



FINAL INTERNATIONAL UNIVERSITY



ENGLISH LANGUAGE TEACHING PROGRAM

**2019-2020
HANDBOOK**

1. Welcome to Final International University

Our mission is to educate our students to be creative, open-minded, and adaptable. Our programs develop subject expertise along with excellent communication skills and technological mastery, preparing our students to become both strong team leaders and strong team players. In our engagement with the community, and with our partners, we provide the real-life experiences and practical skills that transform academic success into career opportunities.



FIU aims to establish an outstanding reputation for achievements in international research, and for graduating skilled and knowledgeable students who will be experts and innovators in their chosen career fields. FIU will be global in outlook and committed to providing a flow of knowledge and expertise into the local and international community.

1. Our English Language Teaching Program

Dear Students,

This handbook provides you with detailed information about our English Language Teaching Program.

As FIU ELT students, you can be sure that throughout your stay with us, you will:

- ✓ *Receive continuing support with your studies from a dedicated and friendly team of ELT specialists.*



- ✓ *Enjoy a highly interactive educational experience with students from different cultures and backgrounds.*

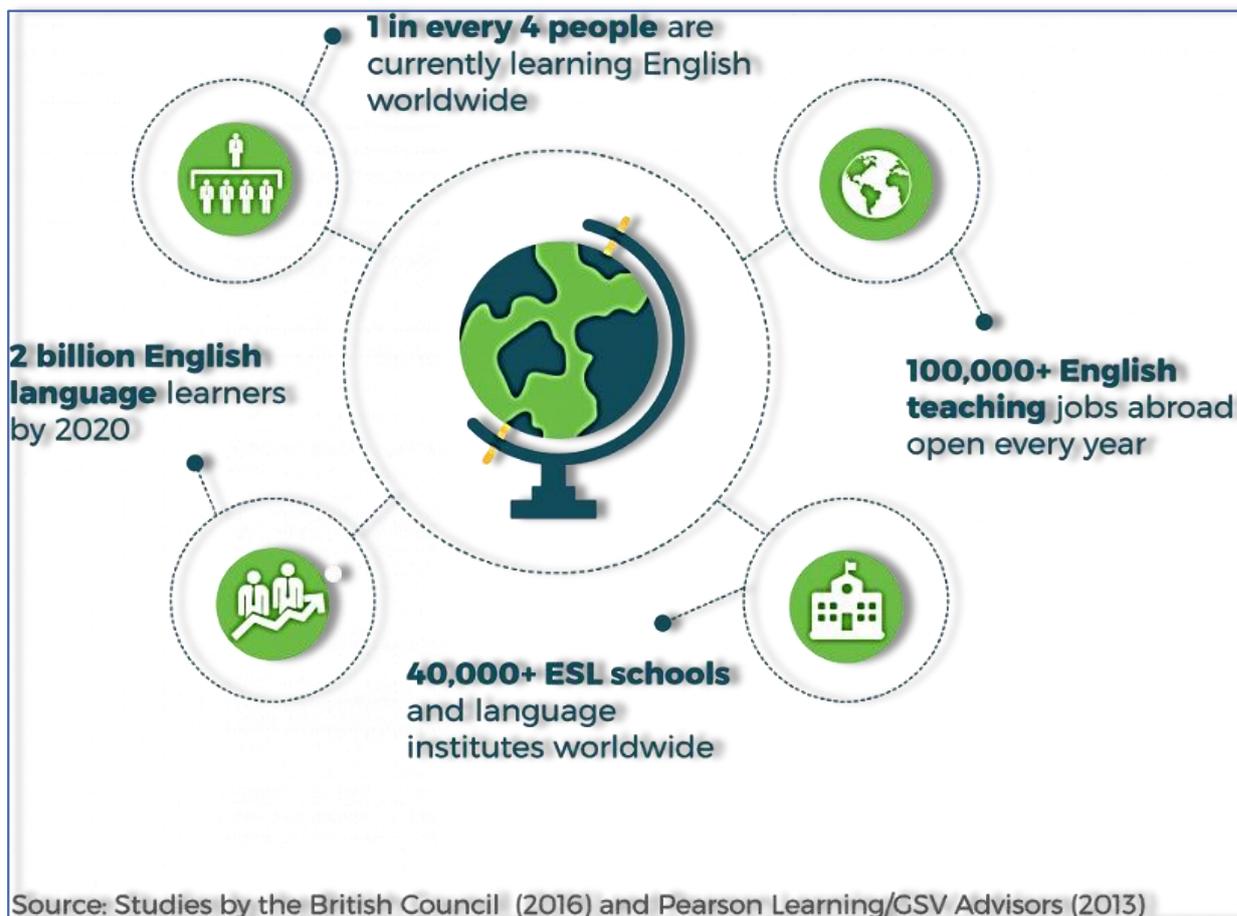
- ✓ *Develop the practical skills that will transform you into a top class professional teacher and educator.*

