SCHOOL OF FOREIGN LANGUAGES
INSTRUCTOR'S HANDBOOK

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ANTALYA BİLİM UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

INSTRUCTOR'S HANDBOOK

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1. INTRODUCTION

1.1. Mission

At Antalya Bilim University, School of Foreign Languages, our mission is to provide our domestic and international students with a strong academic foundation in language learning, equipping them not only with language skills but also with critical thinking, problem-solving, communication, and collaboration abilities. In addition to providing our students with the language skills they need to achieve their academic and professional goals, we encourage them to learn independently and enable them to actively participate in the learning process.

Our mission is to create an innovative and collaborative learning environment that promotes the use of digital materials, supports autonomous learning, and integrates task-based and communicative learning strategies. We focus on lifelong learning, ensuring that students develop a mindset that will help them succeed both in their academic careers and in the professional world.

1.2. Vision

As a School of Foreign Languages, we aim to train individuals who can communicate effectively in a globalized world, interact with different cultures, and adopt an innovative approach to learning. Our vision is to provide an educational approach that not only teaches students grammar but also develops their language skills in a way they can apply in real-life situations, equipping them with the necessary competencies to succeed in their professional lives.

Our vision is to create an environment that encourages continuous development and social responsibility, where students are empowered to be globally competitive and make meaningful contributions to society. We aspire to provide a flexible and dynamic learning experience through student-centered teaching methods and digital learning tools, enabling students to apply their language skills in various settings.

1.3. Educational Philosophy

As Antalya Bilim University's School of Foreign Languages, our primary goal is to ensure that our students build a solid foundation in language learning, enabling them to transform this foundation into academic, professional, and personal development. Our educational philosophy focuses on a student-centered approach, aiming to provide a dynamic and supportive learning environment where students can actively engage in their learning processes.

Our language teaching programs aim to develop the four core language skills—reading, writing, listening, and speaking—through a skill-based and balanced approach. Additionally, they are grounded in task-based and communicative methods, encouraging students to actively use the language in real-life contexts while also equipping them for future professional success.

The curriculum is enriched with a versatile methodological framework designed to enhance 21st-century skills such as collaboration, digital literacy, critical thinking, and problem-solving, which are essential in today's globalized world. Thus, we aim not only to improve students' language proficiency but also to prepare them as successful individuals on a global scale. In line with these objectives, our instructors effectively guide students in implementing autonomous learning and language learning strategies both inside and outside the classroom. Our faculty members who support students in their language learning journey also continue their education within the scope of lifelong learning and continuous professional development.

Our curriculum incorporates digital materials and is structured to enhance students' independent learning skills. In this context, we aim to strengthen students' autonomous learning abilities while offering a dynamic educational experience tailored to their needs. Our educational programs provide opportunities for active communication not only in the classroom but also on digital platforms, enabling students to express themselves in diverse environments.

The School of Foreign Languages at Antalya Bilim University is committed to not only developing students' language skills but also nurturing confident, critical-thinking, and creative individuals who can contribute to their social and professional lives. Our curriculum is built upon creating a conducive learning environment and offering students opportunities to discover their potential. Through this philosophy, we aim to make students' language learning processes effective, efficient, and lasting.

1.4. Core Values

✓ Student-Centeredness
✓ Accessibility and Solution-Oriented Approach
✓ Independent Learning
✓ Collaborative and Social Learning
✓ Experiential Learning
✓ Continuous Improvement of Educational Quality
✓ Innovation and Continuous Development
✓ Global Perspective, Local Values
✓ Critical Thinking and Creativity
✓ Lifelong Learning

Website Link: https://antalya.edu.tr/en/faculty-and-departments/school-of-foreign-languages/content/sofl/about-us-4/core-values-1

2. ORGANIZATIONAL CHART

ANTALYA BİLİM ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU
ORGANİZASYON ŞEMASI

Yüksekokul Kurulu — Yüksekokul Müdürü — Yüksekokul Yönetim Kurulu

Müdür Yardımcısı (İdari) — Müdür Yardımcısı (Akademik)

Yüksekokul Sekreteri

- Akademik Kurul Komisyonu
- Mesleki Gelişim Komisyonu
- Ölçme ve Değerlendirme Komisyonu
- Kalite ve Akreditasyon Komisyonu
- Dijital İletişim Komisyonu

- Müfredat Geliştirme ve Seviye Koordinatörlüğü Komisyonu
- Anket ve Dokümantasyon Komisyonu
- Arşiv ve İmha Komisyonu
- Ders Dışı Etkinlikler Komisyonu
- Çeviri Komisyonu

- A1 Seviye Koordinatörü — A1 Öğretim Görevlileri
- A2 Seviye Koordinatörü — A2 Öğretim Görevlileri
- B1 Seviye Koordinatörü — B1 Öğretim Görevlileri
- B2 Seviye Koordinatörü — B2 Öğretim Görevlileri

3. WHO TO CONTACT

Category	Who to Contact / Where to Raise	Next Step
Academic Issues (curriculum & syllabus, assessment & exams, teaching materials, student progress, academic policies, LMS)	Relevant Level Coordinator (206) / Relevant Testing Member(202) **or** Weekly Level Meeting	Level coordinator / Testing Member provides the necessary guidance
Administrative Issues (scheduling, HR & staffing, budget & resources, facilities & logistics, official reporting) (student services, student lists, attendance lists)	SOFL Directorate(207) SOFL Secretary(207)	SOFL Directorate take actions or provide a solution
Professional Issues (PDC, performance review, guidance, professional ethics, networking, lesson observations)	PDC (Professional Development Commission)(102)	PDC provides the necessary information and guidance

4. SCHOOL OF FOREIGN LANGUAGES (SOFL)

EPC stands for English Preparatory Class. TPC stands for Turkish Preparatory Class.

4.1. The Modular System

The **SOFL** provides a one-year intensive program to students for them to acquire all integrated skills: reading, speaking, listening, and writing. There are four regular levels: A1, A2, B1 and B2 Level.

This program is comprised of four 8–9-week modules. The program is designed to take even the lowest level student from A1 to B2 level in an academic year. Below you can find a chart to illustrate how students should progress during the year.

A1 → A2 → B1 → B2 → Faculty

A2 → B1 → B2 → Faculty

B1 → B2 → Faculty (Proficiency Test in January)

B2 → Faculty

➢ If students cannot pass a level, they are required to take it again. Those who repeat the same level have to buy the new books that their level requires.

➢ At all levels (A1–A2–B1–B2), the weekly course load is 22 lesson hours.

4.2. Books

In the academic year 2024-2025, the following textbooks will be used:

ENGLISH PREPARATORY CLASS			
Levels			
A1	Empower A2	Writers at Work from sentence to paragraph	
A2	Pathways Reading & Writing 1	Pathways Listening & Speaking 1	Supplementary Booklet
B1	Skillful Reading & Writing 2	Skillful Listening & Speaking 4	Supplementary Booklet
B2	Unlock Reading & Writing 4	Unlock Listening & Speaking 4	Supplementary Booklet

These books were selected by referring to the Common European Framework's (CEFR) objectives and the academic needs of our students. Content analysis of different books was done during the year and those that match our program's objectives were selected.

The books will be available at the bookstand and the booklets will be available at the copy center at the beginning of each module.

4.3. Materials

As every book needs some support, our books are supplemented by additional listening, reading, and writing materials depending on the level and the books' needs. As a team, we have compiled or developed the necessary materials to support our books. These materials are aimed at improving students' general and academic knowledge, along with the practice and production of language. However, as a small group cannot reach the expectations of all instructors and the needs of our students, the full time instructors are also expected to develop additional materials that are relevant to our program and the needs of their students. These extra materials should also be shared with other colleagues in one drive.

4.4. Pacing & Syllabus

Considering the high standards of ABU, all instructors are expected to work towards the same objectives so that all students have an equal chance to pass their levels and the proficiency test. Therefore, within a level all instructors are expected to follow the syllabus and pacing schedule that is given by that level's coordinator.

4.5. Schedules

Schedules are prepared by the assistant directors only a few days before each module starts, based on the results of the tests. Only after the tests are marked by the instructors and entered into the system, can the schedules be prepared. Therefore, all instructors should be ready to teach all skills at any level, including repeating students.

In some instructors' schedules there will be substitution hours in which the instructors are required to be on campus, in their offices. Each instructor will have 22 academic teaching hours in total plus office hours, level meetings, standardizations, marking, invigilating/proctoring, training sessions, workshops, etc.

4.6. Instructor's Evaluation Form & Module Evaluation Form

At the end of each module, instructors are given a module evaluation form to reflect upon the students' performance, materials and online tools used, tests and administrative issues (appendix 1). As well as instructor's evaluation, every student is given a questionnaire to reflect upon their studies and provide feedback about their instructors. At the end of each module, instructors can see their students' feedback through the Student Information System (SIS) - (UBS-Üniversite Bilgi Sistemi). (appendix 2)

4.7. Course Book Selection

At the end of each academic year, course books are evaluated based on the Course Book Selection Guide (appendix 13) previously shared with instructors. Depending on the results, the same course books may be continued or alternative ones may be selected.

4.8. Booklets

To update our booklets, we follow these steps:

– Our objectives are compared with our course books.

– Missing or additional materials/topics are identified.

– Relevant materials are then sourced from reliable sources.

– As each module is used, feedback is collected through end-of-module feedback and level meetings.

– At the beginning of each module, the upgraded version is shared with instructors.

5. PROFESSIONAL DEVELOPMENT

As a department that embraces the life-long learning philosophy, it is essential for our instructors to improve themselves continually in their fields by keeping up with the latest teaching methods and techniques. Providing professional development opportunities is a crucial factor for the long-term success of all teaching programs. Therefore, the Professional Development Commission aims to cover the objectives stated below:

- to provide high-quality professional development training courses that help instructors improve their teaching skills and keep up with the current research in the field of language teaching,
- to encourage instructors to attend local, regional and international meetings and conferences,
- to encourage mentoring between instructors with different amounts of experience,
- to support peer-observation and peer-coaching,
- to encourage instructors to extensively read suggested research articles and reflect on them,
- to encourage instructors to carry out individual or collaborative action research to have a deeper understanding of effective teaching.

Activities designed for professional development are as follows:

5.1. Workshops

Workshops are organized at different times of the year at ABU's Güllük Campus. They are given by the PDC, ELT experts and experienced teachers. The schedules for workshops are announced through various channels. All teachers are expected to attend these workshops.

