.9: Organisational Frameworks

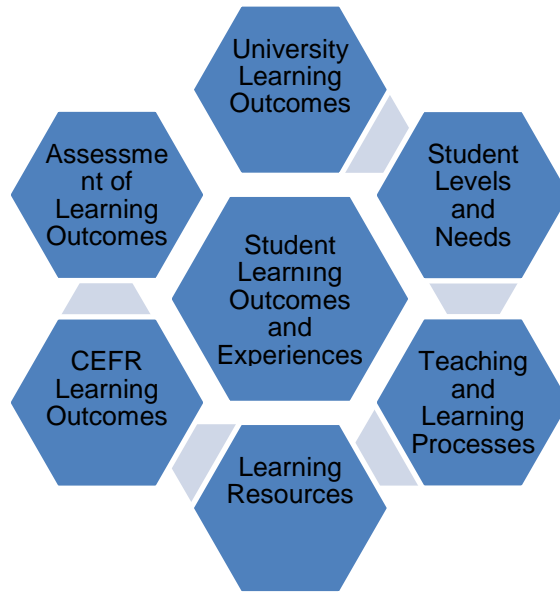
The organisational and management structure of the operation is designed to provide a basis for the implementation, efficient management and development of the language program as described according to the different dimensions of managed activity that contribute to the enrichment of the student learning experience and the achievement of the stated learning outcomes. This is represented in the following models:



The model deliberately and explicitly places the students in its centre as it is their success that is the main motivation of the management system. These contributing dimensions are briefly defined and further illustrated as below:

### **A.9.1: Curriculum Development**

Curriculum development and management processes comprise the totality of the design, implementation and assessment of student learning in the light of the agreed program outcomes, and inputs as illustrated below:



**A.9.2: Student Support**

The primary objective of student support is to maintain and enhance student health and welfare in all aspects of their curricular and extracurricular life.



**A.9.3: Administration**

Administration incorporates the logistical, procedural and resource functions that are required to enable the system to run smoothly and efficiently.



#### **A.9.4: Professional Development**

Professional development encompasses activities that enable teachers to deliver educational programs to a high standard through a process of knowledge, skills, reflection, and competence enrichment.



#### **A.9.5: Quality Assurance and Evaluation**

Quality Assurance procedures evaluate the system, suggest developments in practice, and help strategize the operation in order to ensure continuous improvement and enhancement of the institution.



### A.9.6: Leadership

The leadership function is key to enabling cohesion between the different dimensions of the operation, ensuring that the operation is mission and outcome-driven, motivating and energising for all involved and that any problems are solved smoothly and amicably.



### A.10: Summary of Management Framework

These brief definitions and graphics are intended to reduce the organisational framework of the School to the simplest possible level and thereby ensure that priorities are clearly visible and feasible, and serve as a basis for a culture of collaboration and teamwork, along with the job description for SFL Instructors:

### A.10.1: School Structure

FIU-SFL has two units:

#### i. Preparatory School

The Preparatory school delivers English/Turkish language courses to students engaged in preliminary intensive language studies prior to entrance to English/Turkish medium programs.

#### ii. Modern Languages Division

The Modern Languages Division delivers:

- Academic English and English for Specific Purposes courses to students taking English medium programs.
- Basic English communication skills courses to students taking Turkish medium programs.
- Basic Turkish communication skills courses to students taking English medium programs.
- Second foreign language courses to FIU students.

The School also provides language courses through the FIU Continuing Education Centre and as part of the FIU International Summer School.

### A.10.2: Organisational Structure and Role Specifications

<b>FIU-SFL Director</b>	<p>The SFL Director oversees, facilitates and coordinates all aspects of the operation and represents the SFL at the higher administrative and academic levels of the University.</p> <p>The SFL Director is expected to oversee the SFL standards within the framework of mission, vision and values. The prime role of the Director is to support, energise and motivate teaching staff and students, to promote continuous development of the School, and ensure harmonious relationships within a team-based environment based on trust and empowerment. The Director should also ensure efficient and transparent transfer of information within the School, including flow of information from other University academic and administrative units.</p> <p>Duties and Responsibilities include:</p> <ul style="list-style-type: none"><li>i. Overseeing the smooth running of the language teaching operation as a whole.</li><li>ii. Liaising and coordinating with the Rector's Office.</li><li>iii. Supervising and monitoring the implementation of the program.</li><li>iv. Providing support and assistance to staff and students as required.</li><li>v. Overseeing academic calendars, scheduling, timetabling, classrooms and all other logistical issues.</li><li>vi. Dealing fairly and objectively with any grievances or disciplinary issues that may arise amongst students, staff, and other stakeholders.</li><li>vii. Overseeing staff deployment and recruitment.</li><li>viii. Approving staff leaves of absence.</li><li>ix. Considering all proposals from staff and students and following up all accepted proposals with the relevant authorities</li></ul>
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	<ul style="list-style-type: none"> <li>x. Overseeing finance and budgeting for the operation.</li> <li>xi. Overseeing administrative personnel and all administrative and ancillary functions.</li> </ul>
<b>FIU-SFL Vice Directors and Coordinators</b>	<p>The SFL Vice- directors and coordinators assist the Director with the tasks listed above, and are expected to oversee curriculum development within the framework of the SFL mission, vision and values. This includes a commitment to student-centred education, CEFR indexing, and the fulfilment of University Learning Outcomes. This includes:</p> <ul style="list-style-type: none"> <li>i. Overseeing the preparation and planning of courses of work that meet student needs and are based on CEFR levels, and the EAQUALS Accreditation scheme, as well as FIU policies.</li> <li>ii. Overseeing the preparation, planning and implementation of moderated assessment schemes based on CEFR levels, and exam administration and invigilation.</li> <li>iii. Provision of constructive feedback to team members; similarly, enabling students to provide feedback on the curriculum.</li> <li>iv. Participation in Professional Development, Performance Management and Quality Assurance procedures, including classroom observations, and annual staff appraisal processes.</li> <li>v. Documentation and recording of all relevant curriculum processes and procedures through course and program folders.</li> <li>vi. Coordinating textbooks and materials for purchase and use.</li> <li>vii. Overseeing the Implementation of the program in the classroom according to agreed principles and values.</li> <li>viii. Keeping records of courses, attendance and performance and all other data related to the language curriculum.</li> <li>ix. Liaising and coordinating with the School Director and School Council.</li> <li>x. Contributing to the development of the Strategic Plan.</li> </ul>
<b>FIU-SFL Course Organisers</b>	<p>SFL Course Organisers ensure the smooth planning, implementation, evaluation and development of individual courses within the operating framework and principles laid out in the role specification of the Coordinator. Organisers are generally appointed at the beginning of each academic year. The responsibilities of the SFL Course Organisers include;</p> <ul style="list-style-type: none"> <li>I. Ensuring punctual production, checking and distribution of course descriptions to all team instructors and students.</li> <li>II. Overseeing weekly planning of classroom work and assessment, including reaching consensus within the team about selection, omission, and prioritising of materials and activities.</li> <li>III. Monitoring the progress through the syllabus.</li> <li>IV. Holding regular planning meetings with team members.</li> <li>V. Ensuring that labour is distributed around the team in a fair and equal manner.</li> <li>VI. Overseeing fair division of labour in the production, checking, evaluating, and pre, while, and post-moderating of all assessment material.</li> <li>VII. Ensuring that marking criteria and answer keys are prepared for all assessment materials.</li> <li>VIII. Ensuring that assessment of work is completed within agreed time-frames, and records and data submitted online according to official</li> </ul>



	<p>procedures.</p> <p>IX. Ensuring the secure storage and archiving of all material and documentation related to assessment, including the enveloping of all work according to University / YOK requirements.</p> <p>X. Act as a role model of professional communication and courtesy, and encourage these values within the team.</p> <p>XI. Overseeing the smooth registration and orientation of new students to the level.</p> <p>XII. Ensuring that student requests, problems and complaints are dealt with promptly through the relevant official procedures.</p>
<b>FIU-SFL Summer School and Short Course Coordinator</b>	The FIU Summer School and Short Course Coordinator coordinates the delivery of short course programs, including the FIU International Summer School, and liaises with SFL, The FIU Continuing Education Centre, and the International Office, as well as ensuring that courses and programs are delivered according to the principles and frameworks laid out in the role specification of the SFL Coordinator.
<b>FIU-SFL QASP Representative</b>	<p>The FIU-SFL representative in the FIU Quality Assurance and Strategic Planning Office liaises between University and SFL with regard to quality initiatives and strategic planning. This includes:</p> <ul style="list-style-type: none"> <li>i. Overseeing the annual strategic planning and review process.</li> <li>ii. Overseeing applications for international accreditation.</li> <li>iii. Helping establish and develop a performance management and review process.</li> <li>iv. Overseeing the production of staff and student handbooks.</li> <li>v. Helping with internal audit and producing the annual self-report, as well as other documentation relevant to accreditation and the operation more generally.</li> </ul>
<b>FIU-SFL Executive Council</b>	<p>The School Executive Council consists of the director, vice directors, coordinators and 3 representatives selected by the members of the School Council.</p> <p>(1) The SFL Executive Board meets at least twice a semester and additional meetings can be organised by the SFL director when necessary.</p> <p>(2) Duties of the SFL Executive Board:</p> <p>(i) Expressing opinion on the issues that the Director will bring about the school administration;</p> <p>(ii) Deciding on the planning of the proposals of the School Council for the education-teaching, research and publication activities and the principles related to these activities and to make the necessary planning and programming;</p> <p>(iii) When necessary, to form sub-working groups and to determine the teaching staff to work in these groups.</p>
<b>FIU- SFL Council</b>	<p>The SFL Council is the decision-making body of the School and comprises</p> <ul style="list-style-type: none"> <li>i. The Director, vice-directors and coordinators.</li> <li>ii. 5 Representatives selected from SFL full time academic staff.</li> </ul> <p>Proposals to the Council are invited from all stakeholders, including</p>

	<p>students, and when and if agreed are passed to the relevant university body for final approval.</p> <p>The Council meets at least two times a semester, for the purposes of review, evaluation, and input into strategic planning and additional meetings can be organised by the SFL director when necessary.</p> <p>The main role of the Council is to ensure a flow of information, discuss and resolve all issues of mutual interest concerning the running of the operation.</p>
<b>Professional Development Team</b>	<p>FIU-SFL professional development team members are responsible for executing the professional development (PD) policy of FIU-SFL. They are responsible for investigating and determining FIU-SFL instructors' PD needs and organising in-service training programs (e.g. workshops, seminars, professional development events) to address those needs. The team's responsibilities include:</p> <ol style="list-style-type: none"> <li>1. Planning and implementation of the FIU-SFL in-service training program.</li> <li>2. Compiling a list of available workshops, seminars and other professional development events and sharing those with the instructors.</li> <li>3. Cooperation with the FIU's English Language Teaching program mentorship scheme.</li> <li>4. Attending regular team meetings to provide feedback and work towards the improvement of the unit.</li> </ol>
<b>Curriculum and Syllabus Development Team</b>	<p>FIU-SFL curriculum and Syllabus development team members are responsible for:</p> <ol style="list-style-type: none"> <li>1. Creating, designing, revising, editing, adapting and proofreading course materials in accordance with the content of each particular course (Main Course and Academic Skills Courses) and the outcomes and objectives of the courses in collaboration with the administration.</li> <li>2. Researching new and existing materials in the field of ELT covered at schools of foreign languages and assessing the materials' reliability, validity, and suitability for use in relation with the current curriculum, academic and educational policies of the SFL.</li> <li>3. Developing authentic and/or (semi-)structured instructional ELT course materials such as original and topic-specific texts, four-skill based instructional documents, and supplementary packs.</li> <li>4. Searching for and revising online downloadable and photocopyable course materials and implementing the required materials into the curriculum by considering the ethical issues.</li> <li>5. Keeping up with the latest educational and academic developments in the field of material design and development.</li> <li>6. Analysing feedback and statistical data obtained from students and instructors through surveys and questionnaires in order to identify students' academic and professional needs and educational opportunities, which paves a way for improving the quality and quantity of course materials.</li> </ol>
<b>Testing Team</b>	<p>FIU-SFL testing team members are responsible for preparation and coordination of SFL exams. The team's responsibilities include:</p>

	<ol style="list-style-type: none"> <li>1. Coordinating the FIU-SFL proficiency and placement examination</li> <li>2. Coordinating the preparation of all exams (quizzes, midterms, final, end-of-level exams) used in SFL.</li> <li>3. Creating an archive of testing materials.</li> <li>4. Ensuring the security of exam materials and resources.</li> <li>5. Determining the dates and times of quizzes, midterm and final exams and proficiency exams as well as the names of invigilators and information about required exam materials in collaboration with SFL administrators.</li> <li>6. Coordinating the distribution of exam materials prior to the exam and organising meetings about the exam process as required.</li> </ol>
<b>Accreditation Team</b>	<p>FIU-SFL accreditation team members are responsible for overseeing national and international accreditation schemes of FIU-SFL. The teams' responsibilities include:</p> <ol style="list-style-type: none"> <li>1. Conducting research and preparing SFL for the accreditation schemes.</li> <li>2. Preparing and archiving the relevant documents required by the accrediting bodies.</li> <li>3. Executing the students and staff orientation policy of the SFL's: (a) Planning, organising and executing the orientation programs of new prep-class students. (b) Planning, organising and executing the orientation programs of newly-recruited instructors.</li> <li>4. Preparing the FIU-SFL staff and student handbooks.</li> </ol>

### **A.10.3: Job Description for SFL Instructors**

The fundamental framework for all academic staff working at SFL, regardless of responsibilities is as laid out in the SFL Instructor job description:

<p><b>Post Summary: English Language Instructor (Full-Time)</b></p> <p><b><u>Job Summary</u></b></p> <p>Language instructors at FIU are viewed as both educational and language specialists, and expected to make a wide-ranging contribution to the development of FIU and the enrichment of the student experience.</p> <p><b><u>Accountability</u></b></p> <p>Language instructors are accountable for the welfare of their students and the effective implementation of the learning program. They are accountable to their coordinators, vice-directors and the school director.</p> <p><b><u>Working Hours</u></b></p> <p>Working schedules and commitments, including lunch periods, should be posted according to</p>
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institutional policy.