We wish all our students a very successful and highly enjoyable academic year.

Prof. Dr. Gülşen Musayeva Vefalı, Coordinator of English Language Teaching Program

Our mission is to ensure that our students acquire the knowledge, skills and confidence that will enable them to teach, motivate and inspire future generations to reach the highest level of English language proficiency.

2. Why Study English Language Teaching?



The English language plays a dominant role in the global community of the twenty-first century. It is a native language for around 400 million people, and is used as a second language across the world.

English is the major international language of academia, business, tourism, the Internet, and much more besides. For many employers, knowledge of English is a condition of employment, and the standard of English required is becoming higher and higher.

The increased mobility of populations for social, educational and professional reasons has further accelerated the development of the English Language Teaching sector and opportunities for an enjoyable and worthwhile career have never been greater.

3. Why study English Language Teaching at Final?



The Final International University English Language Teaching program aims to train highly knowledgeable and skilled graduates who will be able to help students of all ages to master this global language.

Our program has a strong practical component, and students can expect to graduate with advanced classroom skills, as well as a fluent and accurate command of English.

At FIU, you will experience a program that stands out for:

- ✓ The personal attention and support you receive from our academic staff.
- ✓ The small class sizes that enable us to provide you with personal care.
- ✓ Ongoing classroom engagement with real learners of English.

As the technology of language learning changes and develops, we take every care to ensure that these changes are reflected in:

- ✓ An up-to-date program of learning, in which the needs of our students are central to the delivery of our classes.



4. What are the ELT Program Learning Outcomes?

In our curriculum and course descriptions, you will see many references to **Learning Outcomes (LOs)**.

Learning Outcomes describe *what you should have achieved by the end of a particular period of study*.

At FIU, we have learning outcomes for the University as a whole, learning outcomes for programs and learning outcomes for courses.

These learning outcomes are based on the **National Qualifications Framework for Higher Education in Turkey**, the **European Qualifications Framework**, and the **first cycle of the Qualifications Framework of the European Higher Education Area**.

We have also adopted as specific sources for our program:

- **The Common European Framework of Reference for Languages (CEFR).**
- **The European Profiling Grid for Language Teachers.**
- **The European Credit Transfer System (ECTS).**

Our program thus aims to provide our students with an English language teaching qualification that is:

- ✓ Recognised internationally.
- ✓ Reflects achievement of ***outstanding professional skills***.



English Language Teaching Program Vision

We look forward to implementing a program that is unique and innovative in practice, and internationally accredited for exceptional teaching standards and outstanding contributions to research. We wish the FIU ELT diploma to be regarded as a badge of excellence and distinction both regionally and internationally, and are dedicated to the achievement of this goal.

Our English Language Teaching program has ten program learning outcomes:

ELT LEARNING OUTCOMES

By the end of the program, students will have:

ELTO1: Shown the capacity to communicate both fluently and accurately in the English language in both written and spoken form.

ELT02: Shown that they are able to analyse language use and practice from a variety of different perspectives, and exploit language to express creative and original insights.