5.2. Teacher Training Programs

Instructors working at ABU are expected to improve their teaching skills theoretically and practically. Therefore, they are encouraged to attend internationally recognized teacher training programs such as CELTA, ICELT or DELTA. Besides, instructors who intend to get a

Master's or Ph.D. degree in their working area are also encouraged to participate in these programs as long as they do not interfere with their main responsibilities at ABU SOFL. Conferences, seminars, and workshops are also an integral part of our tools to refresh and improve our teaching skills.

5.3. Staff Development

5.3.1. Effective Teaching

ABU SOFL aims to improve all students' learning regardless of their learning profile. Therefore, all staff are expected to focus on achieving this aim. In order to do that, effective teaching plays a vital role. To promote effective teaching, ABU SOFL has developed its own effective teaching criteria (See Appendix 3) by taking students', teacher trainers', and managers' opinions and experiences, as well as literature into consideration.

5.3.2. Other Responsibilities

Besides effective teaching, the ABU SOFL expects all teachers to competently fulfil their non-teaching related responsibilities such as meeting deadlines, keeping records, collecting relevant data on student progress, being punctual for meetings, handling exam-related duties and to show a positive attitude towards their students, colleagues and their work, which contributes to a good and quality environment both for students and teachers.

6. SOFL CLASS VISITS

The ABU SOFL believes that class visits contribute to creating an effective teaching and learning atmosphere in the school because they provide valuable information about the quality of teaching and learning in the classes. They also help identify any problems and enable relevant parties to take necessary actions to minimize those concerns.

6.1. SOFL Class Observations

Besides class visits, the PDC organizes class observations to increase the effectiveness of teaching and provide necessary support and guidance for instructors. PDC decides the number of observations for each instructor by taking the amount of guidance they need into

account. If there is any need, instructors can also be asked to do peer observations as a result of their class observations by the PDC. Instructors who are observed should fill in the relevant lesson planning documents (See Appendix 4).

7. TESTING & ASSESSMENT

All departments within **English Preparatory Program** require a good command of English. In order for students to follow their courses in their faculties, they are expected to have B2-level reading, listening, writing, and speaking skills in English. Therefore, the mission of the **Assessment and Evaluation Office** is to ensure that students are accurately placed at the correct levels throughout the academic year.

Within the **Turkish Preparatory Program**, students are also expected to reach **B2 level** in reading, listening, writing, and speaking in Turkish by the end of the program.

7.1. Placement Test

The students who are accepted to study at ABU are required to take the ABU English Language Placement Test to place them in their right levels. The test is held at the beginning of each academic year in the main campus during enrollment.

The Placement Test has two parts:

1. A multiple choice online exam assessing grammar, vocabulary, reading and listening skills.
2. A writing exam according to the level that the student was placed in during the first part of the exam.

Those whose scores are below the B1 Level on the English Placement Test are placed in the appropriate levels according to their scores.
After students are placed into their levels and classes, their levels and classes are not changed.
The students who score B1 Level and above from the Placement Test have the opportunity to take the Proficiency Exam in order to be exempt from EPC.

7.2. Proficiency Exam

The Proficiency Exam is the exam that proves a student is proficient enough in English to study at his/her faculty. Therefore, a student finishing B2 level is expected to pass the test with hard work and dedication.

The Proficiency Exam is administered four times in an academic year. The first test is done at the beginning of the year in September, the second is done at the end of the second module in January, the third one is done at the end of each academic year in June and the last one is done at the end of August.

- ✓ In order to take the **January Proficiency Exam and June Proficiency Exam**, students have to be at B2 level or pass B1 level.
- ✓ **The August Proficiency Exam** can be taken by all students without considering their level of English.
- ✓ **The September Proficiency Exam** can be taken by new students who are B1 or B2 level.

- ✓ Students who study their 2nd year in EPC, can take all of the Proficiency Exams.

The Proficiency Exam consists of 5 main sections;

10% Vocabulary + Grammar: Students are expected to complete fill-in-the-blank vocabulary questions and answer multiple-choice grammar questions.

10% Reading: Students are expected to read two reading texts and answer open-ended questions related to those texts.

10% Listening: Students are expected to listen to two audio files (1 dialogue and 1 lecture) and answer open-ended questions related to what they have heard.

20% Writing: Students are expected to write a 350-500-word essay about a given topic.

20% Speaking: Students are expected to talk about 2 questions (2 minutes for each).

A sample of proficiency test can be seen on the website of ABU:

https://antalya.edu.tr/tr/fakulte-ve-enstituler/yabanci-diller-yuksekokulu/icerik/ingilizce-dil-egitim-programi/olcme-ve-degerlendirme-uygulamalari/ornek-b2-sinavi

> Students who score **70** or above on the proficiency test can start taking their classes in the faculties they enrolled in.
> The students who score below 70 are required to continue their studies in the EPC according to their level.

Students who submit any of the following internationally accepted exam scores can be exempted from the EPC on condition that they pass the ABU Language Proficiency Test.

The accepted scores are:

Accepted Exams	Accepted Results
TOEFL IBT	**78**
PTE Academic	**67**
YDS/YÖKDİL	**65**

7.3. Level Tests

In each level students are assessed according to the assessment tools and percentages below:

A1 Level Assessment Tools with Percentages

Midterm 35%	Vocabulary, Grammar, Reading, Listening, Speaking, Writing
Final 45 %	Vocabulary, Grammar, Reading, Listening, Speaking, Writing
Weekly Writing Assignment 7,5 %	Process Writing
Project 7,5 %	Weekly Project Assignment
Homework&Participation 5%	Please see Homework and Participation Criteria

A2 Level Assessment Tools with Percentages

Midterm Exam 35%	Vocabulary, Grammar, Reading & Listening & Speaking & Timed Writing
Final Exam 45%	Vocabulary, Grammar, Reading& Listening & Speaking & Timed Writing
Process Writing 10%	Timed Writing 5% Process Writing 5%
Projects 5%	Weekly Projects
Homework&Participation 5%	Please see Homework and Participation Criteria

B1 Level Assessment Tools with Percentages

Midterm 35%	Vocabulary, Grammar, Reading, Listening, Speaking, Writing
Final Exam 45%	Vocabulary, Grammar, Reading, Lıstening, Speaking, Writing
Writing Tasks 10%	Timed Writing (Opinion Essay) - 5% Timed Writing (Cause & Effect Essay) - 5%
Projects 5%	Weekly Projects
Homework & Participation 5%	Please see Homework and Participation Criteria

B2 Level Assessment Tools with Percentages

Midterm 35%	Vocabulary, Grammar, Reading, Listening, Speaking, Writing
Final 50%	Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Presentation
Timed Writing 7.5%	Timed Writing1 (Argumentative Essay) & Timed Writing 2 (Problem&Solution Essay)
Project 7.5%	Weekly Projects (%4- %1 for each week)+Individual Presentation (%3.5)
Homework & Participation 5%	Please See The Homework & Participation Criteria

Final Exams are graded out of 70 points for A1, A2, B1 and B2 levels. The final exam scores that are evaluated out of 70 are calculated out of 100 and entered into the system. The Final exam consists of the following sections:

Vocabulary + Grammar (10 points): Students are expected to complete fill-in-the-blank vocabulary questions and answer multiple-choice grammar questions.

Reading (10 Points): Students are expected to read two reading texts and answer open ended and multiple choice questions related to those texts.

Listening (10 Points): In A1 and A2 levels, students are expected to listen to two listening files and answer open ended and multiple choice questions related to what they heard.

In B1 and B2 levels, students are expected to listen to one lecture and one dialogue and answer open ended and multiple choice questions related to what they have heard.

Speaking (20 points): Students are expected to first speak individually on a given topic (3.5–4 minutes) and then engage in a paired discussion and decision-making task on another topic (5–6 minutes). Only in **A1 level**, students are expected to talk about a given topic for at least 1 minute.

Writing (20 Points): In A1 and A2 levels, students are expected to write a paragraph about a given topic (the word limit is 120 words for the A1 Level, and 180 words for the A2 Level)

In B1 and B2 levels, students are expected to write an essay about a given topic. (the word limit is 300 words for the B1 Level, and 350-500 words for the B2 Level).

Midterm exams are graded out of 70 points and calculated out of 100. The midterm consists of 5 sections:

Vocabulary + Grammar (10 points): Students are expected to complete fill-in-the-blank vocabulary questions and answer multiple-choice grammar questions.

Reading (10 Points): Students are expected to read two reading texts and answer open ended and multiple choice questions related to those texts.

Listening (10 Points): In A1 and A2 levels, students are expected to listen to two listening files and answer open ended and multiple choice questions related to what they heard.

In B1 and B2 levels, students are expected to listen to one lecture and one dialogue and answer open ended and multiple choice questions related to what they have heard.

Speaking (20 points): Students are expected to talk about a given topic for 2 minutes.

Writing (20 Points): In A1 and A2 levels, students are expected to write a paragraph about a given topic. (the word limit is 100 words for the A1 Level and 130 words for the A2 Level)

In B1 and B2 levels, students are expected to write an essay about a given topic (the word limit is min. 250 words for the B1 Level, and 300-450 words for the B2 Level.)

7.4. **Homework and Participation:** Students are assessed based on the following criteria; completing homework, being prepared for the lessons, attitude, participation and attendance in classes.

7.5. **Project:** Each week, students do research and prepare a presentation on a given topic in groups and submit the data to their teachers in written form. On the last day of each week, each group presents their work in the classroom. Students in all levels carry out a project each week.

➕ Students must have a score of 70 or above in order to successfully complete a level.

8. ADMINISTRATIVE ISSUES

8.1. Working Hours

SOFL staff members are required to be on campus from 8:30 a.m. to 5:30 p.m. Besides teaching, they are required to make their lesson plans, mark tasks, quizzes and tests, tutor and give feedback to students during their office hours, and improve their academic and teaching skills.

8.2. Sick Leave and Substitution

When you need to ask for leave please consider the following:

- If you need to request leave, it is recommended that you first speak to the assistant director in person. If this is not possible, you are expected to call him/her as early as possible.

- You must clearly state the reason for your leave request, complete the leave form required by the Human Resources Department, and submit the form to the SOFL secretary after your leave has been approved.

- If you are required to obtain a medical report, you must submit it to the SOFL secretary as soon as possible.