In the event of any work or commitments to the university outside formal working hours, the SFL Director, with the approval of the Rector's Office, may grant additional leave / time in compensation.

### **Equal Opportunities and Respect**

As with all staff and students at FIU, the Equal Opportunities Policy applies:

*FIU is open to applications from students all around the world, and is committed to fair and equal treatment and opportunity for all those associated with our institution, regardless of race, ethnicity, faith, culture, gender, or disability.*

Language instructors are expected to commit to this policy and equally should expect to be treated according to its principles.

### **Philosophy**

Our language instructors are engaged as professional specialists in the field of education. This implies a high level of autonomy and the ability to identify needs, solve problems, and develop the quality of the institution as a whole. This job description provides a framework for proactive practice and collaboration within a team-based culture. The items included are thus indicative and further discussion and feedback is always welcome.

#### **1. Duties and Responsibilities**

- a) Completion of teaching hours, normally set at 20-25 classroom contact hours per week.
- b) Adhering to the FIU-SFL Rules and Regulations (Appendix 2).
- c) Provision of office hours for students for individual and small group guidance.
- d) Planning of lessons, materials and schemes of work that meet student needs and are based on CEFR levels, and the EAQUALS Accreditation scheme, as well as FIU policies.
- e) Completion with each student of FIU student portfolios as required.
- f) Preparation, planning and implementation of moderated assessment schemes based on CEFR levels, and exam administration and invigilation.
- g) Provision of constructive feedback to students and their sponsors when required; similarly, enabling students to provide feedback and respond accordingly.
- h) Participation in Professional Development, Performance Management and Quality Assurance procedures, including classroom observations.
- i) Active participation in the EAQUALS Accreditation policy.
- i) Documentation and recording of all relevant processes and procedures.
- j) Availability during official working hours, and periodically, and if required, at other times.
- k) Care of all equipment, classroom security, classrooms and offices.
- l) Where appropriate, the maintenance and development of class notice-boards and displays.
- m) Participation in extra-responsibility and extra-curricular activities as designated.

#### **2. Commitments**

- a) To the mission, which includes the development of an educational system that is distinctive, different, and of the highest possible quality.
- b) To the welfare and contentment of the student population as well as classroom learning. Instructors are expected to take an active interest in their students' lives inside and

- outside the classroom, and be a mentor, counsellor, as well as a teacher.
- c) To the successful learning of students. Instructors are expected to be proactive in dealing with students with learning problems, attendance irregularities etc.
  - d) To participate within a team-based culture, requiring active and constructive contributions, and respect, understanding and positive attitudes towards all personnel, as well as to immediate colleagues, students, families and visitors.
  - e) In the case of grievances or disputes to make every effort to reach harmonious solutions, and otherwise to make use of formal grievance procedures.
  - f) To respond to constructive feedback from students, colleagues, and the institution as a whole.
  - g) To consistency and fairness, including the implementation of an Equal Opportunities Policy, and the language policy.
  - h) To accreditation schemes and their requirements.
  - i) To include the implementation of a learner-centred classroom environment, and student-centred environment as a whole.
  - j) To punctuality in starting and finishing all lessons, as well as all other scheduled commitments.
  - k) To the development and welfare of the University community.

### **3. Skill and Knowledge Sets**

English language instructors are expected to develop and display in their work the following:

- a) Teaching skills, including lessons that meet student needs and have clear objectives related to the syllabus and CEFR specifications. This implies learner-centred teaching, ongoing feedback and classes that motivate and stimulate students, and provide variety in the delivery of the program as a whole.
- b) Intercultural skills, including knowledge, awareness of, and sensitivity to the background of students, including their country, language background, and beliefs. Positive use should be made of student background and experience in the classroom as part of the overall learning and teaching experience. Pair and group work and interaction patterns should reflect the mixed make-up of classes.
- c) Technological skills, including relevant software, applications and the use of media relevant to teaching, learning, and institutional operation. Students should be encouraged to make use of appropriate technology and be assisted where necessary in making use of that technology as part of their learning program.
- d) Interpersonal skills, including approachability, humour, sensitivity, motivation, and proactive engagement with students at all times; furthermore, the encouragement and development of these attributes in the student body.
- e) Communication skills, both oral and written, to students, colleagues and administration, helping ensure a proper and timely flow of communication across the institution.
- f) Leadership and Management Skills, incorporating such areas as team leadership and direction, action planning, strategic organisation, classroom and time management.
- g) Ancillary skills and knowledge, for example, health and safety issues, and an awareness of personal student-needs in order to refer them to relevant departments and units accordingly.
- h) Professional knowledge, incorporating regular updating of knowledge of the ELT field, and in education more generally; full participation in this regard in the professional development scheme, including attendance at workshops and seminars and completion of all performance management requirements.

#### **A.10.4: Further expectations from SFL Instructors**

## **i. Code of Professional Practice**

FIU Language Preparatory Program has a code of professional practice in order to:

- set standards,
- explicitly state parameters,
- create a professional atmosphere,
- create uniformity of action amongst staff members,
- contribute towards the effective management of the institution.

Instructors are expected to treat their students, colleagues, departmental staff and administrative staff with respect and professionalism at all times. This relates to such areas as punctuality, behaviour in meetings, respecting people's privacy, respecting shared office space, handling conflict and constructive criticism, and organising and providing necessary information in a timely manner.

## **ii. Monitoring Student Attendance**

The Preparatory Program requires students to attend 100% of their classes. Students may be absent up to a limit of 30% of their classes. No absence, for whatever reason, is accepted beyond the 30% limit, with or without documentation. Therefore, instructors should, on no account, accept medical notes from students. Attendance sheets are created and printed for each day by the class teacher at the beginning of each week/day. At the beginning of each class hour, students are asked to sign the attendance sheet. Once they sign the sheet and it is collected, the instructor checks that the number of signatures match the number of students in class. The instructor, then, writes ABSENT next to those students who are not in class for that block. It is essential for instructors to keep an accurate record of each individual's attendance for each class hour in the day. Absenteeism is to be entered regularly. Instructors must not leave class files and/or laptops unattended in classrooms. Instructors are responsible for the security of their class files and other equipment. No late-comers are allowed. Instructors must make sure to remind all students that no latecomers are allowed at the beginning of the course. The attendance is essentially a legal document and must be treated as such. Students cannot be marked absent to punish misbehaviour or for failing to do homework or assignments. On no account can a student be marked absent if the student is present in class. Likewise, no student can be marked present if the student is not in the classroom.

## **iii. Meetings**

Throughout the year, instructors are required to attend a number of meetings held for various purposes. Participation in all institutional meetings is compulsory, and staff members are expected to be present at these meetings on time. Non-attendance at a meeting is only possible for a serious/emergency matter. In such cases, prior notice should be given. General meetings are held at the beginning and the end of each academic year. The purpose of these meetings is to inform staff of recent developments, future plans or the administration of an examination.

#### **iv. Invigilation and Marking of Exams**

During the examination periods which take place at different times throughout the year, all instructors will be required to participate in the administration (e.g. as assessor/interlocutor in the oral exams), invigilation, standardisation and marking of exams. If an instructor misses any invigilation and marking duty without due reason, s/he will be expected to explain the reasons to the Directorate. During the invigilation period, all instructors are responsible to the Head of Testing. During the marking period, all instructors will be responsible to the moderator of the specific team who monitors marking. These periods are particularly demanding in terms of applying procedures. Failure to meet responsibilities at these times has a negative knock-on effect on other colleagues and may create extra work for the Testing Unit and the program's administration. If problems with the behaviour of a staff member during marking occur, the moderator will inform the staff member's academic organiser who will take the necessary action. Their performance during the next marking period will require close monitoring. Normal timetable and office hours may be suspended during examination periods including oral assessment. In addition, teaching and marking duties may also be combined in the same working day. Instructors may also be asked to invigilate or mark an exam outside the normal examination periods; for example, Preparatory Program instructors may be asked to invigilate examinations. In such cases as much advance notice as possible will be given.

#### **v. Dress Code**

The purpose of the FIU Language Preparatory Program dress guidelines is to promote and maintain a positive and professional image of the program at all times. Appropriateness and modesty are the key terms to be followed by all staff.

- Instructors are expected to dress in a presentable, clean, neat and professionally appropriate manner at all times.
- Instructors are asked to pay particular attention to their appearance when representing FIU Language Preparatory Program and the University in more formal settings (i.e. conferences, meetings, etc.).

#### **A.10.3: Management Principles**

In order to develop an efficient and effective management operation, the following guidelines are adhered to:

- i. Management is informed by data rather than speculation. Records of all data sets are carefully organised, centrally maintained and must be accessible to the concerned.
- ii. Meetings at all levels are held regularly and minutes taken, including recommendations for actions. Formal procedures are applied to meetings in terms of time management, turn allocation, etc.
- iii. The identification of problems is immediately followed by the search for constructive solutions.

- iv. Formal communication policies are followed, including consideration with memorandums and emails, of which copies are to be circulated, with the inclusion of clear subject messages and names and dates for attached files.
- v. A principle of collaborative practice is applied to engage maximum involvement and sharing of key information.
- vi. Administration keeps SFL staff fully informed of wider university developments and events that are of relevance to the SFL.
- vii. File management of soft copy records is clear, consistent and based on clear file-naming and folder management.
- viii. The annual strategic plan and annual schedule are key reference points
- ix. Decisions are referenced to input and feedback from other key stakeholders, including students.
- x. Activity is referenced to the school mission, vision and values and program objectives.
- xi. Respect, courtesy and positive engagement are highly emphasised.
- xii. Appreciation, sensitivity and understanding are equally valued and should inform all relationships.
- xiii. The end object of all management processes is the success and welfare of the student body. Management and management decisions should be learner-referenced.

### **A.11: Master Scheduling**

Management activity is driven by an annual planning and review process, laid out in advance in order to avoid last minute ad-hoc decision making. This involves a 12-month cycle of activity to be updated as required, but based on the following type of schemes, and including the key areas of self-reports, and strategic planning.

September - October	<ul style="list-style-type: none"> <li>● Orientation program for new students and staff</li> <li>● Finalisation of course descriptions and assessment materials</li> <li>● Finalisation of assessment procedures</li> </ul>
November	<ul style="list-style-type: none"> <li>● Professional Development and Performance Management Cycle</li> </ul>
December	<ul style="list-style-type: none"> <li>● End of year social activities for staff and students</li> </ul>
January	<ul style="list-style-type: none"> <li>● Student Surveys</li> <li>● Staff Surveys</li> <li>● Evaluation and assessment of grades</li> </ul>
February	<ul style="list-style-type: none"> <li>● Collation of course files</li> <li>● School Review and proposals</li> </ul>
March	<ul style="list-style-type: none"> <li>● Annual Internal Review and Quality Assurance Audit</li> </ul>
April	<ul style="list-style-type: none"> <li>● Finalisation of academic calendar for following year</li> <li>● Professional Development and Performance Management Cycle</li> </ul>
May	<ul style="list-style-type: none"> <li>● Review of handbooks, textbooks and materials</li> <li>● Proposals for following academic year</li> </ul>
June	<ul style="list-style-type: none"> <li>● Start strategic review of academic year</li> <li>● Collation of course files</li> </ul>



	<ul style="list-style-type: none"> <li>● Evaluation and assessment of grades</li> <li>● Staff Surveys</li> <li>● Student Surveys</li> </ul>
July	<ul style="list-style-type: none"> <li>● Completion of program reviews</li> <li>● School review and proposals</li> <li>● Preparation of orientation program</li> <li>● Distribution of responsibilities for following academic year</li> <li>● Archiving</li> </ul>
August	<ul style="list-style-type: none"> <li>● Recruitment advertising and interviews</li> <li>● Requests for and ordering of resources</li> </ul>

### **A.12: Communication Mechanisms**

The SFL Folder, SFL Google Drive, university e-mail accounts, and MOODLE web spaces serve as repositories for key documents and resources, and also as a forum for structured online discussion and collaborative projects.