ELT03: Shown that they are able to transfer understanding of learning and language into the teaching process, and assess learning in line with contemporary theory and practice.

ELT04: Provided evidence that they can plan courses of language instruction relevant to different ages, levels, and academic and professional specialisations, both individually and in collaboration with others.

ELT05: Demonstrated that they are able to plan and implement courses of learner-centred English language instruction on an autonomous basis, provide constructive feedback on learner progress, and evaluate the success of the teaching-learning process as a whole.

ELT06: Shown the capacity for reflection, and the ability to set relevant individual and collective targets for future practice and professional development within the field of ELT.

ELT07: Completed a series of tasks and projects that demonstrate an understanding of basic research skills, academic ethics and ability to gather, interpret and synthesise data in an ELT context.

ELT08: Demonstrated a professional outlook in terms of educational practice, including the willingness to develop teaching and learning approaches that are socially and culturally informed.

ELT09: Shown awareness of the global role of English in the world today, including preparing classes and short courses of instruction referenced to international frameworks such as the Common European Framework of Reference for Languages (CEFR).

ELT10: Integrated contemporary digital technology into both academic work and classroom practice, and used basic statistical methods in the evaluation of learning and in a classroom research setting.

Classroom activities, home assignments and assessment are all based on these learning outcomes.

5. What is the European Qualifications Framework?

In adopting the **European Qualifications Framework (EQF)**, FIU has made a commitment to the **lifelong learning philosophy** of the framework, and to ensuring that our programs match the international standards of universities across Europe.

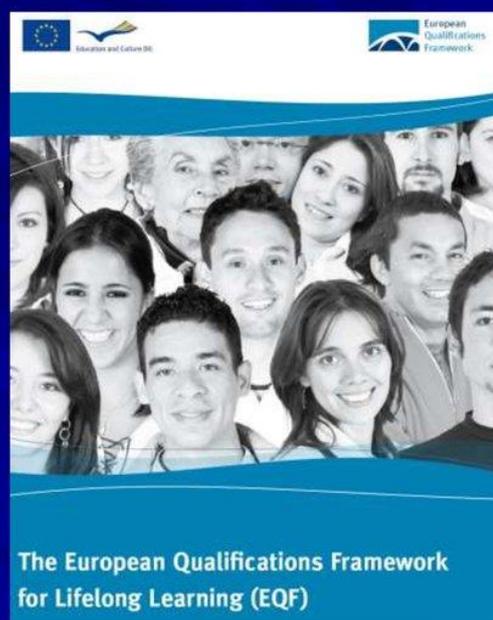
Level Six of the EQF framework is the level assigned to bachelors' programs. Here is how it is defined:

Knowledge	Skills	Competences
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