- Missed classes (make-up sessions) must be conducted by the responsible instructor within the same week, including Saturday.

- *In cases of emergency or force majeure,* classes may be covered by another instructor, provided that the School of Foreign Languages Directorate approves and other instructors are available. In such cases, the instructor concerned must send a clear and informative email to both the level coordinator and the Directorate explaining the situation.

- *In cases of planned absences that require permission*, the School Directorate must be contacted first. If the leave is approved, the course content, materials, presentations, or any other necessary documents must be sent to the relevant level coordinator via email in a timely manner.

- In all cases that require a make-up session, the instructor must inform their students through all available communication channels (e.g., email, announcements, messages) and ensure that the students clearly understand the situation.

- The date and time of the make-up lesson must be clearly communicated to both the students and the relevant level coordinator.

- Throughout all these processes, class attendance must be monitored regularly and recorded accurately without any omissions.

- If the make-up lesson is to be conducted by another instructor, a detailed lesson plan must be prepared for each class hour and sent to the assigned instructor (cover instructor).

See the example below:

eg: A2 Level Group 5 (class 1050):

- 1st hour: Pre-reading of Reading 15 & Reading & Post reading activities (pg. 48)
- 2nd hour: Linker exercises (Writing booklet pg. 62)

A2 Level Group 4 (class 1049):

- 3rd hour: presentation of gerunds in a reading text on pg. 51
- 4th hour: practice writing a letter by using gerunds pg. 151
- 5th hour: speaking activity about gerunds (you can find the activity photocopies on my office desk)

Please note:

- We do not have an "administrative leave" policy. Absences that are not supported by a medical report will be subject to salary deduction, based on the number of days the instructor is absent from work.

8.3. Attending Meetings and Conferences
All staff members of the SOFL are required to attend all of the meetings and conferences they are asked to on time.

8.4. Checking e-mails
It is the instructors' responsibility to check their emails to stay informed about the academic and administrative issues and events. Checking emails regularly, at least a couple of times a day, helps to maintain good communication among the staff.

8.5. Taking and Entering Attendance
Taking students' attendance on a daily basis is of great importance. In SOFL, students have to attend the classes 80% of the time for each module. If they miss more than 20% of the classes in a module, they have to take the same level again. Students can submit their medical reports to the secretary. However, their absenteeism cannot exceed 20% in total even if a medical report is submitted.

Therefore, please make sure that all students sign the attendance sheet. Write "A" for "Absent" for the ones who

- During the period covered by a medical report, the instructor is officially considered to be on medical leave, and it is legally not permitted to conduct any classes on those days.

were not present. Keep the attendance sheet with you during the class hours and when your classes are finished for the day, enter the attendance into the Student Information System (SIS). Please do so **on a daily basis**. When you are done for the module, please submit the hard copies of each week to the secretary.

8.6. Late Policy
If a student comes into the classroom after the class is scheduled to begin, s/he is marked absent (A) without further discussion, but they are allowed to stay in the class if they want to join.

8.7. Health Insurance
To get information about your health insurance provided by the government, you can visit www.sgk.gov.tr

8.8. Holidays
For national, religious, and school holidays, please see appendix 5 for the 2025-2026 academic calendar. For the summer holiday, all staff members are given a 20-workday

paid holiday. The dates that the instructors can choose will be announced during the year.

8.9. Testing Processes

- Talking about the tests' content with students is strictly forbidden. The instructors are not shown the tests, but if asked for feedback or proof-reading, they should keep it confidential.
- Before the tests, classroom instructors should inform their students about the test, not the content but the structure of it and the time, place, and things to do or avoid during the tests.
- During the tests, proctors and hall monitors are expected to strictly rely on the exam procedure. If they have any questions on the notes, they can ask before the test day. (see appendix 6)
- If a student is caught cheating during the exam, instructors are required to follow the cheating procedure. (see appendix 7)
- After the tests, entering grades, giving feedback, and announcing grades should be done in a timely manner.
- Announcing the test results before it is permitted is strictly forbidden.
- Any kind of test materials (questions, answers, etc.) should be given back to the testing office with the exam packs after the tests and after marking.

- The exams must be marked with utmost attention depending on the rubric/criteria, and the grades must be entered to the system very carefully. (see appendix 8)
- Please do not enter the testing office unless you really need to.

8.10. Communication

All staff members are expected to communicate openly with one another in a professional manner. Rude behavior and gossiping at SOFL are not acceptable. If you have anything to say or ask please talk to the corresponding person in charge, and do not believe any rumors before you confirm it with the related person.

Instructors are also expected to communicate with their students in a nice, motivating, and encouraging tone. If the instructors are asked not to tell something to the students, please do not share it with them.

It is good to be close to your students; however, if you get too close and become friends with them, they may misunderstand your good intentions and take advantage of the situation. It is better to remind them that they are students and you are their instructor in order to prevent misunderstandings.

8.11. Professional Development Activities:

Instructors are encouraged to do **relevant** academic studies such as; CELTA, ICELT, DELTA, MA or PHD as long as it

does not negatively affect their work at SOFL. Also, they are required to attend in-service trainings as workshops and in-put sessions when called.

Instructors who complete their first year may ask for permission for their relevant MAs or PhDs from administrative assistant director. Provided that the university administration approves it, they can do MAs or PhDs in the relevant fields. However, they might be asked to do some extra work on weekdays and/or weekends if needed.

Instructors attending MAs or PhDs need to submit their course schedules to the administrative assistant director before the new semester starts and inform academic assistant directors about their schedules. Also, these instructors are required to be at school on exam days.

MAs, PhDs and any other courses that are irrelevant to ELT/TLT are not supported by School of Foreign Languages. Instructors might use their free time to join those kind of programs.

8.12.   Appraisal Meetings
Each academic year, individual instructors are invited to appraisal meetings at the end of the year. The appraisal meetings are done by the SOFL Directorate prior to the renewal of contracts. (see appendix 9)

Appraisal Meeting Process

As part of our commitment to continuous professional development and reflective practice, all instructors participate in an annual appraisal meeting. The aim of this process is to provide constructive feedback, acknowledge achievements, and discuss opportunities for growth.

The appraisal process follows these steps:

1.   Appraisal Form Distribution

Prior to the meetings, all instructors receive the Appraisal Form via email. A clear deadline is provided, and instructors are expected to complete the form and submit it to the Director by the specified date.

2.   Scheduling the Appraisal Meeting

Once the forms are collected, individual appraisal meetings are scheduled with each instructor. These meetings are held on an appointment basis to ensure adequate time and attention for meaningful dialogue.

3.   Meeting Content and Focus

During the meeting, both the content of the submitted appraisal form and the instructor's overall performance throughout the academic year are discussed. This includes feedback from classroom observations, contributions to the programme, professional conduct, and any other relevant aspects.

4. Feedback, Suggestions, and Concerns

Instructors are also encouraged to share their feedback, express suggestions for improvement, and raise any concerns they may have. This two-way communication supports a healthy working environment and promotes collaboration.

The appraisal process is designed to be supportive and developmental rather than evaluative. It helps align individual goals with institutional objectives and fosters a shared responsibility for quality and improvement.

Extra Information:

- **Teaching:** As planned by the academic assistant directors, teachers are required to follow the syllabi and cover the objectives of the level and skills they are teaching by using up-to-date methods.

- **Professionalism:** Instructors are expected to abide the rules and regulations of the School of Foreign Languages as mentioned above.

- **Student Evaluation:** After each semester, students fill out a questionnaire to evaluate their class instructors. The data collected from the students are evaluated by the administrative staff and the instructors are e-mailed about the collected feedback and if needed necessary actions should be taken by the instructors such as filling out AAP forms and etc.

- **Discipline:** If any kind of misbehavior occurs during the class, instructors are required to follow the discipline procedure. (see appendix 10)

8.13. Photocopy Limits

All instructors have 1000 copy limits per module. If instructors exceed this limit, their quota will not be increased in any way.

At School of Foreign Languages, we are committed to respecting copyright and intellectual property rights in all teaching and learning materials.

- We do not reproduce, share, or distribute copyrighted materials without permission.
- Photocopying and digital duplication are limited to fair use and legal licenses.
- Teachers and students are encouraged to use open-access or appropriately licensed resources.
- All sources used in lessons and materials are properly acknowledged.

This policy applies to all staff and students and is reviewed annually.

9. DRESS CODE

All clothing must be clean, neat, pressed, and instructors need an overall well-groomed appearance.

Dress Code for Female Employees

Not allowed:

- Sundresses (strapless or spaghetti straps)
- Tank tops
- Skirts above knee length
- Transparent outfits
- Tight pants and tops, tops that reveal midriff and/or immodest cleavage
- Shorts or sports clothing
- Jeans that have tears
- Hats
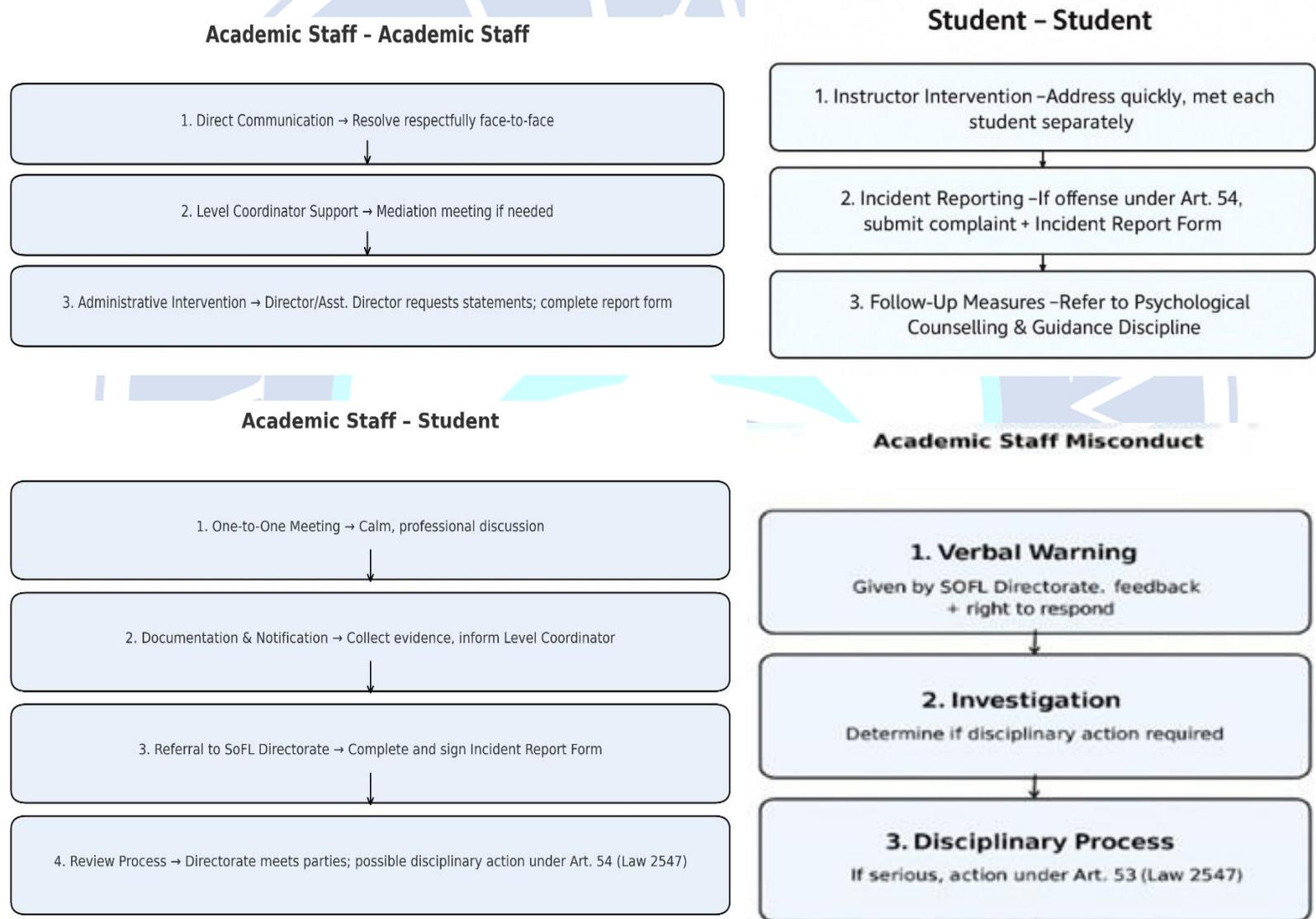- Sweatpants

Dress Code for Male Employees

Not allowed:

- Sports clothing
- T-shirts with inappropriate emblems or slogans
- Jeans that have tears
- Tight pantsuits
- Shorts
- Hats
- Sweatpants
- Visible piercings other than earrings

10. GRIEVANCES AMONG ACADEMIC STAFF AND PROBLEM-SOLVING PROCESS

This section outlines the procedures to be followed in cases of disputes or complaints that may arise between academic staff, between academic staff and students, or involving both parties.

Academic Staff – Academic Staff

1. Direct Communication → Resolve respectfully face-to-face

↓

2. Level Coordinator Support → Mediation meeting if needed

↓

3. Administrative Intervention → Director/Asst. Director requests statements; complete report form

Student – Student

1. Instructor Intervention –Address quickly, met each student separately

↓

2. Incident Reporting –If offense under Art. 54, submit complaint + Incident Report Form

↓

3. Follow-Up Measures –Refer to Psychological Counselling & Guidance Discipline

Academic Staff – Student

1. One-to-One Meeting → Calm, professional discussion

↓

2. Documentation & Notification → Collect evidence, inform Level Coordinator

↓

3. Referral to SoFL Directorate → Complete and sign Incident Report Form

↓

4. Review Process → Directorate meets parties; possible disciplinary action under Art. 54 (Law 2547)

Academic Staff Misconduct

1. Verbal Warning
Given by SOFL Directorate. feedback + right to respond

↓

2. Investigation
Determine if disciplinary action required

↓

3. Disciplinary Process
If serious, action under Art. 53 (Law 2547)

10.1. Serious Welfare Issues

Our institution is committed to ensuring the safety and well-being of all students. Teachers are expected to remain alert to serious welfare concerns such as bullying, harassment, or signs of significant emotional distress. In such cases, teachers must ensure the student's safety, refrain from investigating the situation on their own, record the facts objectively, and report the matter immediately to the School of Foreign Languages Directorate. All cases are handled confidentially and, when necessary, disciplinary procedures are initiated or the student is referred to Psychological Counselling and Guidance Services. The Student Handbook includes the Disciplinary Procedure, and the Grievance section of the Teacher Handbook guides teachers in taking appropriate action and indicates the channels through which they can seek further support if needed.

11. DUTIES AND RESPONSIBILITIES
Assistant Academic Directors

- To act in accordance with the aims specified in Articles 4 and 5, and the duties defined in Articles 31 and 34 of the Higher Education Law No. 2547.
- To substitute for the Director in their absence.
- To carry out all duties assigned through relevant laws and regulations.

- To perform other tasks and procedures assigned by senior administrators concerning the School of Foreign Languages.
- To coordinate all teaching and learning processes and work in close collaboration with the Administrative Deputy Director in these processes.
- To coordinate the preparation and regular updating of the curriculum in line with the relevant procedures and principles.
- To ensure that course allocations and academic workloads are determined in accordance with Article 36 of the Higher Education Law No. 2547.
- To oversee the planning, implementation and evaluation processes related to the academic calendar and exam calendar.
- To coordinate the academic processes of proficiency, placement and mid-term examinations.
- To manage the preparation, reporting, and follow-up of decisions of Academic Board meetings.
- To lead reporting, monitoring, and improvement processes related to the academic dimension of quality assurance and accreditation activities.
- To support and monitor instructors' lifelong learning and continuous professional development processes.
- To Supervise the coordination of all commissions within the Preparatory Program and manage the relationships among commissions in line with the attached organizational chart

- To ensure continuity of operations for other Deputy Directors in matters related to their respective areas when necessary.
- To monitor, implement, and report on the components of the University's Strategic Plan that fall within their area of responsibility.
- To monitor stakeholder expectations related to their process and ensure that these expectations are met.,
- To follow the SWOT data related to their process and report developments.
- To monitor risks associated with their process and update them according to emerging needs.
- To ensure that the documents and records related to their process are kept up to date and properly used.
- To monitor SPİK and Quality Activity plans related to their process.
- To follow all changes related to their process and inform the Quality Office accordingly.
- To teach five hours a week.
- To conduct root-cause analyses of complaints received within the scope of ISO 10002, develop action plans, and ensure their implementation.
- To carry out activities to eliminate non-conformities identified during internal and external quality audits.
- To represent their process during audits and carry out all other activities required within the scope of ISO 9001.

- To comply with and ensure compliance with occupational health and safety instructions.
- To protect the environment and prevent environmental incidents.

Assistant Administrative Directors

- To act in accordance with the aims specified in Articles 4 and 5, and the duties defined in Articles 31 and 34 of the Higher Education Law No. 2547.
- To substitute for the Director in their absence.
- To carry out all duties assigned through relevant laws and regulations.
- To perform other tasks and procedures assigned by senior administrators concerning the School of Foreign Languages.
- To coordinate teaching and learning processes and work in close collaboration with the Academic Deputy Director in these processes.
- To coordinate the working schedule, leave, and administrative assignment procedures of academic staff.
- To ensure the administrative follow-up of student affairs, attendance tracking, exam security, and disciplinary processes.
- To coordinate the document flow related to instructors' contracts and additional-course payment procedures.
- To ensure that documentation and archiving processes are carried out in accordance with university standards.

- To coordinate administrative reporting, record keeping, and monitoring processes related to quality assurance and accreditation activities.
- To ensure the regular updating and effective use of digital communication tools, the website, and announcement systems.
- To supervise the coordination of all commissions within the Preparatory Program and coordinate inter-commission relations in line with the organizational chart.
- To ensure continuity of operations for other Deputy Directors in matters related to their respective areas when necessary.
- To monitor, implement, and report on the components of the University's Strategic Plan that fall within their area of responsibility.
- To monitor stakeholder expectations related to their process and ensure that these expectations are met.
- To follow the SWOT data related to their process and report developments.
- To monitor risks associated with their process and update them according to emerging needs.
- To ensure that all documents and records related to their process are kept up to date and properly used.
- To monitor SPİK and Quality Activity plans related to their process.
- To follow all changes related to their process and inform the Quality Office accordingly.

- To conduct root-cause analyses of complaints received within the scope of ISO 10002, develop action plans, and ensure their implementation.
- To carry out activities to eliminate non-conformities identified during internal and external quality audits.
- To represent their process during audits and carry out all other activities required within the scope of ISO 9001.
- To comply with and ensure compliance with occupational health and safety instructions.
- To protect the environment and prevent environmental incidents.

Survey Commission
- To organize the content of satisfaction surveys for academic staff, administrative staff, students, and external stakeholders, and ensure their documentation,
- To review the quality objectives set by the commission and prepare a corresponding list of necessary surveys,
- To schedule and implement the surveys on the list by considering the planned dates in the Process Performance Monitoring Scorecard (SPİK) and the Quality Activity Plans,
- To assign a document and form number to each survey whose content is defined as part of the Quality Management System documentation,
- To evaluate the results of the surveys conducted by the commissions, including their analysis in digital formats

(percentages, graphs, tables, etc.), and present them to the School of Foreign Languages (SFL) Directorate,

- To carry out other related tasks assigned by the Directorate of the School,
- To prepare the annual evaluation report,
- To plan and implement satisfaction surveys at key points such as the beginning, middle, and end of the semester, in alignment with the SOFL academic calendar,
- To design survey question sets in accordance with the institution's strategic goals, quality policies, and needs analyses,
- To clearly demonstrate the link between improvement actions and each stage of the quality cycle (planning, implementation, evaluation, and taking action),
- To monitor progress and ensure continuity by using repeated measurement tools to evaluate the impact of feedback,
- To develop suggestions aimed at increasing stakeholder satisfaction, assess their feasibility, and archive them electronically,
- To ensure the confidentiality of all survey data, and to use the information solely for analysis and reporting in compliance with personal data protection and ethical standards.

Archive and Disposal Commission

- To archive documents in accordance with Law No. 3475 and the Regulation on State Archive Services, and to dispose of expired documents in compliance with legal and ethical standards,
- To prepare all relevant reports, minutes, and records, submit them to senior management, and maintain a well-organized archive for audit purposes,
- To collaborate with commission members and ensure that all processes are conducted in line with institutional regulations, ethical principles, and data confidentiality requirements.