### **A.13: Summary of Management and Administration**

The purpose of this section has been to document, with regard to future growth and development of School of Foreign Languages, how:

- i. The School is structured and managed.
- ii. Management and organisational principles are underpinned by a clear institutional ethos and set of values and a firm sense of direction.
- iii. Participation and collaboration of all stakeholders is engaged and organised.

## **PART B: Teaching and Learning**

### **B.1: General Expectations**

The teaching approach and methods are informed by the vision, mission, values and policies of the University, by the benchmarks provided by international accreditation systems, which, by definition, index our language programs to the **Common European Framework of Reference for Languages**, and to the **European Qualifications Framework**. They are further informed by our own geographical, cultural and national context, and by the backgrounds of our students. Mediating between the expectations of students and the values of the university is a sensitive issue that requires a flexible approach to interaction and method, both inside and outside the classroom, and in this regard the pedagogical approach takes as its starting point the FIU University Learning Outcomes.

### **B.2: Informing ELT Methodologies and Classroom Practice**

The program and classroom practice in general is therefore expected to exhibit:

- i) A broadly **communicative approach** through which students develop their skills in using language purposefully and creatively. Language classes are therefore expected to be rich in interaction and productive language output.
- ii) A **skills-based approach** consonant with the fact that our students are mostly preparing for academic programs in their given departments, and hence need to be skilled listeners, readers, and writers, as well as speakers. The approach is therefore also informed by an emphasis on developing independent **study skills**.
- iii) A **content-integrated approach**. It is part of the FIU mission to graduate well-rounded students with a wide range of knowledge and skills. Content of language classes is therefore expected to be rich, varied, meaningful and informative and draw on the local, regional and international context, and student background.
- iv) A **student-centred approach**. The central role of the learners is demonstrated through the use of their own knowledge, background and interests as fundamental classroom resources; by regular and systematic analysis of learner needs and interests, and their ongoing feedback on the program as a means to refining the approach; interaction is therefore personalised and, similarly, every effort is made inside and outside the classroom for students to plan, monitor and evaluate the work they do. Classes strike a balance between teacher-fronted activity and individual, pair and group work. Seating arrangements are flexible, accordingly.

v) **A technology-informed approach.** Technology is embraced, and exploited in the form of Learning Management Systems (e.g. MOODLE, and online workbooks) and the use of smartboard technology in the classroom. Online supplementary work is encouraged and smart technologies (e.g. mobile phones and tablets) may be used in the classroom as appropriate. The language program and classroom approach should explicitly seek to develop digital skills and awareness.

vi) **An outcome-oriented approach** in which clear outcomes for classes are set at the beginning of lessons, implemented, evaluated, and reviewed at the end of lessons. Weekly and monthly reviews should also incorporate recycling of previous learning outcomes.

vii) **A competence-based approach** through which such emphases as critical thinking, creativity, initiative, problem solving, decision making and constructive management of feelings are visible in program planning and classroom activity types.

viii) **A task based approach** The purpose of which is understanding the use of authentic language and solving tasks using the target language. Focus is generally on creating the contexts in which to present the language with a whole range of lexical phrases, collocations and patterns as well as language forms. Such tasks commonly arise from the students' needs to motivate them, to improve communication skills, creativity and the use of authentic language skills among their peers since they are learning to communicate within a specific context.

### B.3: Program Learning Outcomes

As with other programs, the SFL program learning outcomes are embedded in the university learning outcomes as a whole and referenced to them:

FINAL INTERNATIONAL UNIVERSITY		YÖK		FIU-SFL
<b>L01</b>	Demonstrated the ability to communicate effectively in the medium of instruction in both speech and writing.	<b>COMPETENCE-7</b> <b>COMPETENCE-10</b>	SFL01 SFL02 SFL03 SFL06	To demonstrate reading and listening comprehension skills in general and academic subjects.  To communicate both fluently and accurately in English in both written and spoken form.  To demonstrate the knowledge of the vocabulary and grammar structures necessary for the use of language skills according to their level.  To gain the required proficiency in vocabulary, grammar and language skills to enable progression to English-medium departments
<b>L02</b>	Shown development in analytical, critical thinking and problem solving skills as foundations for creative and innovative practice.	<b>COMPETENCE-2</b> <b>COMPETENCE-4</b> <b>COMPETENCE-8</b>	SFL09	To gain the skills of critical and creative thinking, research and self-assessment
<b>L03</b>	Acquired the core concepts of their chosen subject area as well as the theoretical and practical knowledge	<b>KNOWLEDGE-1</b>	SFL04	To define and discuss academic and professional concepts, principles and procedures in their

	compatible with contemporary requirements in the relevant professional fields.			field
<b>L04</b>	Developed skills for effective planning, execution and evaluation of tasks and projects in academic and professional contexts through individual and collaborative approaches to study and work.	<b>COMPETENCE-3</b> <b>COMPETENCE-4</b> <b>COMPETENCE-9</b>	SFL05	To take responsibility in independent and collaborative assignments, reports, presentations and projects in English related to general and academic subjects
<b>L05</b>	Applied the knowledge, skills, responsibilities and commitment to quality required for high level professional practice in their field within both simulated and real-life contexts.	<b>SKILLS-1</b>	SFL05 SFL07	To take responsibility in independent and collaborative assignments, reports, presentations and projects in English related to general and academic subjects  To prepare and share written and oral presentations by using technology in accordance with academic ethics and quality standards
<b>L06</b>	Demonstrated receptivity to the philosophy of lifelong learning and the ability to engage in both autonomous and team-based academic and professional development.	<b>COMPETENCE-2</b> <b>COMPETENCE-5</b> <b>COMPETENCE-6</b>	SFL06	To gain the ability to communicate with potential colleagues and clients in national and international settings in and out of the classroom and to acquire the habit of lifelong learning.
<b>L07</b>	Gained sufficient academic competence in their subject field to enable progression into further academic studies, including the capacity to conduct independent research and gather and interpret qualitative and quantitative data sets.	<b>SKILLS-2</b> <b>COMPETENCE-1</b> <b>COMPETENCE-8</b> <b>COMPETENCE-12</b>	SFL04 SFL05 SFL09	To define and discuss academic and professional concepts, principles and procedures in their field  To take responsibility in independent and collaborative assignments, reports, presentations and projects in English related to general and academic subjects  To gain the skills of critical and creative thinking, research and self-assessment
<b>L08</b>	Shown responsibility and commitment to academic and professional ethics, and to civic and social responsibilities, including environmental protection, health, safety and security issues, and justice.	<b>COMPETENCE-9</b> <b>COMPETENCE-12</b>	SFL07	To prepare and share written and oral presentations by using technology in accordance with academic ethics and quality standards
<b>L09</b>	Shown awareness of the impact of their chosen field in the globalising world and developed the social and linguistic skills to underpin intercultural communication in an academic and professional context in both the mother tongue and in a	<b>COMPETENCE-7</b> <b>COMPETENCE-10</b> <b>COMPETENCE-13</b>	SFL08 SFL10	To gain the ability to communicate with potential colleagues and clients in national and international settings in and out of the classroom and to acquire the habit of lifelong learning.

	foreign language.			To respect cultural diversity and individual differences
<b>L10</b>	Demonstrated a practical competence in those mathematical, scientific and digital applications required within the context of their subject area, and more generally in modern life, and referenced to international qualifications such as The European Computer Driving Licence Advanced Level.	<b>COMPETENCE-11</b>	SFL07	To prepare and share written and oral presentations by using technology in accordance with academic ethics and quality standards

#### B.4: Program Outcomes in terms of CEFR levels

The program outcomes represent competences and skills to be achieved by students at the point of graduation from the four-year undergraduate program. The level at which these outcomes are reached is further refined through reference to the Common European Framework of Reference for Languages, and to the minimally desired outputs.

	<b>A 1</b>	<b>B1</b>	<b>B1+</b>	<b>B2</b>	<b>C1</b>
Turkish medium 2 year	x				
Turkish medium 4 year		x			
Preparatory School graduates (Except Graduate Programs)			x		
Preparatory School graduates for Graduate Programs				x	
English medium 4 year undergraduate Programs				x	
English medium Graduate Programs					x

#### B.5: Course Descriptions

Course descriptions are expected to provide specifications of learning outcomes and of both the teaching and assessment methods that relate most strongly to them.

#### B.6: Linguistic Specifications

These are derived from CEFR descriptors in tandem with the specifications provided by core textbooks and materials. Again the active nature of the learning outcomes is suggestive of an ongoing and active pedagogy marked by concrete and real task-based and communicative activity in the classroom.

#### B.7: Learner Input and Modifications

Learner performance and feedback, both orally and through surveys and written reflections, are expected to be essential arbiters of classroom practice and modifications to courses in terms of pace,

delivery, materials and objectives are to be expected during a program of study. The curriculum is designed to be a framework, not a straitjacket.

## **B.8: General Principles**

- i. Learning objectives and outcomes are shared with the learners through initial course descriptions.
- ii. Learning objectives and outcomes are further mediated through continuous feedback. These processes should incorporate regular self-assessment.
- iii. Further relevant information is derived from the end of course surveys.
- iv. The curriculum and key documents are regarded as sources from which day-to-day teaching and learning activities are designed and selected, and are intended to be used flexibly and responsively.
- v. Curriculum development and planning is based on the principle of guided learning hours and is thus informed by the **European Credit Transfer System (ECTS)**.

## **B.9: Validation of the Learning Experience**

Reflection on and evaluation of the quality of the learning experience is essential, and based on a number of instruments, including semester student evaluation surveys and course reports. Reflection and evaluation is also linked to the performance management and professional development dimensions of the operation through structured classroom observation schedules (self, peer, other) that encourage reflection and discussion on the quality of teaching and learning as a basis for further development of procedures.

## **B.10: Summary of Teaching and Learning**

This section of the handbook has focused on:

- Teaching and learning in the classroom
- The relationship between the learning process and learning outcomes
- Validation and evaluation of the teaching and learning process.

## PART C: Course Design and Supporting Systems

### C.1: Overview

Parts A and B above have provided information about the major learning outcomes of the University and the English language program as well as the management structure intended to support its implementation. This section goes into further detail about the design of the program and its courses, with a particular emphasis on the Common European Framework of Reference for Languages.

### C.2: List of SFL Courses with CEFR Global Descriptors

Preparatory School Courses	CEFR		MLD Courses
<b>ENGP010</b> <b>Beginner</b>		<b>A0</b>	<b>INGL101</b> <b>(MLD-TMP COURSE)</b>
	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of 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 that the other person talks slowly and clearly and is prepared to help.	<b>A1</b>	<b>INGL102</b> <b>(MLD-TMP COURSE)</b>
<b>ENGP020</b> <b>Elementary</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>A2</b>	
<b>ENGP030</b> <b>Pre-Intermediate</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 & ambitions and briefly give reasons and explanations for opinions and plans.	<b>B1</b>	

<b>ENGP040 Intermediate</b>	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). Can understand the main point of many radios or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. Can express themselves on complex issues using standard vocabulary with a good deal of clarity. Can write appropriately in everyday working situations. Can communicate information underlying importance and explaining reasons. Can read most texts and understand much of the detail often by inferring ideas based on key elements in the text.	<b>B1+</b>	<b>EXIT LEVEL FROM ENGLISH PREPARATORY SCHOOL</b>
<b>ENGP050 Intermediate Extended</b>	Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). Can understand the main point of many radios or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. Can express themselves on complex issues using standard vocabulary with a good deal of clarity. Can write appropriately in everyday working situations. Can communicate information underlying importance and explaining reasons. Can read most texts and understand much of the detail often by inferring ideas based on key elements in the text.	<b>B1+</b>	<b>EXIT LEVEL FROM ENGLISH PREPARATORY SCHOOL</b>
<b>ENGL121 (EMP - MLD COURSE)</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 on a topical issue giving the advantages and disadvantages of various options.	<b>B2</b>	
<b>ENGL122 (EMP - MLD COURSE)</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 on a topical issue giving the advantages and disadvantages of various options.	<b>B2</b>	

Reference:

[http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key\\_reference/Overview\\_CEFRscales\\_EN.pdf](http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/Overview_CEFRscales_EN.pdf)

The CEFR provides further breakdowns of these levels according to skill (reading, writing, listening, speaking) as well as on other dimensions. The framework also includes self-assessment descriptors for learners.

### **C.3: Class Hours, Learning Hours and The European Credit Transfer System**

According to the British Council (see: <https://www.britishcouncil.pt/en/our-levels-and-cefr>) and based on CEFR, each level is reached with the following number of *guided learning hours*:



A2, 180–200;  
B1, 350–400;  
B2, 500–600;  
C1, 700–800.