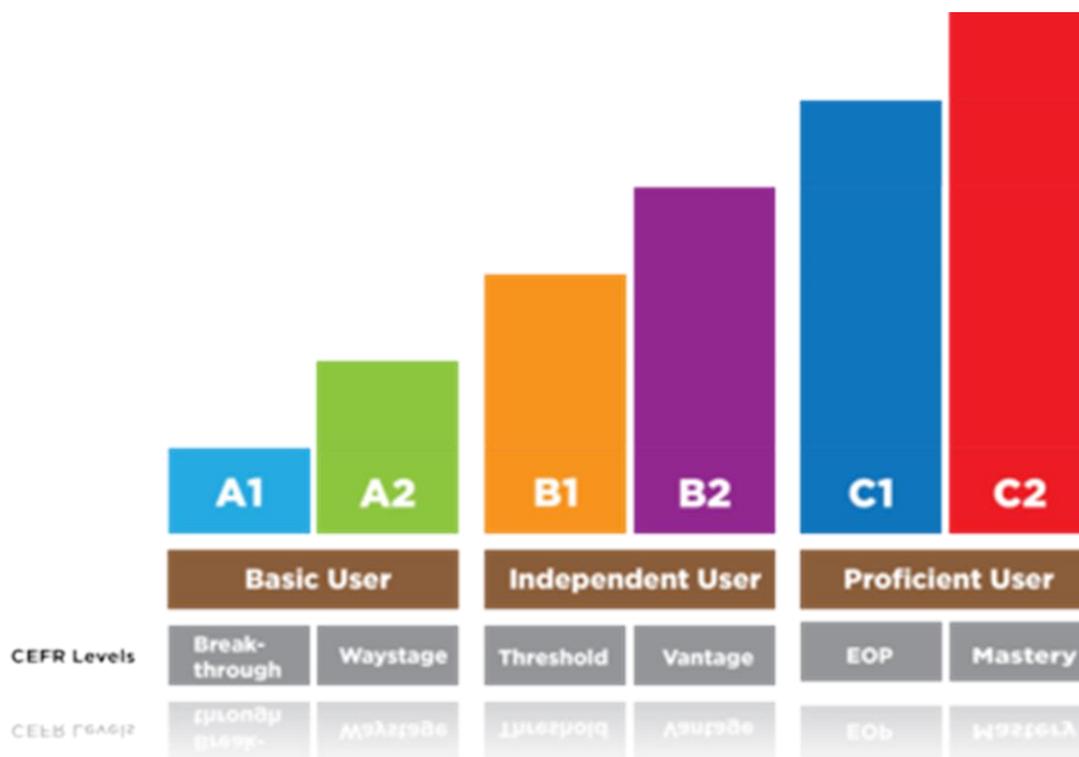
These are the levels at which we expect our ELT graduates to enter the world of employment.

European Qualifications Framework for Lifelong Learning (EQF)

- Adopted by EU in 2008.
- A common European reference framework that links together the qualification systems of EU countries.
- A “Translation Device” to make qualifications easier to understand.
- Has 8 levels with a set of descriptors for each level. These descriptors describe the learning corresponding to each level under the heading of knowledge, skills and competence.



6. What is The Common European Framework of Reference for Languages (CEFR)?



As future English language teaching professionals, you need to make sure that your own command of English is as high as possible.

At FIU, we reference all our English language programs to the **Common European Framework of Reference for Languages (CEFR)**. You will need to study this framework carefully, since it is widely used in ELT worldwide.

We expect all our students to continually work to improve their own language skills and graduate at a level of at least **C1** on the CEFR, and ideally with an international English language qualification such as **IELTS** at that level.

You can download and complete the self-assessment grid for the CEFR from:

<http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

You will notice that the general framework assesses language levels according to the four main language skills of:

- Reading
- Writing
- Listening
- Speaking

Particularly in the first year, a major aim of our program is to develop your English in all these areas.

7. What is the European Credit Transfer System (ECTS)?



On your course descriptions, you will see reference to the number of **ECTS credits** that the course has. When we use the ECTS system at FIU, each ECTS credit is equivalent to around 25 hours of learning. Learning means both the classes you attend, and all the work that you do outside class.



So if, for example, you see a course had 4 ECTS, this would mean around 100 hours study time. In a typical semester (around 14 weeks plus exam weeks) around half this time would be in class, so you would expect to be doing 3-4 hours study per week outside class to meet the ECTS requirement.

You can learn more about the ECTS from: <http://www.mastersportal.eu/articles/388/all-you-need-to-know-about-the-european-credit-system-ects.html>

8. What are the graduation requirements for the FIU ELT program?

In order to graduate, students at FIU are required to have a minimum cumulative average of 2.00 out of a possible total of 4.00 on the FIU Credit System.

FIU's credit allocation system has also been carefully aligned with the European Credit Transfer System on the basis of 1 ECTS credit requiring 25 hours of student work both inside and outside formal classes.

A four-year FIU degree is therefore equivalent to 240 ECTS credits, or approximately 30 ECTS credits per semester.

Over the course of a full calendar year, in order to meet program requirements, it is expected that a student would therefore need to study 1500 hours, including classes, home study and holiday study.

Students graduating from the program are awarded a **BA in English Language Teaching**.

