

IGUN SFL

Lecturer

Handbook



2025-2026
Academic
Year



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Lec. Antonina Nemtinova
SFL Directorate

Message from **Our Director**

Dear Instructors,

Welcome to the School of Foreign Languages at İstanbul Gedik University!

University life holds a special meaning and importance for instructors as well. You are the mentors who will leave a lasting impression on our students' lives, playing a significant role in their academic and personal development. We are extremely pleased that you are part of our English Preparatory Program on this meaningful journey.

Our goal is to prepare our students in the best possible way for careers and professions that require language skills. In this process, we rely on your supportive, motivating, and communicative approach to make the language learning experience valuable and enjoyable. Your qualified contributions play a key role in our students' journey to success. Teaching a new language is a process that requires effort and time. We hope that each of our students feels valued under your guidance and can benefit from this process in the best possible way. You can always reach out to us for more information about the English Preparatory Program and to provide the best support for our students.

We wish all our instructors a productive and successful academic year.





Vision Mission

Vision

At the İstanbul Gedik University- School of Foreign Languages-English Preparatory Program, our vision is to be recognised as the centre of excellence in the domain of English language education for programs with English as medium of instruction, and to be widely-acclaimed as a platform for developing , innovations and continuous improvements, also committed to the maintenance of our core values, some of the key attributes of which are, respect for diversity, integrity, professionalism, lifelong learning.

Mission

- At the İstanbul Gedik University-School of Foreign Languages-English Preparatory Program, our mission is to nurture our learners by engaging them in innovative and challenging experiences and skills that foster well-being and a growth mindset in a diverse community. By so doing, we enhance our students' English proficiency, to cater for learners' English language, individual differences, and to foster a culture of independent, progressive life-long English language acquisition throughout the University.
- We also embrace internationalism through acceptance of differences, values, and beliefs, whilst inspiring a love of learning and fostering an enquiring mind, by providing a broad, balanced, and integrated education that encompasses academic, creative, social, and moral development, as well as engaging in social and environmental projects to develop informed, responsible, and active citizens.
- We value the empowerment of our members through advocacy and leadership while driving higher levels of professionalism. We are committed to advancing the quality of English language teaching by contributing to the sustainable quality of teacher education and in-service professional learning in Turkey through collaboration, open exchange of practice, research, standards, and advocacy.

History

Gedik University

2011

Istanbul Gedik University, began its educational journey as “Gedik Vocational School” with five programs under the decision of the Council of Ministers dated 06.04.2010. It was reorganized under the name “Gedik University” on 03.03.2011 by Law No. 6114. Currently, it continues its educational and teaching activities as “Istanbul Gedik University” across its campuses in Kartal, Halil Kaya Gedik, Gedik Vocational School, and Nişantaşı. Our university was founded by Halil Kaya Gedik, one of Turkey’s leading industrialists and first welding engineers. Today, Hülya Gedik serves as the Chairperson of the Board of Trustees, and Prof. Dr. Ahmet Kesik holds the position of Rector.



SFL

2012

Our School of Foreign Languages was established as a central unit on 03.03.2012 at our Kartal campus. Since its inception, it has been serving to meet the foreign language education needs of our university. Our school offers compulsory and elective English preparatory classes for our undergraduate students. We provide high-quality language education with our experienced and expert staff to support our students in achieving success in their academic and professional lives.

Our school also coordinates the foreign language proficiency exams organized across our university, determining the language levels of our students and developing programs tailored to their educational needs. The “Foreign Language” and “Professional Foreign Language” courses offered in other faculties and schools of our university, as required by Article 5/i of Law No. 2547, are also under the academic responsibility of our school. Aiming for excellence in education, our School of Foreign Languages continues to provide modern and effective language education to thousands of students every year.