The SFL language curriculum is informed by these estimates but in interpreting them, acts on the basis that:

- Classroom hour at Preparatory School is 45 minutes per academic hour and for MLD courses 50 minutes.
- Natural wastage and loss of time and focus need to be factored in, as do exam periods, national and religious holidays, and average absenteeism rates.
- Guided Learning hours need to be defined. In these calculations, guided learning hours are taken to mean:
  - i. Formal classroom contact hours for English lessons
  - ii. Formal classroom contact hours in a sheltered English medium environment
  - iii. Supervised online work and homework, meaning that the process is monitored and feedback provided
  - iv. Supervised clubs and activities held in English and with designated learning outcomes.

## C.4: Classroom Hours for English Language Classes

### Preparatory School Courses

20 hours per week, over a total of 7-week period = 140 classroom hours per level; as given in **C.3** above (45 minute per class hours, exam weeks, holidays, absences etc.), sufficient for average students to reach a B1 +/- B2 level during their stay in the preparatory school.

### Modern Languages Division Courses

For 2 credit courses, 2 hours per week over a 15-16-week period = approximately 30 classroom hours as given in C.3.

For 3 credit courses, 3 hours per week over a 15-16-week period = approximately 45 classroom hours as given in C.3.

## C.5: Implications

As FIU-SFL develops, it will need to consider:

- The development of learner autonomy and a substantial self-study component within course, methodology and design.
- Further language support courses.
- Use of the extended summer break for additional courses.

Given the learning outcomes of Final International University, language classes and courses also need to reach beyond purely linguistic aims and provide input to students on how to become self-supporting and motivated in their learning.

## C.6: Textbooks and Materials

Textbooks and materials are selected according to their suitability for meeting the defined outcomes of the program and needs of the student body. The learning outcomes provided in the books and units then provide the basis for shorter units of study (months, weeks, days, lessons) that are driven explicitly by learning outcomes. Textbooks will be given to students at the beginning of each module. Students are required to sign **a document** to confirm that they have received the books. This signed document must be submitted to the SFL secretary after completion.

## PART D: Assessment and Certification

### D.1: English Proficiency and Placement Exam

Students who enrol in Final International University programs where the medium of instruction is English are required to take the English Proficiency and Placement Exam (UFÜYYES) at the beginning of the academic semester before they can start their studies. Students who attain the required level can register for courses offered in their registered programs. Students who are under the required level for their program are placed into English Preparatory School for one or two semesters according to their levels as determined by the exam, which are: Beginner, Elementary, Pre-intermediate, Intermediate and Intermediate Extended.

#### D.1.1: Exemptions from the English/Turkish Proficiency and Placement Exam

Students meeting the minimum FIU requirements as stated in the table below qualify for exemption from the FIU English/Turkish Proficiency and Placement Exam.

<b>For all programs except Graduate Programs</b>	<b>For Graduate Programs</b>
<b>UFÜYYES B1+</b>	<b>UFÜYYES B2</b>
<b>IELTS</b> (minimum 5.0)	<b>IELTS</b> (minimum 5.5) (5.0: Additional speaking and / or writing exam)
<b>TOEFL iBT</b> (minimum 60)	<b>TOEFL iBT</b> (minimum 65) (60: Additional speaking and / or writing exam)
<b>TOEFL PBT</b> (minimum 497)	<b>TOEFL PBT</b> (minimum 513) (497: Additional speaking and / or writing exam)
<b>TOEFL CBT</b> (minimum 170)	<b>TOEFL CBT</b> (minimum 183) (170: Additional speaking and / or writing exam)

<b>PTE Academic</b> (minimum 40)	<b>PTE Academic</b> (minimum 46)
<b>ÜDS / YDS / KPDS / YÖKDİL</b> (minimum 50)	<b>ÜDS / YDS / KPDS / YÖKDİL</b> (minimum 60)
<b>GCE / IGCSE</b> (minimum C)	<b>GCE / IGCSE</b> (minimum B)
<b>FCE</b> (minimum C)	<b>FCE</b> (minimum B)
<b>CPE / CAE</b> (minimum C)	<b>CPE / CAE</b> (minimum B)
<b>City &amp; Guilds</b> (minimum B1 Pass)	<b>City &amp; Guilds</b> (minimum B1 First Class Pass) (B1 Pass: Additional speaking and / or writing exam)
<b>LCCI (ESP)</b> (minimum Level 1 Distinction)	<b>LCCI (ESP)</b> (minimum Level 2 Pass) (Level 1 Distinction: Additional speaking and / or writing exam)
<b>WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC</b> (minimum C)	<b>WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC</b> (minimum B) (C) Additional speaking and / or writing exam)
<b>UCE</b> (between 5-6)	<b>UCE</b> (between 3-4)
<b>NSC (ieb)</b> (minimum 50% or 4)	<b>NSC (ieb)</b> (minimum 60% or 5) (50% or 4: Additional speaking and / or writing exam)
<b>ECZ</b> (minimum 6)	<b>ECZ</b> (minimum 5)
<b>HIGCSE/NSSC</b> (minimum 3)	<b>HIGCSE/NSSC</b> (minimum 2)
<b>KNEC</b> (minimum C)	<b>KNEC</b> (minimum C+) (C: Additional speaking and / or writing exam)
<b>NECTA (CSEE)</b> (minimum C)	<b>NECTA (CSEE)</b> (minimum B) (C: Additional speaking and / or writing exam)
<b>SAT</b> (Writing 340 and Reading 400 or 740 Total)	<b>SAT</b> (Writing 350 and Reading 410 or 760 Total) (Writing 340 and Reading 400 or 740 Total: Additional speaking and / or writing exam)
<b>NEAEA</b> (minimum C)	<b>NEAEA</b> (minimum B)

\* The results of all certificates and documents mentioned in the table above are valid for two years. Validity of certificates which have exceeded the two-year period will be assessed and determined by the School of Foreign Languages.

#### NOTES ON EXEMPTION:

- Students who have completed their English preparatory education in another higher education institution must enter the UFÜYYES regardless of their grade and the level they have completed.
- Exemption from English Language Proficiency and Placement Exam for students who hold international language certificates which are not mentioned in the table above is determined by written exam and / or oral interview conducted by the School of Foreign Languages.
- The exemption from UFÜYYES for those who have studied and completed their secondary education in the last three years in English medium institutions in countries where the official language is English, is evaluated by the School of Foreign Languages through an oral interview and / or a written examination.

#### D.1.2: About the English Proficiency and Placement Exam

Oxford Online Placement Test (OOPT), an international computer-based exam, is used in FIU as the English Placement Exam.

The test is divided into two parts: Use of English and Listening.

Use of English (Approx. 30 questions): This part tests the test takers knowledge of English grammar and vocabulary, for example, how well they know tenses, or which word would be correct in a sentence. It also tests how well they understand what someone means when they are talking to them. This understanding is very important in language learning.

Listening (Approx. 15 questions): This part tests the (literal & implicit) meaning in language.

Exam takers are objectively rated according to the Common European Framework of Reference for Languages (CEFR).

The test should take between 45 minutes and an hour (although test takers are given 70 minutes to complete it). However, it all depends on the test taker. The test is adaptive. This means that it doesn't have a set number of questions, and the questions won't always be the same. The test decides which questions to ask the test takers, depending on how well they are progressing. If the test taker answers a question correctly, the student will be given a more difficult one next; conversely, the student will get an easier question next if the previous question is not answered correctly. By constantly matching questions from its database to the test takers ability to answer them correctly, the exam can, therefore, accurately assess the students' level of English.

The Oxford Placement Test is not an achievement test; it is designed only to measure the English language level of the student. It does not require advance preparation. If the student achieves a high A2 or B1 score, the student will then be invited to **Part 2** - a second exam (speaking and writing) to see if they are ready for their academic program.

## **D.2: Turkish Proficiency and Placement Exam**

Students, except those who have graduated from the Republic of Turkey and the Turkish Republic of Northern Cyprus, who register to Final International University programs where the medium of instruction is Turkish are required to take the Turkish Proficiency and Placement Exam at the beginning of the academic semester before they can start their studies. Students who attain the required level can enrol in courses offered in their registered programs. Students who are under the required level for their program are placed into English Preparatory School for one or two semesters according to their levels as determined by the exam, which are: Beginner, Elementary, Pre-intermediate, Intermediate and Upper Intermediate.

### **D.2.1: Exemptions from the Turkish Proficiency and Placement Exam**

Those students who have received B1+ level from SFL's Turkish Proficiency and Placement Exam, TÖMER Exam or Yunus Emre Institute Turkish Proficiency Exam are exempted from Turkish Preparatory School.

## **D.3: Course Assessment Principles**

The FIU-SFL approach to assessment and evaluation incorporates the following general principles:

- i. Assessment has a key washback effect into the learning and teaching process. How we assess impacts significantly on how we teach and how our learners learn.
- ii. Assessment is indexed to the CEFR and learning outcomes / can-do statements.
- iii. All learning outcomes should be assessed. All assessment tools should be clearly indexed to relevant learning outcomes.
- iv. Assessment outcomes provide feedback about courses and program implementation.
- v. Feedback to students on performance is an essential component of the assessment cycle.
- vi. Assessment should incorporate a balance between the four language skills, and relevant sub-skills (speaking, listening, writing, vocabulary), and the development of key vocabulary, and grammar.
- vii. Assessment should be adopted to student-centred principles, not only in terms of individual feedback and a formative emphasis, but components that allow for differentiated and personalised responses.

## **D.4: Quiz, Mid-Term, Achievement Test and Final Exams**

Formal written Quizzes, Midterm and Final Exams need to be administered for all language courses in accordance with the regulations of Final International University. In order to ensure consistency, all courses should allocate 25% of the final grade to the Quiz (midterm exam for ENGP050), and 30% of the Final grade to the Achievement Test (Final Exam for ENGP050). These exams would normally be between 60 and 120 minutes in duration. Both exams are centrally scheduled according to the University calendar.

## D.5: In-Class Assessment

The remaining 45% of the course assessment is allocated to assignments, and may include such elements as:

- i. Homework
- ii. Projects
- iii. Presentations
- iv. Process writing
- v. Participation in class
- vi. Successful completion of tasks

Assessment should be learning-outcome orientated and descriptors should be available as appropriate for assessment tools for each course/level.

## D.6: Design and Moderation of Assessment Materials

In order to ensure the suitability, consistency and overall quality of assessment methods, the following procedures have been established, requiring coordination both within, and across teaching teams.

STAGE	ACTIVITY
<b>1. Design</b>	Discussion and design of draft test or other tool.
<b>2. Pre-Moderation I</b>	Including: <ul style="list-style-type: none"> <li>✓ Taking of test and production of answer key by moderator(s)</li> <li>✓ Proofreading</li> <li>✓ Timing checks</li> <li>✓ Balance Checks</li> <li>✓ Learning Outcome checks</li> <li>✓ Checking of descriptors</li> </ul>
<b>3. Revisions</b>	Revision, according to outcomes of moderation.
<b>4. Pre-Moderation II and Final Revisions</b>	✓ As above
<b>5. Printing and Multiplying</b>	✓ Including assuring the security of all assessment materials
<b>6. Administration</b>	✓ Invigilation / Implementation
<b>7. Grading and Moderation</b>	<ul style="list-style-type: none"> <li>✓ Grading and Assessment, including:</li> <li>✓ Moderation of subjectively graded elements such as writing, according to agreed criteria</li> </ul>
<b>8. Post Moderation of Results and Materials</b>	✓ Including grade distributions and averages, performance on different sections, grading adjustment in exceptional circumstances.
<b>9. Archiving</b>	✓ Secure archiving of hard and soft versions.

## **D.7 Academic Year Calendar**

Available on FIU website and LMS

## **PART E: Academic Resources**

### **E.1: Commercial Course Books**

Commercial course books are selected through a process of consultation across the Academic Staff body, publishers, and the University administration. Selected books have to satisfy requirements in terms of:

- ✓ CEFR Linkage
- ✓ Specification of learning outcomes / can-do statements
- ✓ Content-relevance, given the academic context of the learning environment, and the broad scope of FIU Institutional Learning Outcomes
- ✓ Suitability, relevance and appeal to our student body
- ✓ Affordability to our students.

### **E.2: On-Line Learning Platforms**

FIU makes use of the MOODLE platform, a social constructivist platform, that facilitates interaction as well as online course development and support.

In tandem with Macmillan, the FIU-SFL also makes use of the Macmillan English campus and online workbooks.

### **E.3: Development of In-house material**

Where in-house material is used, preparation, implementation, evaluation and storage very broadly follows the moderation process for Assessment Materials (See Section D6) without the onus on security. Materials are expected to:

- ✓ Identify and relate to specific learning outcomes
- ✓ Conform to methodological considerations (See Section B2)
- ✓ Clearly state any sources used
- ✓ Conform to international copyright law
- ✓ Be error-free.

### **E.4: Electronic Connectivity and Equipment**

All FIU-SFL classes are equipped with Smart Boards or Smart TVs and Whiteboards. Smartboards or TVs are connected to the Internet, and have USB connections, and internal speakers, thus enabling the use of a wide range of alternative media and resources within the classroom. CD/DVD players are available for connection to the system if required, as are peripherals, such as mouse and keyboards.