9. Is classroom attendance required?



If you look again at the learning outcomes, you will see that in addition to your knowledge of the subject, you are expected to develop concrete skills. These skills need to be demonstrated in class. Therefore, grading and assessment in ELT classes is continuous, and your course grade as well as

your learning will be affected if you miss classes.

Excess absenteeism will also lead to NG grades, which will mean repeating the course, since students who receive NG grades cannot take final or resit exams.

You should check your course descriptions carefully to identify how much of the course assessment is based on class participation and work outside the class, and then try to attend all your lessons and participate actively.

In the event that you have to be absent, please inform us in advance, and visit your instructor's office to find out what tasks you may have missed.

Continuous assessment is based on the following simple checklist, which you can also use to monitor your own progress:

Weekly Participation Evaluation and Self-Evaluation Guidelines		
Very Good	<ul style="list-style-type: none"> ○ Attended all classes. ○ Full and active participation in all class activities. 	<ul style="list-style-type: none"> ○ Successful completion of all assigned tasks for the week inside and outside class. ○ Learning outcomes fully achieved.
Good	<ul style="list-style-type: none"> ○ Attended most classes. ○ Good participation in class activities. 	<ul style="list-style-type: none"> ○ Completion of majority of assigned tasks for the week inside and outside class. ○ Learning outcomes mostly achieved.
Satisfactory	<ul style="list-style-type: none"> ○ Not all classes attended. ○ Satisfactory participation in only some class activities. 	<ul style="list-style-type: none"> ○ Completion of only some of the assigned tasks for the week inside and outside class. ○ Learning outcomes only partially achieved.
Not Satisfactory	<ul style="list-style-type: none"> ○ Not all classes attended. ○ Participation in class activities minimal. 	<ul style="list-style-type: none"> ○ Most assigned tasks for the week inside and outside the class not completed. ○ Learning outcomes mostly not achieved.

	<ul style="list-style-type: none"> ○ No classes attended. ○ No participation in class activities. 	<ul style="list-style-type: none"> ○ No assigned tasks completed inside or outside the class. ○ No learning outcomes achieved.
--	---	--

10. How can I keep in touch with my teachers and get extra help?

Each instructor offers an office hour for each course taught. These office hours are for you to discuss progress with your instructor, ask for further help, and raise any issue regarding the course. Since FIU has an **Open Door Policy**, you are welcome to visit your instructor at other times also.

You also have an advisor who will help you with all other issues regarding the program as a whole, including ensuring that you register for the correct courses, and keep track of your overall progress.

11. Do we have to purchase textbooks?

Yes, we do expect you to buy a number of original textbooks and bring them to class with you. Photocopies of textbooks are not acceptable. It is also only through having original textbooks that you will get the codes that will provide you with access to the extra online material.

As future teachers, you will also want to build up a small professional library of key books and resources that you will be able to use in the years ahead.



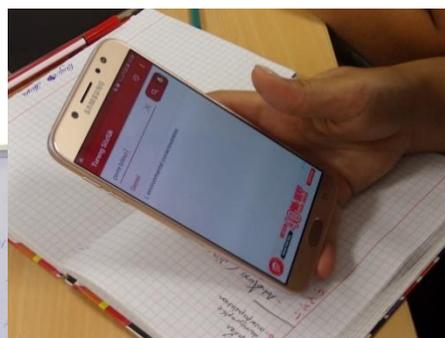
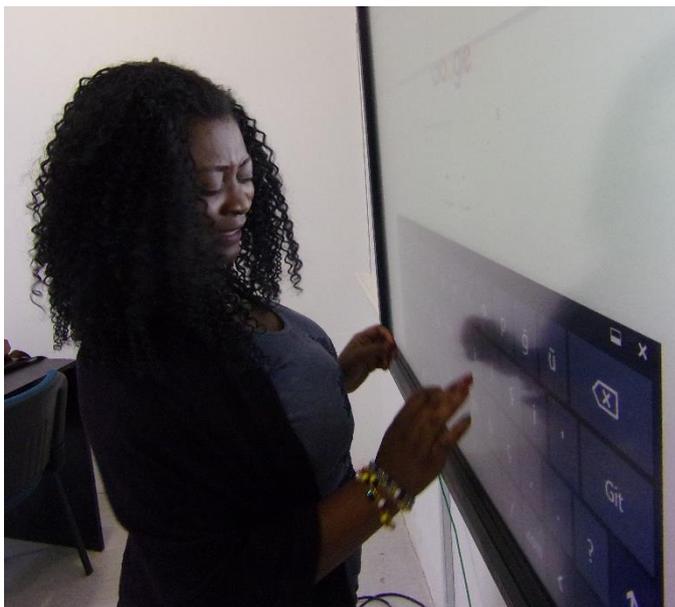
12. Do we have any online learning support?