Section 1: General Procedures

English Proficiency Score is mandatory for students enrolled in the departments and programs at our university where the language of instruction is English. Students who do not have this score attend the English Preparatory Program, where they acquire the skills to understand lectures in their field of study, write academic papers on assigned topics, and communicate fluently in spoken English by the end of the program. Additionally, our students may opt to enroll in our English Preparatory Program on a voluntary basis.

1.1 General Process: Students without an English proficiency score are required to take the Foreign Language Proficiency Exam administered by the School of Foreign Languages. Students who score 60 out of 100 on the Foreign Language Proficiency Exam, held at the beginning of the academic year, are exempt from the foreign language preparatory class program and may begin their studies in their assigned departments. Further details about the exams are shared in Section 2, Evaluation.

Students who pass the Foreign Language Proficiency Exam are then required to take the Foreign Language Placement Exam. Based on their scores, students are grouped and begin their English preparatory education. The academic calendar should be followed for the dates of the Foreign Language Proficiency Exam and the Foreign Language Placement Exam. The School of Foreign Languages provides students with written information about midterms, assignments, and success criteria during the orientation program before classes begin. Information regarding the student's level and advisor is also provided during the orientation program. For detailed information about the advisor system, refer to the section 3.1.

1.2 Attendance: Preparatory students are required to attend 85% of their classes. The number of hours permitted for absence is communicated to students at the beginning of the academic year during the orientation program. Attendance tracking is conducted by the course teacher. This topic is detailed in Section 3.3.

1.3 Student Orientation Program: The Orientation Program is held on the date specified in the academic calendar. Both students and teachers are expected to attend the Orientation Program. All activities scheduled for the academic year are shared during this event. The Director of the School of Foreign Languages gives an orientation presentation to provide detailed information to the students, and teachers have the opportunity to meet the students. Therefore, attending the Orientation Program is essential. After taking the Foreign Language Placement Exam, students can learn their level, class schedules, the required textbooks, attendance requirements, and general information about the English Preparatory Program during the Orientation Program.

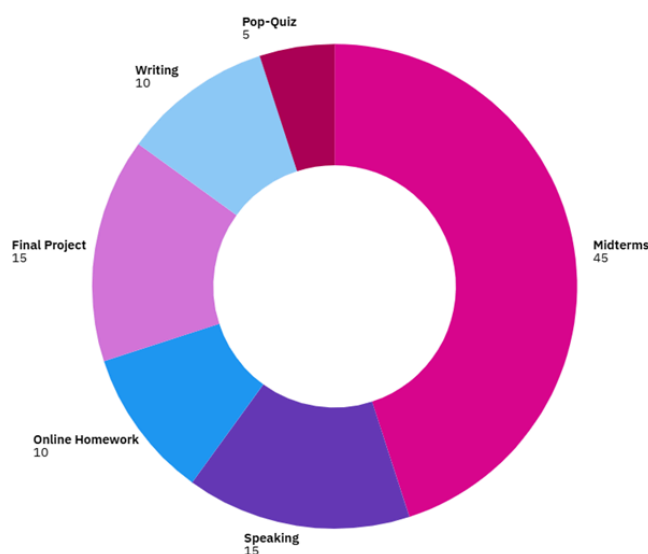


1.4 English Preparatory Program Levels: Our English Preparatory Program is fully aligned with the Common European Framework of Reference for Languages (CEFR). The language levels offered in our program are structured according to CEFR criteria to ensure that our students develop their language skills in line with international standards. In this way, students can achieve English language proficiency from A2 to B2 levels in accordance with CEFR.

Section 2: Assessment & Evaluation

Throughout the academic year, students are evaluated in the following areas, with the corresponding percentages. Teachers are responsible for managing the process, while detailed guidelines can be found in the Assessment Manual.