Translation Commission

- To provide Turkish-English and English-Turkish translations of texts required for internal and external institutional correspondence,
- To translate website content, announcements, academic documents, and promotional materials,
- To offer translation support for academic events such as conferences and seminars,
- To assist in the translation of documents and reports used in quality assurance processes,
- To support translation needs related to the institution's international collaborations and accreditation processes.

Extra-Curricular Commission

- To create an annual event calendar aligned with the SOFL academic calendar and ensure regular data entry into the quality activity plan,
- To identify students' interests and needs related to extracurricular activities,
- To design social and cultural events that encourage and support student participation,
- To record and report participant numbers,
- To design social and cultural events based on the needs of academic staff,
- To ensure that the design and implementation of events align with the institutional mission and comply with internal and external quality standards,
- To organize inclusive and engaging events such as speaking clubs, competitions, and cultural days,
- To prepare relevant materials such as posters, participation certificates, and attendance lists, and to administer satisfaction surveys,
- To archive all documents related to the events (plans, visuals, attendance sheets, reports, etc.),
- To report on the planning, implementation, and outcomes of events to the Academic Board,
- To ensure that each event aligns with the institution's learning objectives and enhances the student experience,

- To evaluate participation in all events and use feedback to improve future activities,
- To collaborate with administrative staff and commissions during the planning phase of each event,
- To submit planned events for the approval of the School Directorate,
- To prepare an annual event report at the end of the academic year and present it to the Academic Board.
- To administer surveys to students or instructors following each organized event.
- To evaluate the results of the surveys conducted by the commissions, including their analysis in digital formats (percentages, graphs, tables, etc.), and present them to the School of Foreign Languages (SFL) Directorate,

Digital Communication Commission

- To take part in content creation and scheduling for the institution's social media accounts,
- To ensure that events, achievements, and announcements related to education and training are shared on digital platforms,
- To support the design process of digital materials such as posters, flyers, and brochures,
- To assist in updating the institution's website and preparing necessary content,

- To contribute to digital promotion activities by working in coordination with other institutional commissions,
- To ensure that all shared digital content aligns with the institution's vision, mission, and core values.

Quality and Accreditation

- To establish, implement, and improve the internal quality assurance system in line with the School's quality policy,
- To coordinate self-assessment processes and prepare related reports in accordance with national and international accreditation standards; to collaborate with external evaluators,
- To monitor processes related to education, assessment and evaluation, student and instructor satisfaction,
- To design, implement, disseminate, and regularly update procedures, guidelines, policies, and workflows related to quality assurance,
- To ensure the consistent implementation of quality practices by collaborating with the curriculum development and level coordination commission, testing and assessment commission, professional development commission (PDC), and the administration,

- To collect feedback from students, instructors, and external stakeholders through surveys, interviews, and meetings, and integrate the findings into improvement processes,
- To plan commission meetings, document decisions, and report regularly to the School Directorate,
- To organize seminars, briefings, and training events with the approval of the School Directorate to promote a culture of quality across the institution,
- To ensure the content of documents such as the website, organizational chart, and student handbook remains up to date,
- To plan and coordinate preparations for national and international external evaluation and accreditation processes such as Eaquals and YÖKAK,
- To identify institutional weaknesses, propose corrective actions, and prepare risk reports including recommended measures,
- To systematically archive all documents related to the quality process and manage access to training and accreditation documents,
- To monitor, implement, and report on areas related to the process as defined in the university's strategic plan,
- To monitor stakeholder expectations relevant to the process and ensure they are addressed,
- To track SWOT data related to the process and report developments,

- To monitor risks related to the process and update them as necessary,
- To ensure up-to-date use and monitoring of all documents and records related to the process,
- To follow the SPİK and Quality Activity Plans related to the process,
- To inform the Quality Office of any changes related to the process,
- To carry out root cause analyses of complaints received under the scope of ISO 10002 and implement action plans accordingly,
- To take corrective actions to address nonconformities identified during internal and external audits related to the process,
- To represent the process during audits,
- To perform all other necessary activities required under ISO 9001,
- To comply with occupational health and safety regulations and ensure compliance across the unit,
- To protect the environment and prevent environmental incidents.

Professional Development Commission

- To ensure the effective management and utilization of resources allocated for professional development,

- To set goals and make necessary plans for professional development,
- To hold regular meetings with instructors to discuss professional development,
- To evaluate professional development activities,
- To plan in-service training programs in line with the School's policy,
- To organize an orientation program at the beginning of each academic year for newly appointed instructors,
- To evaluate feedback on the orientation program and make necessary improvements and revisions accordingly,
- To organize in-service training seminars and courses throughout the year based on the training needs of newly appointed instructors,
- To prepare the forms/documents required for classroom observations,
- To conduct classroom observations and provide feedback to instructors,
- To coordinate peer observations among instructors,
- To provide feedback on instructors' written self-reflections regarding their courses for their professional development,
- To organize training and development seminars for instructors affiliated with the School,
- To support the organization of the annual English Language Teaching (ELT) conference hosted by the School,

- To inform instructors about seminars and conferences related to their fields,
- To represent the School at national and international ELT seminars and conferences and inform the Directorate about recent developments in language education,
- To identify training and development priorities through effective communication with the School Director and Assistant Directors,
- To attend meetings with the School Director and Assistant Directors to review training and development needs,
- To contribute to the School's policy, administration, and development,
- To collaborate with other coordinators and commissions members within the institution.

Curriculum Development and Level Coordination Commission

- To be responsible for academic issues regarding all levels,
- To support communication, coordination, and collaboration among lecturers regarding academic processes, administrative updates, instructional pacing, and professional development,
- To share agenda items with lecturers in the relevant level and conduct weekly level meetings,
- To ensure the coordination of meeting minutes taken by lecturers by sharing them with the entire level and the SoFL Directorate, and submitting a compiled folder to the SoFL Faculty Secretary at the end of each module,
- To gather feedback from lecturers and relay it to the SoFL Directorate for further consideration,
- To participate in the selection of the books and compilation of materials on the basis of the CEFR objectives and ABU needs,
- To monitor the effectiveness of books selected and materials developed and/or compiled,
- To prepare and regularly update the syllabi and weekly pacing schedules for all levels,
- To organize substitution processes when necessary, monitor their effectiveness, and inform the SoFL Directorate accordingly,
- To organize and keep track of make-up lessons and their attendance sheets and submit them to the SoFL secretary,
- To cooperate with the Testing and Assessment Commission and the Professional Development Commission (PDC) to ensure alignment in academic planning and implementation,
- To give feedback on all level tasks and tests,
- To ensure the effective in-class implementation of the planned curriculum through regular monitoring,
- To oversee the procedures related to commissions,
- To ensure that all curriculum-related work is regularly reviewed and kept up to date.

Testing and Assessment Commission

- To handle exam-related questions and concerns raised by instructors and students,
- To prepare all level exams (midterms, finals) and the proficiency exam in accordance with the curriculum and ensure their smooth administration,
- To revise exam questions for all levels based on feedback,
- To administer placement tests,
- To organize standardization meetings for the writing and speaking sections of exams,
- To review exam questions for all levels, make necessary corrections, and provide feedback to commission members,
- To prepare exam-related lists (e.g., student lists, invigilators, and graders) and inform instructors about exam locations, times, and task assignments,
- To prepare Excel files for grade entry and share them with instructors,
- To ensure that exam grades are entered and to prepare a report showing students' achievement at the end of each level (module),
- To duplicate exam papers and ensure they are ready for administration,
- To archive exam documents and manage the document disposal process,
- To administer exams to transfer students at designated times and dates,
- To work in collaboration with the Testing and Assessment Commission,
- To collaborate with assistant directors, professional development trainers, and level coordinators,
- To ensure that exams are prepared in accordance with level requirements and course schedules,
- To inform instructors about exam rules and details,
- To adapt reading and listening texts as needed based on requirements,
- To re-evaluate exams upon student appeal and inform the student of the outcome,
- To monitor classrooms and hallways throughout the exam period,
- To report any incidents that occur during exams to the administration,
- To ensure that exams are graded in accordance with predefined criteria and answer keys,
- To edit and format audio recordings used in the listening sections of exams,
- To analyze and interpret assessment data to ensure the reliability, validity, and fairness of exams,

- To continuously develop professional knowledge and skills in the field of assessment and evaluation.

Instructors

a) **Professional Standards**

- To support the aims and ethos of ABU,
- To maintain the highest standards of professional performance,
- To show commitment to the duties and work assigned and meet the deadlines for the completion of the work,
- To act as a good role model in terms of professional appearance, conduct, punctuality and attendance,
- To maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning and behaviour in a consistent, firm and non-confrontational manner,
- To deal justly and considerately with each student regardless of his/her physical, mental or emotional characteristics,
- To respect and not undermine the position, status or authority of any colleague or administration,
- To attend team and staff meetings as appropriate, contributing actively whenever possible,
- To follow and implement school/administrative policies and regulations,

- To participate in a responsible manner in the development and implementation of school policies,
- To dress in a manner consistent with the dignity and honour of the profession, not in a manner to distract attention from the teaching/learning process.

b) **Teaching and Learning, Assessment, Recording & Reporting**

- To be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all,
- To create and maintain a positive classroom environment for students that is conducive to effective learning,
- To contribute to the enhancement of teaching, learning, and the development of students' academic language skills,
- To monitor the academic progress of each student using data and alert relevant administration and/or the level coordinator if there are any areas of concern,
- To update the administration regularly of any problems encountered that prevents the smooth running of the course,
- To design and develop supplementary materials to support the course and to cater for students' needs in conjunction with the course descriptions and intended learning outcomes specified,
- To deliver teaching according to agreed standards, identify areas for potential improvement, recommend these to the Administration/Level Coordinator,

- To contribute to the review, update and modification of course syllabi and course packs,

- To provide regular, appropriate and constructive feedback on students' oral and written work,

- To arrange individualized or small group feedback sessions and give one to one feedback to students' written work,

- To encourage students to actively participate in class discussions and activities,

- To design, administer and mark assessments on time,

- To assess and grade student assignments and exam papers using specified rubrics,

- To efficiently administer the processing of assessments: to return written records and an accurate list of results on time,

- To keep a regular and accurate record of student attendance and grades and enter them to the Student Information System on time as required.