MOODLE is the Learning Management System we use at FIU. The address is: lms.final.edu.tr.

Many of your course materials will be available through this site, and you should check in regularly. Your teachers will guide you with how to make the best use of this interactive platform.

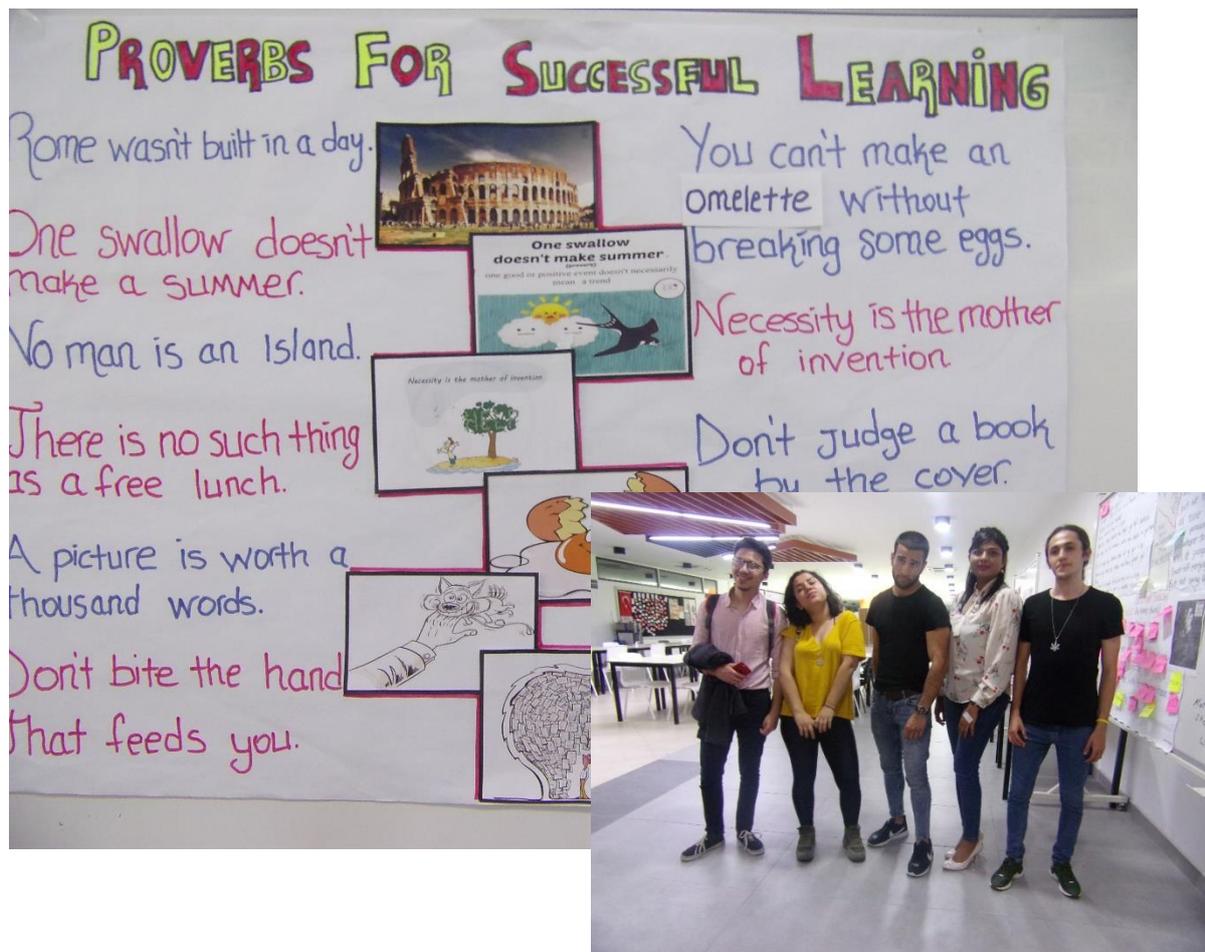
Our use of interactive technology is enhanced by the use of smartboards in our classrooms.