It is expected that electronic equipment is used regularly, to introduce students to a wide range of learning options, bringing colour, variety and purpose into the classroom. Login to the system is through the FIU username and password.

Support for these services and equipment is provided by the FIU IT Centre.

## **E.5: Resources, Technology and Facilities**

### **5.1 Stationery**

Instructors are able to order stationery through the Secretary of the school directorate.

### **5.2 Printing and photocopy services**

There are printers located in the main building and can be accessed with a staff card. Each instructor is allocated a specific printing quota for the course they are teaching. This quota is updated every semester. If there is a demand Instructors are allocated a higher quota to help them with their course needs. Photocopy services are used to make multiple copies for the class.

### **5.3 Computers**

Each instructor in FIU University Preparatory Program is allocated a laptop or desktop computer. Instructors are responsible for their own computer, and will be required to pay for any damage to or loss.

## **PART F: Learning Environment**

### **F.1: Teaching Environment**

Specific classrooms are allocated for preparatory classes, enabling course program material to be uploaded permanently on the smartboards for easy access, and the classroom walls to be used for displays. The classrooms have a capacity of approximately twenty-four learners, in keeping with the institutional policy of keeping class sizes for language learners small. All classrooms are fully air-conditioned.

### **F.2: Other Study Facilities**

Portable display boards are available for use outside the classrooms in the FIU-SFL classroom area. It is also expected that students will make use of, and be guided in the use of:

- ✓ The FIU Library
- ✓ The FIU Computer Laboratories

### **F.3: Leisure Facilities**

FIU-SFL students enjoy access to all the FIU leisure facilities both on and off campus, including the indoor sports and leisure centre, and the outdoor facilities available at the Pia Bella and Acapulco Hotels.

### **F.4: Catering**

The FIU cafeterias and canteens are open during working hours to both staff and students and offer food and drink at subsidised prices. Staff also have access to a kitchen facility.

### **F.5: Health and Safety**

The Office of the FIU General Secretary monitors the campus on a continual basis to ensure that all facilities meet required standards for health, safety, hygiene and cleanliness, as well as ensuring that the campus and its facilities are accessible to the disabled community. Procedures for emergencies including fires and earthquakes are posted on each floor, and introduced to students as part of their orientation program. A once-a-semester drill is held to ensure that all staff and students are fully familiar with procedures in such cases.

## **PART F: Client Services**

### **G.1: Office Hours**

All academic staff are required to schedule at least one office hour per class per week, through which students can seek individual or group assistance regarding any aspect of their academic program and personal progress.

### **G.2: Open Door Policy**

The provision of scheduled office hours does not preclude students from visiting their instructors at other times when they might be available. FIU has an explicit open-door policy when it comes to staff availability to students.

### **G.3: Advisory System**

All students have an academic advisor who ensures that students are guided through the registration process, enrol in all required courses, and are assisted and advised throughout the duration of their program. The guide for student registration can be found in Appendix 1.

### **G.4: FIU Portal and Attendance**

All students have access through their university username and password to the FIU portal, through which they have access to University announcements and personal course grades.

Students are required to attend a minimum of 70% of classes, and attendance is monitored closely, not only for academic reasons, but to ensure that students are safe, healthy, and secure, and that any possible problem is identified as soon as possible. Instructors are required to be vigilant in this regard and report any occurrences of sequential unexplained absence. It is advisable that instructors warn the students who run the risk of exceeding attendance limits.

### **G.5: Disclosure of Information to Sponsors**

It is very natural that parents and sponsors wish to be informed about the progress and welfare of their children. However, in terms of legal status, from the age of eighteen, students at FIU are adults with both the obligations and rights which that entails. From the point of registration, students are invited to sign a disclosure release form, giving permission for FIU to be in contact with their nominated sponsor, and to release information about their progress, grades, welfare, etc.

Students are entitled to refuse to sign this form, in which case contact can only be made in the case of emergencies.

## **G.6: Counselling Centre**

FIU has its own Counselling Centre. Students are free to make appointments to visit the counsellor at any time, for guidance regarding any aspect of their welfare, including such issues as stress, homesickness, adaptation problems, time management, study skills, etc. The Counselling Centre plays a prime role in the orientation of new students and runs regular seminars on a wide variety of topics throughout the academic year.

## **G.7: Health Centre**

The FIU Health Centre provides basic medical treatment and advice to FIU students and staff, and referrals to outside medical services when required.

## **G.8: International Office**

The International Office is involved in the recruitment and orientation of international (non-Turkish speaking) students at FIU, and plays a key role in ensuring that international students are able to settle into life in their new community and take advantage of the opportunities it offers.

## **G.9: Registrar's Office**

The Registrar's Office is responsible for student affairs, including registration, the academic portal, transcripts, and certification, as well as residence permissions in the Turkish Republic of Northern Cyprus.

## **G.10: Social and Cultural Affairs Office**

The FIU Social and Cultural Affairs Office is responsible for all social and cultural activities including clubs, societies, excursions, celebrations, and sports at the University. Since FIU is an international university, FIU-SFL plays a substantial role in the organisation of English speaking activities that take place outside the framework of the formal curriculum.

## **G.11: Student Council**

The FIU Student Council also operates under the umbrella of the Social and Cultural Affairs Office and is comprised of elected student representatives from each academic unit of the University. The student representatives act as a bridge between the student and staff body of the University, and may attend Faculty / School Board meetings and present the perspectives and proposals of the student body regarding any aspect of the student experience to the relevant units of the University for consideration.

## **G.12: Accommodation**

FIU has student dormitories. These are managed by the Office of the General Secretary. Students are also assisted in finding private accommodation if they prefer.

## PART H: Quality Assurance

### H.1: Quality Assurance and Strategic Planning Office

See Section A.3. FIU has as its overall framework for Quality Assurance, the European Standards and Guidelines, 2015 ([http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)).

Representatives for the **FIU Quality Assurance and Strategic Planning Office (QASP)** are selected from all academic units, including FIU School of Foreign Languages. The Office seeks to support quality initiatives across the University and ensure that ESG guidelines are met.

The FIU-SFL QASP Representative has the additional responsibilities of:

- i. Overseeing the annual strategic planning and review process.
- ii. Overseeing applications for international accreditation.
- iii. Helping establish and develop a performance management and review process.
- iv. Overseeing the production of staff and student handbooks.
- v. Helping with internal audit and producing the annual self-report, as well as other documentation relevant to accreditation and the operation more generally.

(See Section A.10.2)

### H.2: FIU Senate

The FIU Senate is the highest academic decision-making body of the University. FIU-SFL is represented in the Senate by the SFL Director. The Senate examines proposals, provides feedback, and votes on formal proposals for change.

### H.3: FIU-SFL Strategic Planning and Evaluation Cycle

As part of these institution-wide processes, annually, the SFL is required to:

- i. Produce a self-report, summarising data regarding the school and its performance, and drawing conclusions from that data.
- ii. The data includes such aspects as:
  - Attendance
  - Grades and averages and distributions
  - Survey results
  - Course reviews
- iii. Produce an updated strategic plan that identifies strengths and areas for improvement, prioritises those issues and identifies concrete action and key performance indicators.

## **H.4: Student Surveys, Reflections and Focus Groups**

An essential component of this process is the collection of first-hand data from the students regarding all aspects of their experience at FIU, using such instruments as:

- i. Formal surveys
- ii. Classroom focus groups and discussions
- iii. Written reflections and comments on the learning process which may be integrated into the classroom learning and assessment processes
- iv. Analysis of performance in the different dimensions of the language learning process

## **H.5: Classroom Observation Cycle**

The driving spirit of these processes is towards continuous learning, development and improvement, and in line with what is a reflective but action-oriented process, FIU-SFL has instituted a formal system of classroom observations.

The observation cycle is based on a traditional four-part system of:

- i. Pre-observation discussions that agree on the basis for the observation and key areas of interest and concern
- ii. The observation itself
- iii. Post-observation meetings that are used not only as a forum for discussion of the class in question, but as an expanded forum through which participants can set future targets, and raise views regarding all aspects of the language teaching operation
- iv. Agreement on written records, which are kept in the participants' files

As far as the classroom observations themselves are concerned, it is advised that recording, and discussion of lessons should have identified a limited area or small set of areas for specific focus and development.

Having said that observers are also asked to report, holistically, on how well the institution as a whole is conforming to its mission, vision and philosophy, and to recommend, for example, key areas for professional development, and institutional development.

Key reference documents in this regard include:

- i. Our key values (See A.6)
- ii. Our job description (See A.10)
- iii. The Cambridge English Teaching Framework. See:

<http://www.cambridgeenglish.org/images/172992-full-level-descriptors-cambridge-english-teaching-framework.pdf>

<http://www.cambridgeenglish.org/images/172991-categories-and-components-cambridge-english-teaching-framework.pdf>

### **H.5.1: Classroom Observations in Orientation Year**

Classroom observations in the first year of employment are part of the induction process. Generally two class observation cycles will be conducted in the first year of employment. Newly employed teachers will also be expected to conduct three guided peer observations.

### **H.5.2: Observations in Second Year of Employment Onwards**

The classroom observation cycle for instructors from the second year of employment onwards is limited to one cycle a year. All instructors at this level are however required to be open to peer observation and discussion with instructors in their first two years of employment.

### **H.5.3: Observers**

The classroom observers involved in the scheme will undergo annual training and induction, and may include the FIU SFL director, vice-directors, coordinators, or other mentors appointed for the purpose.

## **PART I: Staff Profile and Development**

### **I.1: Recruitment**

The first stage of recruitment is through written application to the institution, to include copies of relevant certification, a cv, statement of intention, and a minimum of two academic references. All applications are double-checked by the SFL Management and Human Resources Department and processed only if complete.

For positions as language teachers, applicants are expected to have:

- i. Minimum bachelor's degree in a related subject (ELT, English language, Linguistics etc.),
- ii. A relevant teaching qualification,
- iii. High level English language proficiency with recognised qualification, at minimum C1 on the Common European Framework of Reference for Languages,
- iv. Submitted a complete application package, professionally presented, in correct English, and indicating a serious commitment to the post applied for.

Successful candidates are then invited to:

- v. Interview

The interview offers applicants the chance to demonstrate their spoken language proficiency, their commitment to the team-work culture that underpins work in FIU-SFL, and discuss the different aspects of the post applied for.

Applicants in this final stage are rank-ordered for employment in available positions by a panel of minimum three interviewers, including the SFL Director and a vice-director, and one other senior member of the team. Candidates that are eligible are taken to the rectorate for final approval of their employment.

### **I.2: Staff Profiles and Positions**

The relevant background, experience, and interests of academic staff are taken into full account in the allocation of teaching duties, and other extra-responsibility positions within the School as a whole.

### **I.3: Induction**



All newly employed full/part-time instructors, regardless of experience elsewhere, are required to participate in the orientation and induction period, which includes the following components:

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

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

**Peer-Observation:** There is one, arranged peer-observation, and it needs to be completed after the first observation with the mentor; focused; based on classroom observations, personal targets; and documented (by filling in a peer-observation form).

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

**CV**

**Classroom observations**

**Video recording**

**Peer-observation**

**Reflections on any recent teacher development events**

**End of semester report-based** on their experience at FIU, the course(s) they have been teaching and on the induction programme.

The orientation and induction also includes additional seminars and workshops.

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

## **I.4: Performance Management System Overview**

The FIU-SFL Performance Management System is mission and vision orientated and referenced to the official job descriptions of the FIU-SFL (See: **A.10.2**), and the teaching and learning guidelines as described in **Part B**. of this handbook.

The goals of the system are to:

- ✓ Encourage continuing individual professional learning and development within a reflective but structured framework.
- ✓ Promote collaborative development in a framework that contributes to the development of quality standards across the school as a whole.

The System is based on recorded contributions and activities within different categories of activity, and is formalised through a simple recording system, based on target-setting, reflection and evaluation to be collated into an **individual staff portfolio**.

### **I.5: Performance Management System Report Categories**

The finalised portfolio is expected to include activity in each of the three main categories. In each category, a minimum of one target should be set at the beginning of the academic year.

<b>1. Teaching and Learning</b>	
a) Student Course Evaluation Records b) Observational Cycle Records and Reports	Both Required
<b>2. Professional Development</b>	
a) Records of courses or programs undertaken. b) Records of seminars / workshops / conferences attended. c) Records of any individual, autonomous self-developmental activity conducted.	Encouraged
<b>3. Contributions to School, University and wider community.</b>	
a) Seminars, workshops, courses, training etc. conducted on behalf of the School / University. b) Extra-responsibility positions held. c) Involvement in other projects / tasks conducted by the School / University. d) Research published / conferences presented etc. in the University name.	Encouraged
<b>4. Self-Report:</b> This should include – a brief summary of progress in each area, and a general self-evaluation of the year and at the end of which targets for the following academic year should be set, and the support required to achieve them identified.	Required
<b>5. Evaluation and Recommendations:</b> As part of the data-informed School Self-Report, and the Quality Assurance Process, all participants are invited to evaluate the work of the school and university more generally, identifying strengths, weaknesses, and priorities for improvements that may be included in the School strategic plan.	Required

The Cambridge Teaching Framework may also be used as a guide in the process.