- To plan and deliver 25 hours of lessons weekly, as well as any additional English courses offered by the School of Foreign Languages,

- To manage student behavior in the classroom by invoking approved disciplinary procedures,

- To attend level meetings and take minutes of the meeting as required and send them to the level coordinator by the due date,

- To administer tests, quizzes and tasks as assigned by the testing officers,

- To attend the standardization meetings and apply the standards,

- To mark tests, tasks, quizzes, homework and participation according to the given criteria/rubric,

- To calculate the grades of the exams as 1st, 2nd and 3rd checker accurately,

- To keep track of the syllabi and pacing schedule given by the level coordinator,

- To teach any group of students (including students studying the same level), any skill and in any level.

c) **Behavior and Safety**

- To treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position,

- To take responsibility for promoting and safeguarding the welfare of students within the university,

- To manage student behavior in the classroom by enforcing and implementing approved disciplinary procedures.

d) **Team working and collaboration**

- To work collaboratively and supportively with the members of the team to complete projects and/or team activities and the administration,

- To extend due respect to his/her colleagues and be willing to

work with them professionally, regardless of age, gender, nationality, ethnic origin, status, religious or political affiliation, qualification or personal differences,

- To liaise with other lecturers when necessary.

e) Professional development

- To attend and contribute to meetings, training sessions/workshops/seminars as required,

- To read and stay abreast of current topics to gain new insights and knowledge of current trends in the field of ELT to contribute to ongoing professional development,

- To take responsibility for professional development and progression, making full use of opportunities and training provided by ABU,

- To regularly review the effectiveness of your teaching and assessment procedures and its impact on learners' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.

f) Other

- To check e-mails regularly, at least a couple of times in a day, helps to have a better communication among the staff,

- To recognize the authority of school administrators and when necessary seek to influence administrative policies and practices through acceptable channels,

- To keep the exam papers secure and not share the results with students before they are asked to,

- To timely inform the administration/level coordinator in case of absenteeism and provide details for the substitution,

- To inform students about important issues and events that the administration requires,

- To not to make defamatory remarks concerning another staff or a student,

- To not to betray trust under which confidential information is exchanged,

- To cover/substitute for absent colleagues when required by the school administration,

- To demonstrate flexibility and adaptability,

- To perform, undertake other relevant duties assigned by the administrators,

- To be on campus during working hours (between 8:30 a.m.-5:30 p.m.),

- To be in the offices during the office and substitution hours.

Main Class Instructors:

In addition to instructor's responsibilities mentioned above, main class instructors are responsible for …

- building relationships with all students and being available when needed to listen and offer support and encouragement,

- monitoring the academic progress of each student using data and alerting the level coordinator if there are any areas of concern,

- maintaining high standards including monitoring attendance, punctuality, homework records, attitude and behavior,
- disseminating school information, including first day presentation, and messages from the school administration,
- identifying the academically weak students and guiding them to tutorials,
- contacting with parents if/when necessary.

SoFL Secretary:

Regarding Student Affairs:

- To prepare official documents for students who reject their exams and want to transfer to another university,
- To help the testing and assessment coordinator to prepare the module and annual report of the success rates,
- To submit the list of students who pass from the proficiency test to the Student Affairs,
- To answer phone-calls from students and parents and guide them to the relevant parties who are responsible,

Regarding Student Lists:

- To prepare the student lists according to the level, gender and number of international and Turkish citizenship during module breaks,
- To assign students and lecturers to the classes on SIS during module breaks,

- To put the new class lists to doors and boards during module breaks,
- To prepare signature lists during module breaks,

Regarding Administrative Issues:

- To arrange and plan meetings for the director,
- To write meeting minutes and archive them,
- To follow all the documentation and send them to the related parties,
- To archive the confidential documents,
- To collect and archive attendance sheets,
- To guide students or instructors to the related people in charge,
- To send the doctor's notes submitted by the instructors to the Human Resources department,
- To make sure that the instructors sign the contracts and get a copy of it,
- To collect the documents of the newly recruited instructors and send them to Human Resources,
- To send the list of instructors who work overtime to the finance department,
- To ensure the translations are being done by the translators,
- To add the necessary information to the ABU website,
- To order stationary and A4 size paper,
- To prepare stationary packs at the beginning of each year,

- To deal with technical problems when the administrative assistant director is not available,
- To keep in touch with the Human Resources department when an instructor needs a document,
- To make written or oral announcements to students,

- To get ready for YÖK inspections,
- To enter the instructor class schedules to the OBS,
- To create classes on the OBS
- To announce the test results on the OBS program.

12. FREQUENTLY ASKED QUESTIONS

Whom should I contact if technical devices in my office or classroom do not work?

- If the problem is related to projector, please fill in the "Teknik Servis Talep Formu" about a technical the problem from **http://requests.antalya.edu.tr/**
- If the problem is related to computer, please write your problem to http://bitalep.antalya.edu.tr/portal.

However, if there is a technical problem **during class time,** you can directly call Soner Bey, the technician, and then in the break time you can fill out the form on the relevant sites.

Whom should I ask for leave if I have a very urgent issue?

Please contact assistant director to ask for leave.

Who should I ask if I have an academic related question?

First, please consult your level coordinator & testing officer, and then you can contact assistant directors.

To whom should I convey problems and questions?

If you have a problem or a question, please first talk to your level coordinator. We are sure that the level coordinators will do their best to solve the problem or answer any questions. However, if you cannot find the answer or solve the problem, you can talk to the related administrative staff who is responsible for that issue.

Should I expect some short notices?

Unfortunately, yes. Sometimes things like conferences and meetings can be announced last minute, which is generally out of the School of Foreign Languages' control, so we may have to cancel some classes and participate in those events.

13. APPENDICES

Appendix 1

<u>**END OF MODULE EVALUATION**</u>

AREAS	ACHIEVEMENTS AND/OR AREAS YOU ARE HAPPY WITH	POINTS TO CONSIDER	SUGGESTIONS
STUDENTS			
SYLLABUS			
MATERIALS & RESOURCES			
ASSESSMENT			
SUPPORT RECEIVED (e.g. from Level Coordinator & Testing Office Members and Administrative Staff)			

LMS			

Appendix 2- Instructor Evaluation Form

INSTRUCTOR
1- In the beginning of the semester, he/she introduced himself/herself, and clearly explained the course content, education plan, exam periods and his/her expectations
2- My instructor is always prepared for the class
3- My instructor gives clear instructions about the lesson
4- My instructor prepares useful materials for the course
5- My instructor speaks English in class
6- My instructor lets all students participate in class equally
7- My instructor is very helpful
8- My instructor gets my attention in class easily
9- My instructor gives students necessary feedback on homework
10- My instructor praises us when we give correct answers
11- My instructor communicates with the students easily
12- The assignments given in this course have contributed to my English positively
13- I meet my instructor in his/her office easily
14- I ask questions to my instructor without any hesitation
15- I am confident while speaking in English because my instructor motivates me
16- My instructor is competent in class management
17- My instructor come to class on time and used the lesson time effectively
18- I would like to take a course from the same instructor again.
ENGLISH PREPARATORY CLASS

19- The instructional materials are sufficient.	
20- The lessons in EPC address to the English language skills (reading, writing, listening, speaking)	
21- The lessons in EPC contribute to the improvement of my English language skills.	
22- The lessons in EPC contribute to my vocabulary knowledge positively.	
TESTING & ASSESSMENT	
23- The content of the tests and tasks is linked to the course content.	
24- I have enough time to complete the tasks in the exams.	
25- Tests and tasks are held on the dates announced before.	
26- Test results are announced on the dates stated in the academic calendar.	

Appendix 3 – ABU EPC Teacher Development Criteria

AREA	
1. Knowledge and Awareness	**1.1 Language** • Knowledge of language • Knowledge about how language functions • Accurate and fluent use of language **1.2 Methodology** • Knowledge of general teaching methodology • Knowledge of skills, language and lexis teaching and learning strategies
2. Objectives and Planning	**2.1 Objectives** • Knowledge of objectives within and across levels • Ability to organize the relevant course input (materials, activities, etc.) to meet the objectives

	2.2 Planning
	 - Ability to plan according to students' needs and profile - Ability to connect what is learnt to what is already known - Setting clear, measurable and appropriate lesson aims and objectives - Envisaging clear learning outcomes for students - Choosing appropriate methodology to deliver the lesson - Being ready to adapt the lesson input according to students' needs - Planning to maximize student-centered learning and teaching
3. Lesson Execution	**3.1 Opening, Transition(s) and Closure** - Providing an appropriate focus for the lesson and making students aware of lesson objectives - Engaging students in learning by arousing their interests in the topics - Making smooth transitions between activities and making stage aims clear to students - Closing with wrap-up activities and guiding students for outside class study to internalize input **3.2 Context Setting** - Setting context that is relevant to students' present knowledge, needs and interests **3.3 Guiding the Learning Process** - Giving clear, staged instructions using a variety of techniques - Systematically checking learning and understanding and providing corrective feedback - Guiding students' note-taking and recording information - Identifying and taking action using a variety of error correction techniques - Encouraging independent thinking and learning - Raising students' awareness of and promoting the use of different learning strategies - Encouraging and praising students when necessary - Encouraging students to do outside class studies **3.4 Activities and Teaching Aids** - Exploiting materials and activities effectively

	• Encouraging cooperation and collaboration between students through activities • Using a variety of teaching aids and materials to cater for different learning styles and abilities
4. Lesson **Management**	**4.1 Learning Environment** • Establishing and maintaining an orderly and effective learning environment • Using physical organization of the room effectively (seating arrangement, lighting) • Establishing good rapport with students **4.2 Discipline** • Creating a positive environment conducive to learning • Being aware of and quickly dealing with off-task behavior • Being aware of disciplinary stages stated in the disciplinary flow chart
5. Teacher Qualities and Skills	**5.1 Teacher Qualities and Skills** • Teacher presence (confident, enthusiastic, positive) • Genuine interest in students • Having a sense of ownership • Using body language effectively (keeping eye contact, etc.) • Enthusiasm and interest in using computer technology in language teaching
6. Reflection and Evaluation	**6.1 Reflection on the Planning and Execution of the Lesson** • Being able to identify own strengths and points to consider effectively and taking future action **6.2 Overall** • Being open and enthusiastic towards self-development • Taking feedback and acting upon it

LESSON PLAN

Name: **Date:**

Length of the lesson: **Type of lesson:**

Time:

Aims of the lesson: (What will the students have learnt / been presented with / practised by the end of the lesson?)