- **Midterm Exams (45%):** Three exams (two in fall, one in spring) assessing listening, use of English, reading, and writing. See Section 3.2 and the Assessment Manual for responsibilities.
- **Pop Quizzes (5%):** Given without prior notice to monitor progress.
- **Writing Portfolio (10%):** Digital portfolios are kept throughout the year and submitted at the end, evaluated with feedback from teachers.
- **Final Project (15%):** Group work (2–3 students) on a yearly theme, guided by a project calendar shared in the spring. Evaluated with predetermined criteria.
- **Speaking Evaluation (15%):** Students' fluency, accuracy, pronunciation, and interaction are assessed through task-based activities, using a standardized rubric.
- **Online Platform/Workbook (10%):** Homework and practice via Spark platform; scores contribute to the overall grade.
- **Writing Portfolio (10%):** Students keep a digital portfolio of writing assignments throughout the year, submit it at the end, and receive feedback-based evaluation.



You can find a summary of the evaluation distribution here.

Section 3: Roles and Responsibilities

In this section, the roles and responsibilities of teachers in the educational processes at our university will be detailed. The duties that each faculty member must fulfill are designed to support student success and enhance the quality of education.

3.1 Advisor Responsibilities: Each faculty member is assigned as an advisor to the class they teach and provides guidance throughout their academic and administrative processes. The main responsibilities of advisors include:

- **Academic Advising:** Guiding students on issues related to the course process, program alignment, and qualification requirements.
- **Personal and Career Counseling:** Offering suggestions on students' personal development and career planning, and directing them to relevant units when necessary.
- **Monitoring Student Performance:** Tracking students' academic performance, intervening when needed, and providing feedback to students.
- **Meetings and Discussions:** Holding regular one-on-one meetings with students to assess any issues encountered and offer solutions.

3.2 Exam Duties and Responsibilities: Faculty members are expected to actively participate in the exam processes throughout the year.

Exam duties include:

- **Pre-Exam Preparation:** Preparing exam materials, printing exam documents, and making necessary arrangements before the exam.
- **Proctoring:** Serving as a proctor in assigned exams to ensure the exam is conducted fairly.
- **Collecting Exam Papers:** Collecting students' exam papers at the end of the exam and checking the number of papers.
- **Sealing Exam Papers:** Sealing exam papers for delivery to the relevant units and securely storing them.



3.3 OBS System and Attendance Entries: Operations performed through the OBS (Student Information System) are crucial steps that impact students' academic processes. Faculty members are required to:

- **Attendance Entries:** Accurately and completely input attendance data for students into the system after each class.
- **Grade Entries:** Enter grades into the OBS system based on midterm exams, assignments, and other evaluation criteria.

3.4 SPARK System and Student Monitoring

- **Student Performance Tracking:** Assignments, quizzes, and other tasks completed by students on Spark should be regularly checked and evaluated by teachers. These evaluations are important for providing feedback to students and supporting the learning process.
- **Participation and Activity Tracking:** Teachers should monitor students' participation levels on Spark. Providing feedback to students who show active participation can increase motivation.

- **Technical Support and System Usage:** Teachers should attend the training sessions provided by the university to learn how to effectively use the Spark system and keep up with system updates and innovations.

3.5 Leave Policies

Our School of Foreign Languages recognizes the need for time off for various reasons. Lecturers are entitled to both paid and unpaid leave, depending on the circumstances.

- **Paid Leave:** This includes personal days, sick leave, and other types of leave as specified in the university's policies. To request paid leave, please submit your application to the department head with as much advance notice as possible.
- **Unpaid Leave:** In cases where paid leave is not applicable, unpaid leave may be requested. This will require approval from both the department head and university administration.

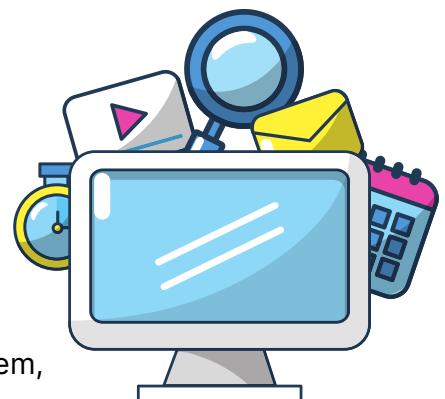
For any leave requests, it's important to follow the established procedures to ensure smooth coverage of your responsibilities.