### **I.6: The Performance Management System Process.**

The Performance Management System follows an annual cycle, which concludes one week after the spring semester final examinations with:

- I. Meeting with supervisor/mentors and finalisation of portfolio, including draft targets for following academic year.

- II. SFL Evaluation and PD Week to include reports on progress, workshops, and discussion of staff recommendations for the following year.
- III. Targets and assignments for the following year should be finalised in meetings with supervisors before the beginning of the following academic year, and briefly introduced to the School as a whole during a preliminary full staff meeting.
- IV. In the interim period, it is expected that the School will have:
  - ✓ Completed the FIU-SFL Annual self-report
  - ✓ Completed annual course reports and updated course specifications.
  - ✓ Updated its Strategic Plan
  - ✓ Updated handbooks, web, promotional materials etc.

### **I.7: Supervisors / Mentors**

The default supervisor and coordinator of the FIU-SFL Performance Management System are the SFL Vice-directors and Coordinators. With the agreement of the SFL Director and others involved, individual supervisors / mentors may be appointed from within the SFL staff body, including trainers, advisors, and experienced staff members.

Supervisors will be expected to:

- I. Attend training days and meetings as required.
- II. Conduct two formal, recorded meetings per year with supervisees/mentees.
- III. Support the mentee with the development of the portfolio and verify its contents.

### **I.8: The Performance Management System Outputs.**

The FIU-SFL Performance Management System is designed to facilitate the following outputs:

- I. Support for the professional development of academic staff.
- II. Development of institutional quality standards.
- III. Transparency of operations and staff collaboration.
- IV. Data gathering for input in Quality Assurance policies.

### **I.9: Summary of Performance Management System Philosophy**

The system is designed to provide a supportive environment that will contribute to both individual and institutional well-being and develop a culture of continuous development, learning and collaboration. The products of the process in terms of documentation, reports and portfolios are not governed by any rules of confidentiality. The more they are used as learning resources, and shared, the better.

The final portfolios submitted to the School should be professionally formatted, complete, and fulfil the requirements of the system in both letter and spirit, and be validated as an accurate record of the year.

Issues of satisfactory or unsatisfactory performance that may arise and which may have a bearing on contract renewals and other related issues, would in any case be referred to the SFL Director and Coordinator, and courses of action individually specified according to circumstances.

## **PART J: Staff Employment Terms**

### **J.1: Contractual Issues**

SFL Academic Staff should consider the job description in this handbook as an annex to the contract. Contracts are generally issued for one calendar year, and may be full-time or part-time. Contracts are required to conform to the laws of the country with regard to such issues as annual leave, working hours, social security and provident fund payments and timely payment of salaries. FIU is committed to ensuring that all legal requirements are met in all such regards.

### **J.2: Work Hours**

All Preparatory Program instructors are expected to work a 40-hour week. Regular daily working hours are 08:30 to 17:30 (depending on schedule). In addition to teaching in the classroom, the instructors are expected to fulfil all other responsibilities such as attending weekly unit meetings to discuss teaching- and learning-related issues in their classes and units, attending standardisation sessions, and invigilating/marking for institutional exams. This is outlined in the relevant Preparatory Program instructor job description. The instructors are required to make up for missed classes, except for cases of prolonged illness documented by a doctor's report. Coursework and study time for in-service training programs are not included in the 40- hour week schedule. All instructors may be asked to do summer school depending on course load completion.

### **J.3: Absenteeism from Work**

Working rules and regulations stipulate that all members of staff notify the school of any urgent absenteeism.

It is imperative that every member of academic staff is required to **e-mail the secretary and SFL Directorate by 8:30** at the latest on the day of absence with information about the **reason**, together with **expected length, details of work to be covered**, and other commitments, e.g. meetings, training courses and so on. This also applies on days when there are office hours.

The names of the absent staff are recorded and course statistics of absences are compiled for every semester and a report is submitted to the Directorate, and the Human Resource Office.

For planned absenteeism, staff members are requested to fill in the 'Academic Staff Leave Request Form' (obtained from the Human Resources office) explaining the reason for the request and any class/work make-up plan if applicable. Filled in forms should be submitted to the teacher who will pass them to the Directorate for final decision.

#### **J.4: Documentation**

Instructors are requested to bring in or send a sick note within 3 days of illness. The University requires a medical report from the University Health Centre or from a State Hospital. In exceptional circumstances, a medical report from a private hospital may be acceptable at the discretion of the Directorate.

#### **J.5: Making up for absenteeism / Substitution**

Instructors are expected to make up any classes which they miss as a result of being absent for health and other reasons. Classes should be made up once the instructor is back at work by using the allocated slots in the timetable for class make-up periods, or during other times such as the weekend, with agreement of the Directorate. This rule applies equally to instructors without a health report, or those who present a health report for one, two, or three days.

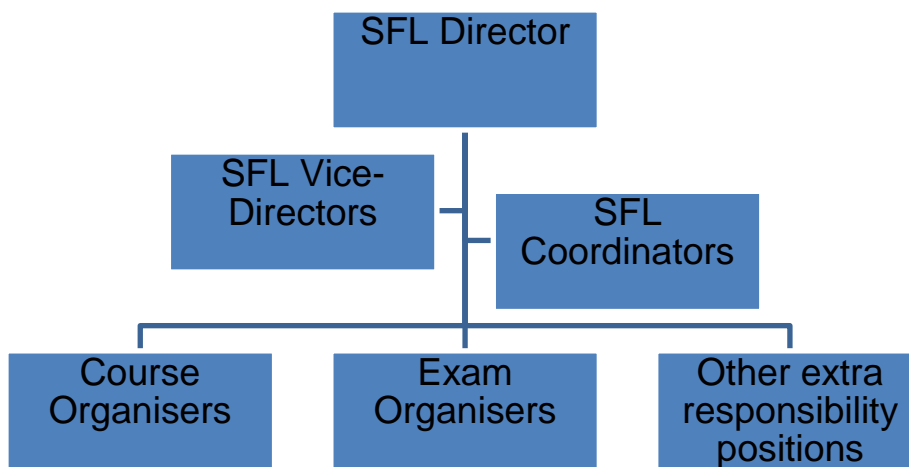
- The instructor should make sure that the information about the make-up hour(s) is shared with the students by informing them in class and through LMS.
- Students are encouraged to attend make-up classes and missing students will not be marked as absent.
- Instructors who have a health report for longer than three days, and who are unable to make up the hours, will have their 'missed' class hours 'banked' and will be expected to repay those hours at a time of need as determined by the program director. In cases of extended illness of an exceptional nature, the University reserves the right to waive this requirement.
- If the class of an absent instructor is substituted for then the absent teacher's class hours will be banked in the absent teacher's name. The banked hours may be used at a future date by the program for filling in classes of absent colleagues.
- If the absent hours are not fulfilled by the end of the academic year, the absent hours will be deducted from the salary of the instructor.
- For non-teaching days for which no health report has been submitted a record of absence will be kept. If those non-teaching days contain pre-programmed non-teaching duties such as office hours, teachers are asked to reschedule them. Absences for non-teaching days without a health report are banked and may be used for institutional non-teaching requirements such as grading, invigilating, etc.

- Other compassionate leave may be granted at the discretion of the Directorate (e.g. court appearance). This may entail the program asking the staff member to make up the lost time.

## PART K: Internal Communications

### K.1: Lines of Management and Accountability

Lines of management and accountability are formally described to a large extent in **Part A.** of this handbook, and are illustrated below:



By definition, all involved in our programs are instructors, and a fundamental principle of operation is that we wish the school to operate on a collaborative and harmonious basis, to include the principle of mutual accountability, both horizontal and vertical.

### K.2: Lines of Communication

- I. Academic staff in SFL generally work in course teams, established to coordinate the delivery of specific courses. Issues regarding course delivery are therefore primarily discussed and agreed upon within the team, under the supervision of the course organiser.
- II. Level organisers in the SFL are all accountable to the SFL Coordinator and Vice Directors for all matters concerning the smooth running and operation of educational programs.
- III. The SFL Coordinator and Vice Directors are accountable to the SFL Director for the smooth running of the operation and team(s).

It is important to the general harmony of the operation that these lines of communication are adhered to in terms of both day-to-day operations and problem-solving.

Similarly, flow of information from higher university bodies to the staff as a whole is expected from those in line management and other positions of extra responsibility.

### **K.3: Channels of Communication**

- I. As a small institution, face-to-face interaction through informal and formal meetings is expected to be ongoing. Formal meetings should be documented and minuted. Issues of wider concern and applicability should be brought to the attention of the FIU-SFL Coordinator and tabled for discussion at the SFL Council, or other university body as appropriate.
- II. All academic staff members have FIU mail accounts. These accounts should be used for professional purposes only, and for formal communication, observing professional norms in address, and paying due heed to providing in mails:
  - Clear subject headings
  - Clear file names for attachments
  - Circulated to others for obvious professional reasons.
- III. For storage of resources and work in progress, use may be made of either the SFL Dropbox or MOODLE.
- IV. More permanent and fixed information about FIU-SFL is stored on the University web-page and in the relevant handbooks, including information about EAQUALS, to be distributed by the FIU-SFL QASP representative.

### **K.4: Grievance Procedures**

It is to be hoped that all academic staff members will make every effort to quietly resolve any disagreements and problems that they might have amongst themselves, and in accordance with the guidelines in the FIU Staff Handbook, contracts, job descriptions, and with regard to standard professional ethics.

If efforts to resolve a problem have not succeeded, or seem to lack a resolution, academic staff may wish to discuss the matter with the SFL Vice Directors / Coordinator / SFL Director, and, finally, initiate a formal grievance procedure by writing a petition to the SFL Director. In doing so, a formal investigation is required in order to bring the matter to a resolution.

### **K.5: Disciplinary Procedures**

Disciplinary measures, similarly, are not a preferred solution to problems, being time-consuming and stressful to all concerned. Nonetheless, the University by-laws provide clear information about what behaviours are actionable and what sanctions may be imposed by the official University Disciplinary Committee (which itself has a representative from FIU-SFL). Staff are advised to familiarise themselves with this document.



## **PART L: External Communications**

### **L.1: External Communication Channels**

These include the material on the FIU web, University brochures, and handbooks and reports regarding FIU-SFL activity.

The main fixed source of information for students and sponsors is the information provided on the FIU web and through the student handbook, which has been designed to be a guide with interactive elements to all aspects of life and learning at FIU.

## Appendix 1: Course Registration Procedures

As mentioned in G.3 (Advisory System), an academic advisor is assigned for each student studying in FIU-SFL. One of the responsibilities of the academic advisors is to register the students to the relevant course that they should be taking in the current academic semester. The steps to take for finalizing the student registrations are as follows;

- A. Newly registered students;
  - a. Check the student Proficiency and Placement exam Results from <https://online.final.edu.tr/ufuyyes/> by entering their student number.
  - b. Log into the Academic Information System <https://ais.final.edu.tr/>
  - c. In the menu section on the left side of the page, click on “student” and choose “confirm registration”.
  - d. Search for the student, using their student ID.
  - e. Click on the student’s name and choose “course enrolment”.
  - f. Courses offered in preparatory school can be found under common university courses.
  - g. Select one of the available sections from the level that the student has been placed in.
- B. Previously registered students;
  - a. Log into the Academic Information System <https://ais.final.edu.tr/>
  - b. In the menu section on the left side of the page, click on “student” and choose “confirm registration”.
  - c. Search for the student, using their student ID.
  - d. Click on the student’s name and choose “course enrolment”.
  - e. Check the student’s transcript and if they have passed the previous class they were registered in.
  - f. If the student has passed the class, check if the student has taken the Proficiency and Placement exam via <https://online.final.edu.tr/ufuyyes/> by entering their student number. If they have taken the exam and have been placed in a higher level, place them in the level determined by their exam results. If not place them in the level, they should continue.
  - g. If the student has not passed the class, check their midterm score to see if they have passed the first module successfully. For example, the ENGP010 (Beginner and Elementary level) student, may have scored higher than 50 in the Beginner module but not in the Elementary module. This student should be placed in the Elementary level, so they can be placed in ENGP020 (Elementary and Pre-Intermediate). check if the student has taken the Proficiency and Placement exam via <https://online.final.edu.tr/ufuyyes/> by entering their student number. If they have taken the exam and have been

placed in a higher level, place them in the level determined by their exam results.