Materials:

Class Profile: (How would you describe this class in terms of motivation, ability, behaviour, etc.? Which students are particularly strong, weak, etc?)

Anticipated Problems: (What problems do you anticipate with the lesson regarding lesson content, students, etc. and how do you plan to deal with these problems?)

Timetable Fit: (How does this lesson relate to the previous lesson and the following lesson?)

POST OBSERVATION REFLECTION FORM

Thank you for taking the time to reflect on your lesson. Please consider the following points in your reflection and add any other comments you would like to share in the post-observation meeting.

1. What were the strengths of the lesson?

2. What did not go well in the lesson?

3. Think of your execution and management of the lesson; is there anything you would do differently to improve students' understanding / learning if you taught this lesson again?

4. What learning points have come out for you from this Teaching Practice (TP)? Choose 2-3 areas for future action.

Lesson Plan Chart
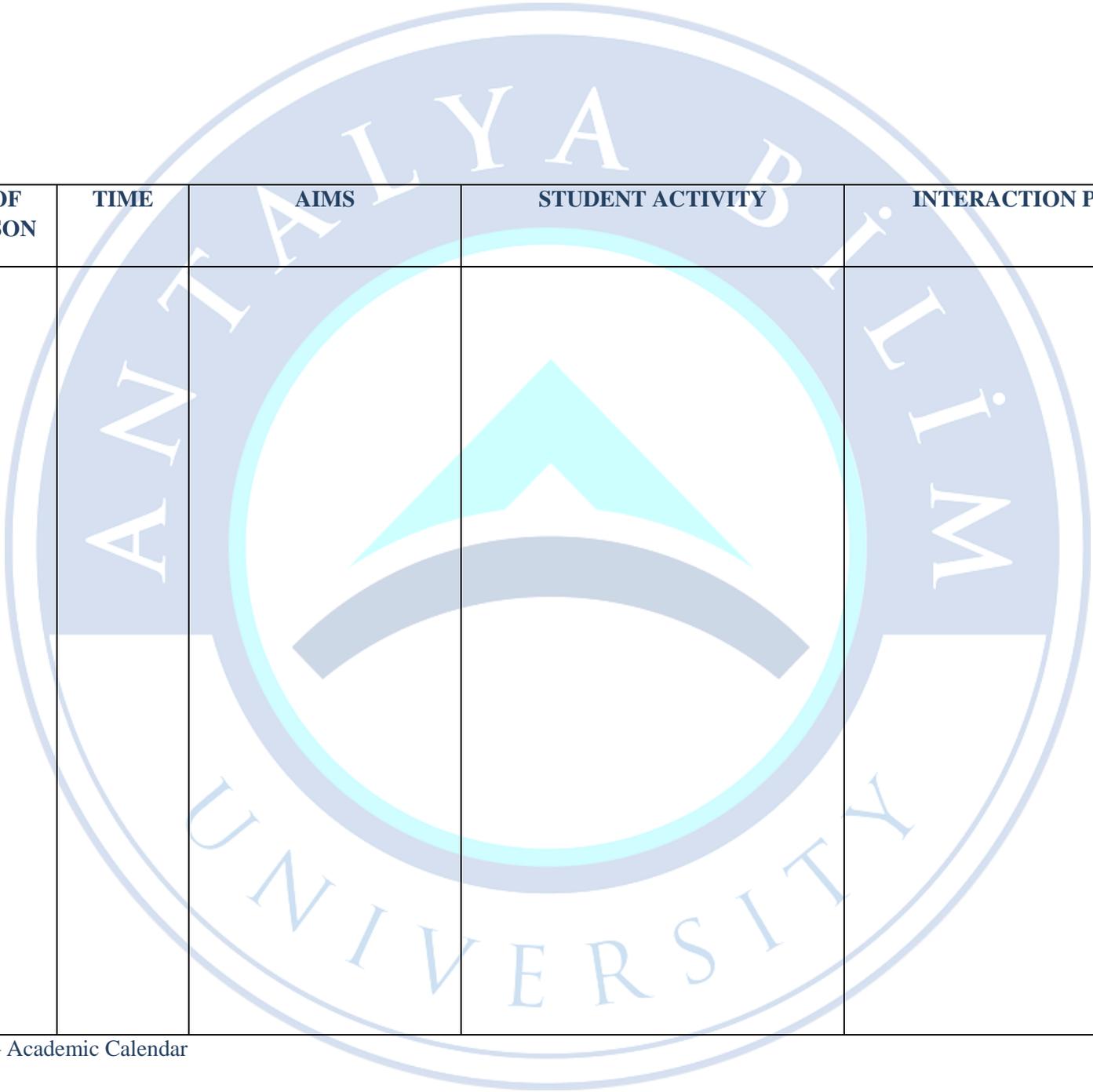
STAGE OF THE LESSON	TIME	AIMS	STUDENT ACTIVITY	INTERACTION PATTERNS

Appendix 5 – Academic Calendar

Click on the link: https://admin.antalya.edu.tr/files/1076/ABU_YDYO___ngilizce_Haz__rl__k_S__n__f___Akademik_Takvimi_2025-2026-TR.pdf

Appendix 6

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EPC Final and Proficiency Test Exam Policy

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- It is every instructor's responsibility to ensure that proctoring is carried out to the highest standard.
- Please ensure that you are familiar with the following information before proctoring.
- Failure to observe the rules below may result in disciplinary actions.

ONE DAY BEFORE THE EXAM DAY

1. Remove all course related materials posted on the walls and the bulletin board in the classroom where you teach as the main class teacher **by 16:30**.
2. Log in to the computer in the classroom where you will be proctoring.
3. Check the computer and speakers in the classroom where you will be proctoring and inform the administration if there are any technical problems.

ON THE EXAM DAY

Before the Exam

4. Come to the Testing Office between **8:45 and 9:00** to get your assigned exam pack. The exam will start at 9:30.
5. After you get the exam pack, go **directly** to the exam room.
6. Make sure that you take a stapler with you if you are teaching in intermediate or upper-intermediate level.
7. Make sure that there are no course related materials on the walls or on the bulletin board.

8. Audio files for the listening part will be copied on your desktop by the Testing Office before the exam starts. Therefore, make sure that you do not leave the exam room after you get the exam pack.

9. **The audio file will be used only for the Listening Part.**

10. Do not allow students into the class until the seating arrangement is prepared.

11. **Seating arrangement:** Write a number on each desk according to the number of students in that class (so a class of 15 students will have desks numbered in order 1 – 15).

12. When the seating arrangement is ready, you can let the students in and show them to their numbered desk (so the first student on the list will be seated in desk number 1, and so on).

13. Check student IDs and send the students without IDs to the hall monitor. (You can also check any ID cards with the student's photo on it like passports or driving licenses.)

14. Tell students to turn off ALL cell phones or any electronic devices before the test starts and put them on the teacher's desk.

15. Please get students to take off their watches and put them on the teacher's desk, as some students have digital and sophisticated watches which they can use to connect to the internet.

16. Get students to sign the signature list. Also make sure that you sign the signature list as the proctor. Write **ABSENT** next to the names of the students who did not sit for the exam.

17. Make sure that students write their **Names & Surnames** and **Student ID numbers** on their answer sheets properly.

18. Make sure that students read and sign the exam policy section on the exam cover.

19. **Do not leave the classroom while you are logged in on the computer** and make sure that **you do not leave the exam pack in the classroom** if you have to leave before the exam starts.

20. Inform students that there are **no toilet breaks** during the exam.

21. Write the section names of the test and the duration for each section on the white board.

22. Students are not provided any stationary supplies.

23. Make sure that students put their belongings (coats, bags, books, dictionaries and all materials) at the back of the class. On the desks they can only keep pencils and erasers.

24. Students who failed due to absenteeism cannot take the tests.

During the Exam

Exam Schedule

Duration of the tests for each level is as follows:

- **A1** level **test will last approximately 80 minutes.**
- **A2** level **test will last approximately 100 minutes.**
- **B1** level **test will last 140 minutes.**
- **B2** level **test will last approximately 145 minutes.**
- **Proficiency** level test will last approximately **145-150 minutes**.

26. If a student decides to leave, he or she can do so only **after the first 40 minutes**. However, he or she may not return.

27. There will be **no toilet breaks** during the exam.

28. Under exceptional circumstances, i.e., if a student has to use the bathroom, proctors must inform the hall monitor(s).

29. Students **cannot leave the exam room while the lecture or interview is playing. When all the listening recordings stop playing, students can leave the exam room before the expected finishing time.**

30. Leave the doors open until the listening part starts.

31. Stand at the front of the classroom, make eye contact with the students, and quietly walk up and down the rows once every 10 minutes or as needed to ensure that students are following proper exam procedures.

32. Chatting with other proctors, reading materials or exam papers, or using cell phones or computers are not acceptable.

33. There must be a proctor in the exam room at all times. Do NOT leave the exam room unattended.

34. If an instructor is proctoring in more than one exam room, they must spread their time evenly between the exam rooms they are responsible for proctoring. During the listening part, stay in one exam room until the recording has finished.

35. If students ask you to explain the instructions for a task you may do so. Do so as briefly and succinctly as possible.

36. Do **NOT** explain any words or vocabulary in the actual questions.

37. Under no circumstances should the recording be played more than ONCE (the dialogues are already recorded twice with the instructions and pauses).

38. Avoid making any interruptions while the audio is playing.

39. In case of an **emergency**, exam papers will be collected by the proctor and the exam will be suspended by the testing office members until the problem is solved. The exam will continue and students will be given enough time to complete the test after the problem is solved.

40. Do **NOT** let students eat or drink during the exam. They may only bring a clear plastic bottle of water to the testing location.

41. If any kind of cheating attempt occurs during the exam, make sure you follow the cheating policy, fill out the incident form and inform the hall monitor/s immediately.

42. When the first part of the exam finishes, bring the test papers directly to the Testing Office and get the test papers for the second part of the test.

43. You should take out the signature list from the first exam pack as it will also be used for the second part of the exam. Make sure that students sign the signature list for the second part of the exam as well.

44. In case of a power outage during the listening part, please do not panic. Wait until the power comes back. When the electricity returns, please start the recording 10 seconds earlier than where the power went out.