3.6 Other Responsibilities

- **Attendance at Meetings:** Regularly attending academic and administrative meetings, implementing decisions made, and contributing to developments within the department.
- **Training and Development:** Participating in the training and development programs offered by the university to enhance professional skills and stay updated on new educational technologies.
- **Communication and Collaboration:** Establishing effective communication and working collaboratively with other faculty members, department heads, and administrative units.
- **Coordination Duties:** Actively taking on and following up on the responsibilities assigned to our teachers in coordination and committee roles within the university.
- **Digital Portfolio Tracking:** Monitoring all the work that students complete in writing courses throughout the year, providing feedback, and at the end of the academic year, collecting and evaluating each student's portfolio.

Section 4: Digital Systems

Knowing how to effectively use various digital systems is of great importance for working efficiently in a university environment. By learning the basic functions of each system, the opportunities they offer for teachers, and how to access them, you can make your daily tasks more efficient.



4.1 OBS System: The Student Information System (OBS) is a centralized platform used by teachers for course management and tracking student performance. Through OBS, you can:

- **Course Planning:** Create your course schedules at the beginning of the term, assign courses to students, and make updates as needed.

- Grade Entry: After each exam and assignment, you can enter student grades into the system and ensure that these grades are visible to the students.
- Access to Student Information: You can monitor students' academic performance, view attendance records, and provide guidance when necessary.

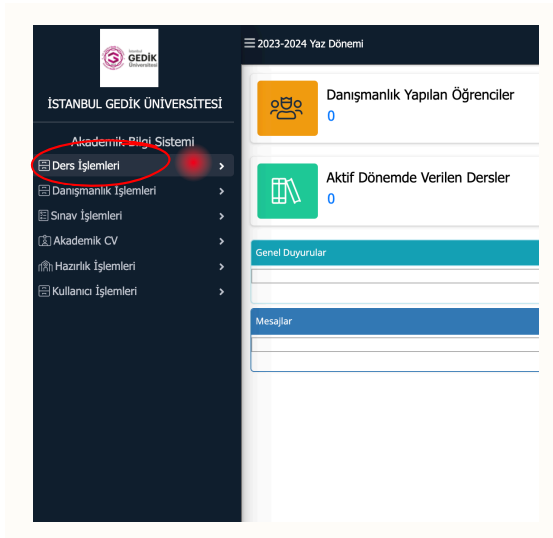


Figure 1. OBS System Left Bar Menu: “Lesson Operations”

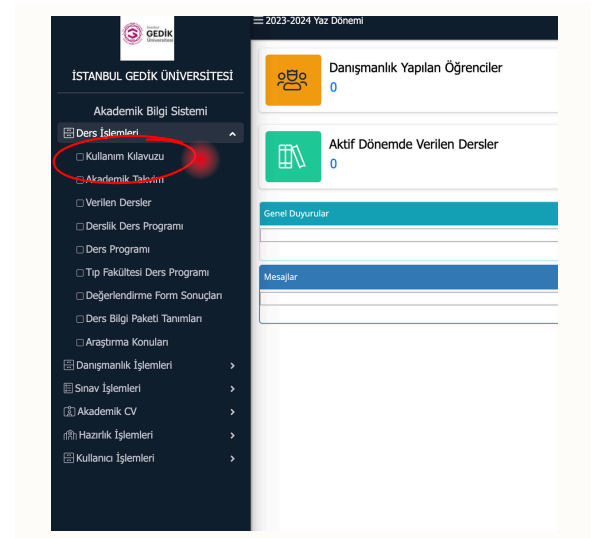


Figure 2. OBS System Left Bar Menu: “Lesson Operations
- User Manual”

4.1.1 OBS System Usage: Below, you can find the website address of the system and the user manual. To access the User Manual, you need to log in with your university email address.