All our teachers and students also use WHAT'S APP for daily communication and messaging.



13. What other activities do we have?

Our English Language Learning Day has already become an annual tradition, and we are all highly involved in making this day a great success with our contributions in the shape of performances, posters, projects, workshops, and more.



We also organize a drama club, and an all year round mentoring program to enable our ELT students to mentor and assist new students with their English language skills and adaptation to university life more generally.

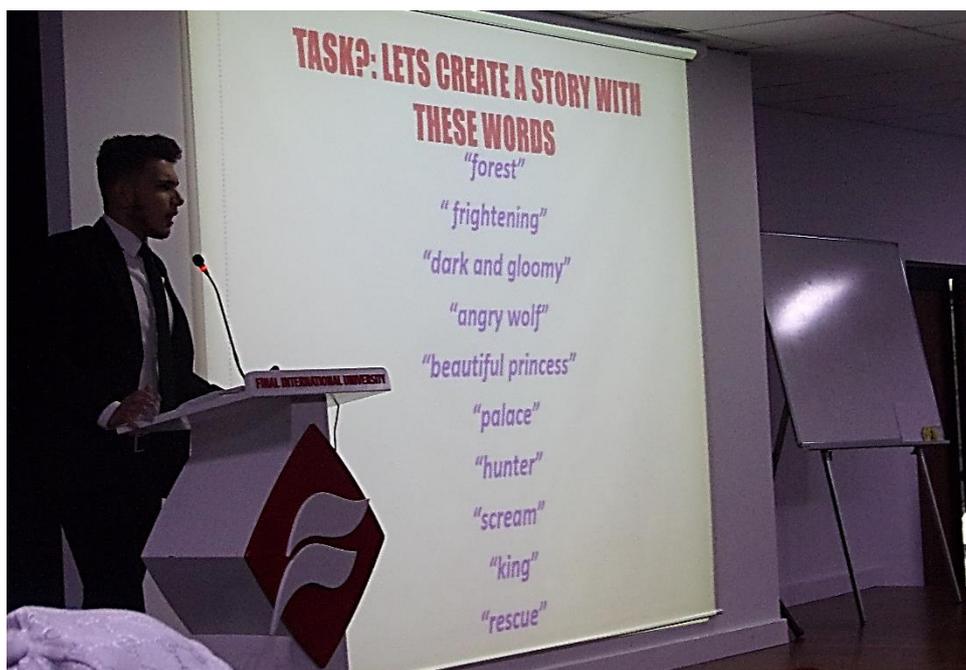
14. Is there a teaching practice component?

Our ELT program incorporates:

- ✓ A 2-week preliminary observational placement program for all students in one of the Final schools in Turkey.
- ✓ A full internship placement in a local school.
- ✓ Continuing Microteaching helping students to develop the skills and confidence to handle students of all ages and types.
- ✓ Mentoring of brand new students, especially those who need help with their English language skills.



Our ELT program is a true marriage of theory and practice



15.What about Career Opportunities?

English language teaching graduates may find work in all educational sectors, from kindergarten to tertiary level.

There is also considerable demand from businesses and companies for English language support and in-service training, often leading to opportunities to provide other language services such as proof-reading, editing, translation and interpretation.