- The table below summarises grading and progression in FIU-SFL:

GRADING IN PREPARATORY SCHOOL			
END OF LEVEL RESULT	LETTER GRADE	INTERPRETATION	DECISION
60 and above	S	SATISFACTORY	PASS TO NEXT MODULE
49 and lower	U	UNSATISFACTORY	REPEAT MODULE
50 - 59	CS	CONDITIONAL SATISFACTORY	PASS TO NEXT MODULE*
<b>*PASSING THROUGH MODULES WITH CS GRADE</b>			
MODULE 1	MODULE 2 RESULT	MOD. 2 LETTER GRADE	DECISION
CS (50-59)	Not attended	NG	REPEAT MODULE 1
CS (50-59)	49 and below	U	REPEAT MODULE 1
CS (50-59)	50-59	U	REPEAT MODULE 2
CS (50-59)	60 and above	S	PASS TO NEXT MODULE
<b>PROFICIENCY EXAM (ENGP070/TURH070) FOR ALL PROGRAMS EXCEPT GRADUATE STUDIES</b>			
PART 1 (WRITTEN/COMPUTER-BASED TEST)			DECISION
English Exam	Turkish Exam		
31 and higher	24 and higher	ADVANCE TO PART 2	
24 - 30	-	PREP SCHOOL (ENGP050)	
16 - 23	16 - 23	PREP SCHOOL (ENGP030/TURH030)	
8 - 15	8 - 15	PREP SCHOOL (ENGP020/TURH020)	
0 - 7	0 - 7	PREP SCHOOL (ENGP010/TURH010)	
<b>PART 2 (AT B1+ LEVEL)</b>			
		English Exam	Turkish Exam
WRITING EXAM		10 and above	13 and above
SPEAKING EXAM		10 and above	13 and above
<b>TOTAL (FOR ALL PROGRAMS EXCEPT GRADUATE STUDIES)</b>			
English Exam	Turkish Exam	LETTER GRADE	DECISION
55 and above	54 and above	S	PASS TO DEPARTMENT
51 - 54	50 - 53	CS	CONDITIONALLY PASS TO DEPARTMENT**
50 and below	49 and below		PREP SCHOOL (ENGP 040/050/TURH040/050)
**Register for ENGL123/TURK133 and ENGL124/TURK134 in the academic program			
<b>PROFICIENCY EXAM (ENGP070/TURH070) FOR GRADUATE STUDIES ONLY</b>			
PART 1 (WRITTEN/COMPUTER-BASED TEST)			DECISION
English Exam	Turkish Exam		
35 and higher	32 and higher	ADVANCE TO PART 2	
24 - 34	24 - 31	PREP SCHOOL (ENGP050/TURH050)	
16 - 23	16 - 23	PREP SCHOOL (ENGP030/TURH030)	
8 - 15	8 - 15	PREP SCHOOL (ENGP020/TURH020)	
0 - 7	0 - 7	PREP SCHOOL (ENGP010/TURH010)	
<b>PART 2 (AT B2 LEVEL)</b>			
		English Exam	Turkish Exam
WRITING EXAM		10 and above	13 and above
SPEAKING EXAM		10 and above	13 and above
<b>TOTAL ( FOR GRADUATE STUDIES)</b>			
English Exam	Turkish Exam	LETTER GRADE	DECISION
60 and above	58 and above	S	PASS TO DEPARTMENT
55 - 59	54 - 57	CS	CONDITIONALLY PASS TO DEPARTMENT***
54 and below	53 and below		PREP SCHOOL (ENGP040/050/TURH040/050)
***Register for ENGL501 or TURK501 in the graduate program			

## **Appendix 2: FIU-SFL Rules and Regulations**

Available on FIU website

## Appendix 3: Final International University Academic Integrity

Academic integrity is one of the most important values at Final International University (FIU). All FIU students are expected to act in accordance with this principle. The academic integrity principle applies to all types of course activity, exam, homework, project and publication, and violations are punishable in accordance with Disciplinary Regulations. The Disciplinary Regulations can be accessed from our University's website.

**Primary academic integrity violations** have been listed below:

1. Plagiarism
2. Cheating on exams
3. Getting help from or helping others to complete homework or projects that require individual work
4. Having academic work like homework, projects, or presentations done by others or prepared by others
5. Presenting "completed" homework from the internet as your own homework
6. Using a previously prepared homework or project from another class without proper citations and presenting it as if it were new
7. Fabricating data sets or changing existing data sets (for example, presenting data as if you had collected it when in reality you did not, changing some information in real data sets, changing information obtained from interviews)
8. Using data that was collected or obtained unethically
9. Citing a source that does not exist or presenting a statement that does not belong to that source.
10. Acting in inappropriate ways for personal gain (obtaining a medical report when you are not sick, making up an excuse to obtain additional time to turn in projects, etc.)
11. Preparing false documentation (health report, transcript, letter of reference, etc.)
12. Aiding someone with committing a violation of academic integrity
13. Sabotaging another person's exam, homework, or project

Of the above listed violations, the most common two have been explained in detail below;

### **Plagiarism**

Plagiarism, which is considered the major violation of academic integrity, has been defined by the Turkish Language Association's Turkish Dictionary as "taking sections or paragraphs from other's work and presenting them as if they were yours, or taking someone else's work and presenting it differently". In plagiarism, the writer presents the text used as one's own work without using proper citations. This creates the image that the statement or text belongs to the author when in reality it actually belongs to someone else.

Important points regarding plagiarism:

- Not being aware that you are committing plagiarism does not excuse the plagiarised behaviour.
- Plagiarism covers all published and unpublished material.
- Presenting the same assignment for more than one class is plagiarism.
- Further information about plagiarism and examples can be found on our University's website.

## **Cheating**

For whatever reason, cheating or attempting to cheat is a serious offence at our University and is evaluated according to relevant articles in the Disciplinary Regulations. Detailed information on

**which behaviours are considered as cheating** are presented below:

- Looking at another student's answers on their exam paper and transferring them to their own exam paper.
- Lifting up exam paper off the table and showing answers to another.
- Writing answers much larger than normal handwriting or making large dark circles around answers on multiple choice tests so that students around can see them.
- Whispering to the student in front or having the student behind whisper the answers.
- After the exam starts, keeping study sheets in hand or sticking them in the sleeves of clothes or stashing them in pencil boxes.
- Having anything written on hands, arms, or legs whether it be related or unrelated to the exam topic.
- Writing any exam related information on the inner face of water bottle wrappings, the pages of dictionaries, in or outside of pencil box covers, on anything that you bring to the exam or writing anything on the instructor allowed material that you bring to the exam.
- Using a mobile phone to carry out any transaction during the exam, photographing the questions and answers of the exam, sending the answers to another person or receiving answers from other people.
- Writing relevant information or exam topics on desks, chairs, walls, or similar locations before the exam starts.
- Homework copied from another person's work and turning it in as their own.

As a result, adopting and applying the academic integrity principle is a duty for all Final International University students. In order to avoid any problems, students are required to follow these rules. As a reminder, not knowing the principles and their forms of violation is not an acceptable excuse!

## **Appendix 4: ADMINISTRATION OF THE EXAMS - INVIGILATOR DUTIES**

- 1) The instructor of the course/lesson must visit each room where the exam is held within the first half an hour of the exam. The invigilators must fulfil the rules regarding the administration of the exam. All invigilators must be present in the examination room at least 10 minutes before the start of the exam.
- 2) Students who arrive 30 minutes after the start of the exam are not allowed to take the exam; students in the exam cannot leave the exam hall within the first 30 minutes.
- 3) Invigilators are responsible for forming the seating arrangement.
- 4) Students have to write their name, surname and number on the exam paper at the beginning of the exam and sign the exam paper.
- 5) Students must sign the Exam Attendance Report at the beginning of the exam with a ballpoint pen. Students who have signed the report are obliged to hand in the exam paper at the end of the exam.
- 6) Students are required to have their ID cards with them during the exams and to keep them on the table, removed from their wallets/purses, so that the invigilators can easily see them during the exam. Students who do not declare their identity cards will not be admitted to the exam. (An ID card may not be needed if the student is known by the instructor responsible for the course.)
- 7) The exam must start at the officially announced time in all rooms. The start and finish times of the exam should be written on the board (smart boards can be turned on) and announced to the students. Exams that are started late for a valid reason, the exam duration should be calculated and the late start-finish times should be written on the board. No additional time is given to students who arrive late for the exam.
- 8) Invigilators can change the places of the students, both before the start of the exam and during the exam, if necessary, without giving a reason.
- 9) No questions can be asked to the instructors, except for printing or typing errors that may occur in the questions. Invigilators should not speak with a low voice to any student during the exam. They should not comment on the exam questions and answers during the exam.
- 10) During the exam, keeping mobile phones on and keeping them in places where the student can reach even if they are turned off, having or using any kinds of communication devices, head-phones, pocket computers, Bluetooth devices, voice recorders, and similar devices are forbidden during the exam.
- 11) Students cannot bring materials such as lecture notes, dictionaries, calculators, books, etc., to the exam room, except for those required to be used during the exam. If any of these are brought to the exam room, they should be left in front of the room; but not on the students' desk or on the shelf of a desk or on a seat.



12) Invigilators should keep their mobile phones on silent mode during the exam and should not use them, and should not talk to each other during the exam.

13) Invigilators have to count and check the exam papers.

14) The invigilators should complete their duty by signing the examination attendance sheet and giving the examination documents (question booklets and answer sheets) to the instructor of the course or to the responsible instructor.

15) Cheating or attempting to cheat in any way is not allowed in exams. The invigilator(s) in the exam room should not remove student(s) who cheat or attempt to cheat. The invigilator(s) should issue a cheating incident report.

## Appendix 5: END-OF-SEMESTER COURSE FILE

As part of institutional quality assurance policies, at the end of each semester, a file should be prepared for each course taught and submitted to the relevant Secretary of the Dean/Director, including below:

1. Course description,
2. Course Attendance Records, \*Indicating the total (with all instructors' signatures),
  - a. Attendance lists of face to face students, (with student signatures),
3. KION Assessment Breakdown for all scores given during the semester signed by Main Course Instructors, - (Three original copies all signed by the course instructor, one for the rectorate, one for the student registrar office and one to your faculty.
4. Assessment breakdown for semester grades, \*For Prep School from GOOGLE DRIVE SFL FOLDER (with all instructors' signatures),
5. If applicable mid-term exam questions, results and answer key,
6. If applicable mid-term Exam attendance list,
7. If applicable quiz questions, results and answer key,
8. If applicable quiz attendance list,
9. Final Exam questions, results and answer key,
10. Final Exam attendance list,
11. If applicable, student's projects, assignments, portfolios, reports, etc.
12. If applicable, student's projects, assignments, portfolios, reports, etc. assessment criteria,

All documents will be stored on a CD. If applicable, paper based projects, homework, reports, etc. will be stored as paper (There is no need for digital scanning of these documents.)

### IN ENVELOPES

At the end of each semester, clearly labelled separate envelopes for each quiz and exam administered and containing all student answer papers should be submitted to the secretary of the relevant Dean/ Director. The first three papers in each envelope should be additionally labelled and should be the papers of:

- a) A student whose grade for the quiz/exam is in the top 10% of the class.
- b) A student whose grade for the quiz/exam is at or close to the average grade of the class as a whole.
- c) A student whose grade for the quiz/exam is in the bottom 10% of the class (the quiz/exam should be at least partially completed).

These items do not apply to performance-based or practical examinations.

## Appendix 6: Peer Observation (PO-1)

PO - 1

### Key points of focus to consider during peer observations

Please choose one of the following Key Points that you think would be beneficial for your development. Feel free to add any other which is not stated in the list

- Teacher student interaction
- Engaging students in different groupings and interaction patterns
- Correcting students' mistakes
- Giving instructions
- Teacher's talking time
- The type of questions teacher and students ask
- Teacher's movement in class
- Teacher's use of voice and body language
- Organizing turn-taking in class
- The use of the board/smart board
- Presenting grammar and vocabulary
- Teaching pronunciation
- The types and variety in activities
- The pace of class
- The consistency of the lesson (logical progression)
- Rapport with the students
- Giving praise and encouragement to students
- Using communicative methodology
- Giving reaction time to students
- Allocating right amount of time to each activity
- Having a positive attitude



## Appendix 7: Peer Observation (PO-2)

Name: \_\_\_\_\_

PO-2

### Peer Visit Form

- Peer observation is a self-developmental opportunity for the observer. Feedback to observed teacher is **ONLY** given if requested.

#### Step 1: Contact teacher and confirm focus of the visit.

Colleague	Focus of my visit

#### Step 2: Plan (When will I visit?)

Date	Period	Time	Room #

#### Step 3: Observations from the Visit

I See/ I Hear (What is happening during your visit?)	Ideas I Would Like to Try

After the Visit: Submit the completed peer visit form with your name on it to PD Team

Name: \_\_\_\_\_

PO -2

**Step 4: Reflect**

**What questions might I ask the teacher after my visit?**

**Step 5: Apply**

**What might I try in my classroom as a result of my visit?**

**Step 6: Evaluate**

1. The peer visit was a useful professional development opportunity.  
Strongly Agree      Agree      Disagree      Strongly Disagree

If Disagree, please explain.