OBS address: <https://obs.gedik.edu.tr/oibs/acd/login.aspx>

- After you log in, on the left menu bar, click on “Lesson Operations (Ders İşlemleri).” At the top of the menu, you will find “User Manual (Kullanıcı Kılavuzu).” See below!

3.2 GEBIS:

GEBIS is an information processing system designed for the faculty members of the university. This system is used to provide quick access to academic and administrative information. Through GEBIS, you can:

- University Announcements: Keep track of important announcements made by the administration and department heads.
- Event Management: Obtain information about internal university events, participate in events, and contribute when necessary.
- Library Resources: Access library materials and digital resources, and recommend resources to students
- Digital Leave Permissions: You can carry out all your permission processes through GEBIS.
- Phone Directory: You can access internal phone numbers and extensions within the university from here.

GEBIS web address: <https://bilgi.gedik.edu.tr/>

3.3 Distance Education System:

This is a platform where teachers manage the processes of delivering online lessons and monitoring student performance. It is an indispensable tool for teachers who provide hybrid or fully remote education alongside face-to-face teaching. The system offers the following features:

- **Live Class Management:** You can organize live classes with students, record the lessons, and make them available for students to watch later.
- **Assignments and Exams:** You can collect assignments, conduct exams, and carry out assessments digitally.
- **Educational Materials:** By uploading lecture notes, presentations, and other educational materials to the system, you can provide students with easy access.

3.3.1 Usage of the Distance Education System: To access the Distance Education System, you first need to click the link below and log in with your OBS username and password.

Distance Education System Homepage: <https://ue.gedik.edu.tr/>

3.4 ABIS System:

The Academic Information System (ABIS) of Istanbul Gedik University is designed to monitor the activities of the university's academics and analyze their academic performance. This system works in integration with national and international academic databases to ensure that academic activities are reported more efficiently and accessibly.

- **ABIS Homepage:** <https://abis.gedik.edu.tr/>

3.5 Spark:

Spark is a digital learning platform developed for English language teachers. This platform offers a wide range of digital content to help students improve their language skills and provides teachers with various assessment tools. Through Spark, you can:

- **Course Materials:** Access and share rich resources for reading, writing, listening, and speaking activities with students.
- **Student Tracking:** Monitor students' progress, assess their development in language skills, and provide feedback.
- **Customized Content:** Customize lesson content according to the students' levels and needs, and prepare activities at different levels.

3.5.1 Usage of the SPARK System:

You can access the SPARK homepage through the link below. After logging in with the username and password provided to you, you can start using the system.

- **SPARK Web Address:** <https://learn.eltngl.com/>

To get support on using the system, you can access the "SPARK Teacher Guide" through this link:

- **SPARK Teacher Guide:** <https://www.eltngl.com/spark-teacher>

Section 5: Professional Development



Professional Development (PD) at our School of Foreign Languages is designed to support continuous growth and excellence in teaching. Our PD process is structured to encourage both internal collaboration and external engagement, ensuring that our lecturers remain at the forefront of educational innovation. This section outlines the general framework of our PD activities and evaluation methods, guiding lecturers throughout the semester. While this handbook provides a foundational overview, additional details and updates will be communicated as needed.

5.1 PD Activities

5.1.1 Internal Professional Development Our internal PD activities, also known as in-house training, occur every last Thursday of the month. These sessions are an opportunity for lecturers to share knowledge, discuss best practices, and collaboratively address challenges. The goal is to foster a culture of peer learning and continuous improvement within our department. Each session focuses on a specific theme or topic, with different lecturers leading the discussions on a rotational basis. In addition, professional development activities and training sessions are organized throughout the year by the School of Foreign Languages.