In short, there is a very strong commercial demand for graduates with the advanced communication skills that our ELT program provides.

Furthermore, successful graduates of the FIU English Language Teaching Program are currently guaranteed a starting position at a Final Group School or college, of which there are over 400 in Turkey.

Our program also places a high value on 21st century employability skills and competences, including such key areas as:

- ✓ Time Management
- ✓ Teamwork
- ✓ Digital Skills
- ✓ Presentation Skills



- ✓ Leadership
- ✓ Critical and Creative Thinking, and more...

We expect graduates of our program to be well-rounded, and well-developed individuals, ready to make a major contribution to professional life in teaching or in other environments.

Employability Skills



The Big 13 Skills Employers are looking for Include the following.

- | | |
|-------------------------------|---|
| ▷ Team Work | ▷ Organising and Planning |
| ▽ Risk Management | ▽ Decision Making-Problem Solving |
| △ Negotiating and Influencing | △ Leadership |
| ▽ Effective Communication | ▽ Making Decisions - Ethical and Economic |
| ▽ Creativity and Innovation | ▽ Financial Literacy |
| △ Positive Attitude | △ Product and Service Design |
| ◁ Initiative | |

<https://nationalcareersweek.com/ncw-2019-employability-skills-challenge/>

16. Who are the ELT Team?



Prof. Dr. Gülşen MUSAYEVA VEFALI (Vice-Rector for Academic Affairs and Program Coordinator/Advisor)

E-mail: gulsen.musayeva@final.edu.tr

Web: <https://staff.final.edu.tr/gulsen.musayeva>



Serpil İŞLEK (Executive Assistant for FIU Academic Affairs Office, SFL and ELT Program)

Office Room Number: Admin. Floor

Office Telephone Number: 1205

E-mail: serpil.islek@final.edu.tr



Snr. Inst. John ELDRIDGE (Rector's Advisor)

Office Room Number: AS 122

Office Telephone Number: 1122

E-mail: john.eldridge@final.edu.tr

Web: <https://staff.final.edu.tr/john.eldridge>



Assist. Prof. Dr. Senem ŞANAL ERGİNEL

Office Room Number: AS 120

Office Telephone Number: 1128

E-mail: senem.erginel@final.edu.tr

Web: <https://staff.final.edu.tr/senem.erginel>



Asst. Prof. Dr. Birikim Özgür (Research, Planning and Coordination Office Manager)

Office Room Number: AS 133

Office Telephone Number: 1133

E-mail: birikim.ozgur@final.edu.tr

Web: <https://staff.final.edu.tr/birikim.ozgur>



Snr. Inst. Abbas HADIZADEH

Office Room Number: AS116

Office Telephone Number: 1139

E-mail: abbas.hadizadeh@final.edu.tr

Web: <https://staff.final.edu.tr/abbas.hadizadeh>



Snr. Inst. Burçin ÖNAL

Office Room Number: AS116

Office Telephone Number: 1139

E-mail: burcin.onal@final.edu.tr

Web: <https://staff.final.edu.tr/burcin.onal>

To learn more about our program, please contact our Executive Assistant, **Ms. Serpil İŞLEK**, who can arrange a face-to-face or telephone appointment for you.

To see our curriculum in full detail, please see the downloads, available on our ELTT homepage in the Faculty of Education section of the FIU web at:

<https://www.final.edu.tr>

FINAL INTERNATIONAL UNIVERSITY ENGLISH LANGUAGE TEACHING PROGRAM

Learning to be:



successful
confident
outstanding
skilled
analytic advanced
original motivated
independent
autonomous expert
academic engaged
self-aware supportive
ethical concrete
honest relevant
friendly knowledgeable
specialised
dynamic
contemporary
constructive
active
international
influential
unique critical student-centered positive
tolerant
adaptable interested
multicultural
professional
creative
fluent responsible
open-minded
accurate
up-to-date
innovative
interactive
dedicated
practical
dynamic
contemporary
constructive
active
influential
unique critical student-centered positive
tolerant
adaptable interested
multicultural
professional
creative