IMPORTANT!

- Please distribute the lecture questions **AFTER** the lecture is played twice and when you hear "***Now you will get the questions of the lecture***" as an audio instruction.

- When the test finishes, please **attach the lecture questions to the main test booklet** by using a stapler. For that reason, please make sure that you take a stapler with you to the exam room.

After the Exam

45. Do **NOT** let students leave the exam room until you have collected all exam papers.

46. Do **NOT** let students take any photographs of the tests or take any test materials out of the exam room.

47. Please **COUNT** the exam papers before you put them in the pack.

48. Make sure that you do not leave any exam papers in the classroom.

49. Make sure that you **turn off the computer and the projector** before you leave the exam room.

50. Bring the packs to the Testing Office right after the test.

Appendix 7 – Cheating Procedure

CHEATING POLICY

1

- If a student is caught cheating using dictionaries, notes, mobile phones etc., take it and keep the evidence.

- Fill in the incident report form in detail of the type of behavior observed. Submit the incident report form to one of the testing members in the corridor.

- Tell the student that s/he should go to the testing office while the student is leaving the class after the exam.

2

- If a student talks to another student, shows his/her exam paper to others or tries to copy from others' papers during an exam, **warn him/her orally first.**

- If the action is repeated, **call a testing member**, who will give a second warning. If possible, the testing member might change student's seat. **Fill in the incident report form** in detail of the type of behavior observed. Submit the incident report form to the testing members.

- Tell the student that s/he should go to the testing office while the student is leaving the class after the exam.

- Do not talk to the student about the possible results of the incident report form in order not to distract the other students.

Appendix 8 – Marking Procedure

GRADING THE EXAM:

- Instructors will grade the exam packs at the time and place announced after the exam.
- All marking will be done in the classrooms; instructors will not take the packs to their offices.

- **1st checks will be done with a RED pen, and 2nd checks will be done with a BLUE or GREEN pen.**
- If the answer is correct, put a tick on the left side of the question. If the answer is wrong, put a cross next to it.
- Second markers are expected to mark the paper as the first markers did (tick and cross) and attach the writing part of the test to the main test booklet when grading of the test is completed.
- If the student hasn't answered a question, write **NA (not answered)** in the blank.
- Stick to the answer key and if you think there are alternative answers, inform the relevant testing member and do not grade the sheets until you are informed about the different answers.
- Both markers are responsible for the marking and accurate calculation of the test papers.
- The third marker needs to recalculate the totals on the 1st page to make sure there is no mistake and is required to transfer the total grades of the students to the grades sheet given by the testing office.
- Initials of the markers' names and surnames should be added to the relevant space on the exam paper.
- Make sure the scores of the first part of the exam are the same in both 1st and 2nd check. There shouldn't be any discrepancy between the 1st and 2nd marker while marking the objective part of the test.
- The discrepancy between the 1st and 2nd marker can be maximum 2 points while marking the written part of the tests.
- Do not circle the correct answer or make any corrections on the test papers.
- Make sure you staple all parts of the exam together.
- Count the papers before submitting them to the Testing Office.

Appendix 9 – Self Reflection and Appraisal Form

QUESTIONS	COMMENTS
What aspects of your job have you found the most rewarding this academic year so far? Please state why.	
What aspects of your job have you found the most challenging this academic year so far? How are you planning to overcome these challenges?	
Please comment on your professional qualities in the areas listed below: Organization skills o Being punctual (e.g. being in class on time, leaving the class/school on time, keeping the deadlines, etc.) o Quality proctoring & marking (e.g. being vigilant at all times, not using cell phones, classroom arrangement, calculations etc.) Communication skills (e.g. good communication with students & colleagues) o Your Class Observation(s) conducted by SOFL administration o Survey results conducted by your students.	
In the next semester / academic year what do you consider to be your most important professional / academic aim? (e.g. CELTA, DELTA, MA, PhD, etc.)	
Please describe the type of support that you need from relevant parties in the institution.	
Please comment on any issues / areas that have not been addressed above.	

Appendix 10 – Discipline Procedure

DECISION - MAKING FLOW CHART

STAGES		ACTION TO BE TAKEN
STAGE 1	**Challenging behavior occurs despite an initial warning →** **(T may consult with the partners and the Administrators)**	➢ Make sure you approach the student **outside the class "individually"** after the lesson ends. **Do not confront with the student in class**. ➢ Express your concern. ➢ Point out that the behavior is not acceptable and elicit why s/he behaves like that. ➢ Listen to the student. ➢ Tell the student not to repeat the unwanted behavior. ➢ T gives time (preferably **a couple of days**) to the student to unlearn the bad behavior and says that s/he is going to **observe** him/her. ➢ The teacher should make the student aware of the fact that a **problem tracking sheet** will be filled in if the behavior is still observed.
STAGE 2	**Challenging behavior occurs again →** • T. consults with the Administrators. • **T. Negotiates formally** with the student (for **an action plan**)	➢ Make sure you approach the student **outside the class "individually"** after the lesson ends. **Do not confront with the student in class**. ➢ T makes a note of the unacceptable behavior and the **date** and **time and details** of the **problem** and **informs the student** of this (**A problem tracking sheet** is filled in and kept by the T). ➢ T hands in problem tracking sheet to the assistant director. The problem tracking sheet will be put in student's file. (If the student does not want to cooperate with the teacher, move on to stage 4)
STAGE 3	**Challenging behavior occurs again →**	• If the student does not show any improvement, the teacher informs the Administrators • Administrators warn the student orally and inform the student about the consequences of his/her behavior.

STAGE 4	**Challenging behavior occurs again →**	• If the student does not show any improvement, administrators and the T come up with a course of action (**action plan**) for the student. • Administrators inform the student of the action plan and both parties sign the document.
STAGE 5	**Challenging behavior occurs again →** **Student does not want to cooperate →**	**In accordance with the action plan that was signed in stage 5:** • The action plan is submitted to the discipline committee and the student is informed about the upcoming stages and consequences.

Some Tips to consider:

➢ Make sure that you explain and have a copy of "the non-negotiable rules" on the classroom noticeboard from the first week

➢ Make sure you approach the student **outside the class "individually"**. **Do not confront with the student in class**.

➢ It would be nice to control the mimics and gestures as they may provoke the students

➢ Make sure that you adhere to the steps outlined in the flow chart

➢ Be careful with your words (some words may be normal for you but they may sound offensive for the students)

➢ Try to stay calm

➢ Make sure that you record the unacceptable behavior and the **date** and **time and details** of the **problem in a problem tracking sheet.**

➢ Don't let a warning turn into a discussion between the student and yourself

➢ If a student becomes verbally confrontational with you, remain calm and remove the student(s) from the situation as quickly as possible. Do not get into yelling matches with your students.

➢ Keep an anecdotal/detailed record of major issues that arise in your class. This might be necessary if you are asked for a history of classroom disruptions or other documentation.

➢ Consistency and fairness are essential for effective classroom management.

Appendix 11 - Problem Tracking Sheet

ANTALYA BİLİM UNIVERSITY

PROBLEM TRACKING SHEET

Date: **Student's Name:**

Class Code: **Teacher's Name:**

Student's description of problem(s):

Teacher's description of problem(s):

Resolution:

Student Signature   **Teacher Signature**

Appendix 12- Non-negotiable Classroom Rules

DOs;

1. Be on time to your class or you will be marked late or absent,
2. Come to class equipped (relevant books, notebooks, pens/pencils/A 4 paper, dictionary),
3. Be nice and helpful to your teacher and classmates,
4. Bring your student ID every day,
5. Talk to your teacher first if you have any problems and/or questions,
6. Do your homework regularly,
7. Follow class rules and procedures consistently.

Contact your teacher if you have special circumstances.

DON'Ts;

1. use cell-phones/smart phones, headphones unless you are allowed to by your teacher,
2. sleep during the lesson,
3. chat with your classmates during the lesson,
4. listen to loud music during the break,
5. cheat during the exams,
6. plagiarize in your homework or projects,
7. behave disrespectfully to teachers and peers,
8. distract the other students and disrupt the lesson,
9. smoke in class or in corridors,
10. eat in the classroom,
11. take toilet breaks during the classes and e

Appendix 13- Course Book Selection Criteria

Criterion Category	Description	Questions	Evaluation (Yes / No / Partially)
1. CEFR Alignment	Ensure the books align with specific CEFR levels and learning outcomes.	1. Is the book structured to address a specific CEFR level (e.g., A1, B2)?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Are the learning outcomes clearly aligned with the stated CEFR level?	☐ Yes ☐ No ☐ Partially
2. Balance of Language Skills	The book should develop all four language skills (reading, writing, listening, speaking) in a balanced way.	1. Does the book equally emphasize all four language skills?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Are skill development activities complementary and reinforcing?	☐ Yes ☐ No ☐ Partially
3. Cultural Diversity and Inclusion	Content should promote cultural awareness and avoid discrimination.	1. Does the book include examples from diverse cultures?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Does the content adopt a neutral stance on sensitive topics (e.g., gender, ethnicity)?	☐ Yes ☐ No ☐ Partially
4. Suitability for Academic and Professional Goals	Materials should align with program goals, such as academic English, exam preparation, or professional English.	1. Does the book support students' academic needs effectively?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Does it include content suitable for exam preparation or professional English?	☐ Yes ☐ No ☐ Partially
5. Compatibility with Student Profile	Content should match students' age, language proficiency, needs, and interests.	1. Is the book appropriate for the age group of the students?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Does the book include engaging themes that motivate students?	☐ Yes ☐ No ☐ Partially
6. Relevance and Digital Integration	Books should include up-to-date content and integrate with digital resources.	1. Does the content reflect modern and current topics?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Does the book offer integration with digital tools (e.g., e-books, interactive platforms)?	☐ Yes ☐ No ☐ Partially
7. Variety of Supplementary Materials	Books should provide additional resources like teacher guides, workbooks, and test banks.	1. Is there a comprehensive teacher guide available?	☐ Yes ☐ No ☐ Partially
Instructor Feedback:		2. Are there supplementary materials for students (e.g., workbooks, online exercises)?	☐ Yes ☐ No ☐ Partially
		3. Are there supplementary materials for teachers? If 'yes' do they meet the needs?	☐ Yes ☐ No ☐ Partially

*Please check Onedrive Link: YD-FR-0084 Coursebook Selection Guide ENG