2. Suggested upgrades for peer visit process?

After the Visit: Submit the completed peer visit form with your name on it to PD Team

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## Appendix 8: SFL Observation Form (OB-1)

### SFL OBSERVATION FORM

Instructor's name : \_\_\_\_\_ Observer's name : \_\_\_\_\_  
 Level and group : \_\_\_\_\_ Date : \_\_\_\_\_  
 Number of students : \_\_\_\_\_ Time and duration : \_\_\_\_\_

		Exceeds expectations	Very good	Acceptable	Needs work	Poor	Did not include or not applicable
		5	4	3	2	1	N/A
<b>Planning</b>							
1	T has a lesson plan with clear aims and objectives						
2	The lesson includes logical stages and smooth progression						
3	T has used appropriate tasks/techniques to reach the objectives						
4	T has allotted appropriate amount of time for each activity						
5	T has made use of a variety of tasks and activities						
<b>Classroom management</b>							
1	T handles unexpected situations (tardy students, an activity not working as intended, noise) skillfully						
2	T can and does move around and monitors student progress and provides scaffolding and gives feedback						
3	T has maintained eye contact with students						
4	T has organized and monitored individual/pair/group work						
5	T can use the technology and resources smoothly without interrupting the lesson						
<b>Teaching and interaction</b>							
1	T asks a good number of questions the answer of which he or she does not already know (e.g. <i>what color is your room?</i> as opposed to <i>what color is my shirt?</i> )						
2	T implements techniques to check student learning during instruction (e.g. display questions, students' spoken and written output)						
3	T engages students in a variety of interaction patters (T-Ss, S-S, Group, etc.)						
4	Students take up a good amount of talking time; T does not dominate the floor						
5	T encourages and motivates students to participate						
6	T has a good rapport with the students						
7	T uses their voice and body language effectively						
8	T shows enthusiasm about teaching and demonstrates positive attitude throughout the lesson						
9	T gives sufficient reaction time to students						
10	There is a good pace of the class and it is adjusted based on the goal						
11	T's method of presenting new language is clear and easy to comprehend						
<b>Instructions and feedback</b>							
1	T gives clear and concise instructions						
2	T models tasks when the expectation is not clear to students						
3	T does not overcorrect errors to the degree that it interrupts the students and the pace of the lesson						
4	T's correction leads to correct language use or student uptake						
5	T uses different types of corrective feedback aligned to the type of activity (direct, recast, repetition, metalinguistic)						
6	T ends the lesson in a way to check student learning (e.g. asking students to name what they have learned; ask them to say/write something to demonstrate learning)						

## Appendix 9: SFL Lesson Plan (OB-2)

### LESSON PLAN

**Instructor's name:**

**Date:**

**Observer:**

**Level:**

**Group:**

**Number of students:**

**Topic/Focus:** {In terms of content and language.}

#### Linguistic Analysis:

{Here using the table below, describe the learning target for the lesson. This is not a list of all the common words in the lesson or a list of forms, but for you to explore the use and usage of language. You may want to write down important meaning and use of words, synonyms, formulate target structures and uses. If you teach a certain function like refusing an invitation, also write down the formula to realize that}

Target Vocabulary	Target Forms	Target Functions

#### Description of the group:

{In this section, describe the target student group including their prior knowledge and experiences relevant to this lesson.}

#### Objectives:

{Write your objectives here. They could be taken from the syllabus for the particular lesson. Your objectives should be specific, observable and measurable. For example, listing, matching, summarizing are observable and measurable but knowing, understanding, comprehending are not. Write them in terms of what students will be able to do rather than what the teacher will do. You can refer to Bloom's taxonomy for measurable and observable verbs at different cognitive levels.}

#### Anticipated problems and solutions:

{Knowing the group, what problems do you think are likely to occur. For instance, which of the activities/tasks you describe below may be more difficult to implement or are likely to cause some



issues. How are you going to handle them? Do you have an alternative action if the problem comes up?}

Time	Procedures	Mode of Interaction	Materials
{Tell how the activities are expected to last. }	{Describe activities here in terms of what will go on in class. <u>What the teacher will do (or say)</u> , <u>what the students are expected to do (or say)</u> should be clearly described. It should be specific and detailed enough for anyone to look at it and clearly understand and visualize what will happen, and if need be, should be able to teach it with the lesson plan you prepare. Also, try to sequence activities in a way to have a logical and smooth transition between them.}	{Please describe the interaction pattern here like S-S T - Ss, T-Ss, etc. You can indicate the expected contributions by the teacher and the students.}	{Reference any materials you use here. Attach the materials to the lesson plan and make sure the materials are labelled somehow and use the same label here like Textbook section 4.3, handout 1, handout 2, worksheet 1, video 1, etc. or any other clear label}
{Do the same for each activity}	{Do the same for each activity}		{Do the same for each activity}
{Do the same for each activity}	{Do the same for each activity}		{Do the same for each activity}
{Do the same for each activity}	{Do the same for each activity}		{Do the same for each activity}

## Appendix 10: SFL Instructor's Post Observation Reflection Form (OB-3)

### Instructor's Post-Observation Reflection Form

Instructor:..... Date of class:.....

Observer(s):.....

Time:.....

Class:..... Room..... No of students:.....

**How well do you think the learning objectives were met?**

**Which parts of the lesson were you happy with? Explain why?**

**How would you do the lesson differently in the future?**



## Appendix 12: Writing Criteria

	4	3	2	1	0
CONTENT	Have <b>completely</b> answered the question(s). The main message is <b>well supported</b> with enough details and examples.	Have <b>mostly</b> answered the question(s) effectively. <b>Most</b> points are supported with details and examples.	Have <b>partially</b> answered the question. Some details are presented to support the points made.	Have <b>not answered</b> the question <b>properly</b> . <b>Few</b> supporting details are provided.	<b>Completely irrelevant</b> and no supporting details are provided.
COMMUNICATION	The text is <b>completely</b> comprehensible and the main message is clear. (The reader can read the text without pausing to think)	<b>Most</b> of the text is comprehensible and the message is understood. (The reader can follow the argument but not always with ease).	The text is <b>partially</b> comprehensible. Some parts of the text and message are difficult to follow and/or understand.	Large parts of the text are incomprehensible and the <b>message is not clear</b> or understood.	<b>Completely irrelevant</b> and <b>no clear idea</b> is interpretable.
ORGANIZATION	Ideas are <b>coherent and logical throughout</b> . Clear development is present with a beginning, middle and end. There are smooth transitions between ideas.	Ideas are <b>mostly</b> coherent and logical. There is a logical sequence with a beginning, middle and end with some use of transitions.	Ideas are <b>partially</b> coherent and logical. Attempts to follow a logical sequence with abrupt shifts between ideas or with unclear beginning or ending. Almost no transitions.	Ideas are <b>incoherent</b> . No clear organization. Includes disconnected ideas.	Not enough written to detect an organization.
GRAMMAR	Appropriate for the level and <b>almost</b> no mistakes. Mistakes do not hinder comprehensibility.	Appropriate for the level and <b>mostly</b> accurate. Sentences make sense despite errors.	<b>Limited</b> for the level and many mistakes. Errors can hinder comprehensibility.	Text is full of mistakes. Errors hinder comprehensibility.	Students cannot use basic sentence forms.
VOCABULARY	A wide range of vocabulary is used correctly with <b>almost no spelling</b> mistakes. Choice of words is appropriate for the level. All the words are relevant to the topic.	A good range of vocabulary for the level and <b>some spelling</b> mistakes. Most words are relevant to the topic.	<b>A limited range</b> of vocabulary and/or many spelling mistakes. Some words are relevant to the topic. There are some repetitions of words in the text.	<b>Very limited</b> vocabulary and/or full of spelling mistakes. There are many repetitions of words in the text.	Text is incomprehensible because of the spelling mistakes and choice of words.

### Word limit:

If the text is below the required word limit;  
No penalty for texts that are only 10% below the required word limit.  
1 point is deducted from the total grade for every additional 10%.

If the text is over the required word limit;  
No penalty for texts that are 50 words over the required word limit.  
Texts that are more than 50 words over the required word limit, 1 point is deducted from the total grade for every additional 10%.

Use this rubric for all the writing assignments and tasks. Do not simply award a full score upon submission. There are no half scores so if you think two scores are justifiable, go with the higher one.

## Appendix 13: PBL and Speaking Criteria

	4	3	2	1	0
<b>CONTENT</b>	Have <b>completely</b> addressed the topic and the expectations stated in instructions. The content is totally relevant and meets the requirements of the task. The main message is <b>well supported</b> with enough details, examples and design elements.	Have <b>mostly</b> addressed the topic and the expectations stated in instructions. The content is mostly relevant and meets the requirements of the task. <b>Most</b> points are supported with details, Examples and design elements.	Have <b>partially</b> addressed the topic and expectations stated in instructions. The content is partially relevant and meets the requirements of the task. Some details and examples are presented to support the points including some design elements.	Has <b>not addressed</b> the topic and the expectations stated in the instructions properly. <b>Few</b> supporting details and design elements are provided.	<b>Completely irrelevant</b> and no supporting details are provided.
<b>DELIVERY</b>	The speech is <b>completely</b> comprehensible and clear. The student is fluent with almost no hesitations or pronunciation problems. <b>Effective</b> use of pacing and voice/volume. <b>Effective</b> use of body language/facial expressions without losing eye contact.	<b>Most</b> of the speech is comprehensible and can be understood. The student is fluent with occasional hesitations or pronunciation problems. The pace and voice/volume is mostly appropriate. The student mostly maintains eye contact and uses body language/facial expressions.	The speech is <b>partially</b> comprehensible. Some parts of the speech are difficult to follow and/or understand. Hesitations and pronunciation problems are common. The pace may sometimes be fast or slow. The student may be difficult to hear. The student sometimes maintains eye contact or uses body language/ facial expressions.	Large parts of the speech are incomprehensible and is not clear or understood. Pronunciation problems and hesitations seriously make the speech <b>incomprehensible</b> . The pace is too slow or too fast. It is very difficult to understand the student because of voice/volume. The student displays little eye contact and uses body language/ facial expressions.	<b>Completely irrelevant</b> and no clear idea is interpretable. It is almost impossible to understand the student. No eye contact or use of body language/ facial expressions. Only reads from slides
<b>INTERACTION</b>	The student answers questions fully and can manage turn taking with <b>ease</b> .	The student answers questions mostly and can manage turn taking with some lapses.	The student only answers questions partially and has difficulty managing interactive turns.	The student fails to answer questions and can barely manage interactive turns.	The student cannot get in interactive exchange.
<b>ORGANIZATION</b>	Ideas are <b>coherent and logical throughout</b> . The sequence of ideas is effective. The topic is fully developed.	Ideas are <b>mostly</b> coherent and logical. The relationship between ideas is clear. The topic is mostly developed.	Ideas are <b>partially</b> coherent and logical. The sequence of ideas may sometimes be confusing. The topic is partially developed.	Ideas are <b>incoherent</b> . The sequence of ideas is confusing. The topic is not developed.	Not enough expressed to detect an organization or to assess delivery. There is no development of ideas.
<b>GRAMMAR &amp; VOCABULARY</b>	Appropriate for the level and almost no mistakes. Mistakes do not hinder comprehensibility. A wide range of vocabulary is used correctly. Choice of words is appropriate for the level.	Mostly appropriate for the level and mostly accurate. Sentences make sense despite errors. A good range of vocabulary for the level is used. Few mistakes in word choice or usage.	Limited for the level and many mistakes. Errors can hinder comprehensibility. A limited range of vocabulary is used. Many mistakes in word choice and usage. There are some repetitions of words in the speech.	Speech is full of mistakes. Errors hinder comprehensibility. <b>Very limited</b> vocabulary is used. Full of mistakes in word choice. There are many repetitions of words in the speech. Only produces isolated words.	Students cannot use basic sentence forms. Speech is incomprehensible because of the choice of words.

## Appendix 14: Emergency contact information

### Key Contacts

<b>Police</b>	<b>155</b>	<b>Coastal Security</b>	<b>158</b>
<b>Emergency Services</b>	<b>112</b>	<b>Electrical Faults</b>	<b>188</b>
<b>Fire</b>	<b>199</b>	<b>Weather</b>	<b>166</b>
<b>Forest Fire</b>	<b>177</b>	<b>Civil Defence</b>	<b>101</b>

### Air and Sea Transport

<b>Ercan Airport (Immigration)</b>	<b>+90 392 231 4611</b>
<b>Akgünler Ferries</b>	<b>+90 392 815 6002</b>

### State Hospitals

<b>Kyrenia</b>	<b>Dr. Akçiçek Hospital</b>	<b>+90 392 815 2266</b>
<b>Nicosia</b>	<b>Dr. Burhan Nalbantoğlu State Hospital</b>	<b>+90 392 228 5441</b>
<b>Famagusta</b>	<b>Gazimağusa State Hospital</b>	<b>+90 392 366 5328</b>
<b>Lefke, Güzelyurt</b>	<b>Cengiz Topel Hospital</b>	<b>+90 392 723 6329</b>

### Discounted Private Health Centres partnered with FIU

<b>Kyrenia</b>	<b>Kolan British Health Centre</b>	<b>+90 392 815 5900</b>
<b>Nicosia</b>	<b>Cyprus Kolan British Hospital</b>	<b>+90 392 680 8080</b>