5.1.2 External Professional Development: Lecturers are encouraged to participate in at least one external PD activities annually. These activities can include attending conferences, workshops, webinars, or enrolling in relevant courses outside the university. The aim is to ensure that lecturers stay informed about the latest developments in language education and bring back valuable insights to enrich our teaching practices. After each activity, lecturers are expected to provide a brief summary or reflection, which can be shared with the department to promote collective learning.

5.2 PD Evaluation

5.2.1 Self-Evaluation: Lecturers will engage in self-evaluation at the end of the year, using a 5-item Likert scale to reflect on their all teaching practices, participation in PD activities, and overall professional growth. This process encourages self-reflection and helps identify areas for improvement, guiding lecturers in setting personal development goals.

5.2.2 Administrative Observation: The manager will conduct formal observations once each semester. This process includes a pre-observation meeting to discuss the lesson plan and objectives, followed by the observation itself, and concluding with a post-observation meeting to provide feedback. A lesson observation checklist will be used during the observation to assess specific aspects of the teaching, ensuring a structured and supportive evaluation process.

5.2.3 Peer Observation: Peer observations occur once each semester, where lecturers have the opportunity to observe their colleagues' classes. This reciprocal process includes pre-observation and post-observation discussions, allowing lecturers to share insights and feedback. Peer observation not only promotes professional growth but also strengthens the sense of community within the department.

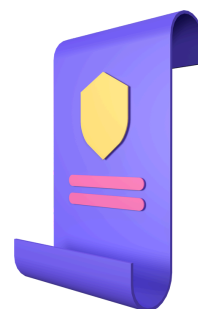
5.2.4 Student Satisfaction Survey: Student feedback is a critical component of our PD process. At the end of each term, Student Satisfaction Surveys are administered to gather student perspectives on various aspects of the course and teaching effectiveness. The results are reviewed in PD meetings and used alongside class statistics from the OBS system to identify trends and areas for improvement.

5.2.5 Academic Performance Evaluation: At the end of the academic year, lecturers will participate in an Academic Performance Evaluation meeting with the manager. During this meeting, an evaluation table will be used to assess various performance indicators, discuss achievements, and set future goals. This evaluation helps ensure that lecturers are meeting professional standards and supports them in planning for continued growth.

Below you can find a summary table of our professional development process. The table explains the key components of our PD activities, including the type of activity, its frequency, and the primary purpose behind each one. This overview is designed to provide a quick reference for lecturers, ensuring they understand their responsibilities and the objectives of each PD component..

PD Component	Type of Activity	Frequency	Purpose
Internal Professional Development	In-house Training (Peer-led)	Every last Thursday (Monthly)	Share best practices, enhance teaching strategies, and foster collaboration.
External Professional Development	Conferences, Workshops, Webinars	Minimum 1 time per year	Stay updated on educational trends, network with peers, and bring new insights to the department.
Self-Evaluation	Personal Reflection	End of the academic year	Encourage self-reflection, identify areas for growth, and set personal development goals.
Administrative Observation	Formal Observation	Twice a year	Provide structured feedback, support teaching improvement, and set goals through pre- and post-observation meetings.
Peer Observation	Colleague Observation	Once per semester	Share insights, offer constructive feedback, and promote professional growth.
Student Satisfaction Survey	Student Feedback Collection	End of each term	Gather student perspectives, review teaching effectiveness, and identify areas for improvement.
Academic Performance Evaluation	Manager-Lecturer Evaluation	End of the academic year	Assess overall performance, discuss achievements, and set future professional goals.

Section 6: Guidelines on Methodology, Planning and Use of Resources



This section provides guidelines for teachers at the School of Foreign Languages (SFL), Gedik University, on effective teaching methodology, lesson planning, and the use of resources. These guidelines aim to ensure quality language instruction aligned with international accreditation standards and institutional goals.

6.1 Teaching Methodology

Teachers at SFL are expected to employ student-centered, communicative, and interactive teaching approaches to enhance language learning outcomes. The following methodological principles should be followed:

Communicative Language Teaching (CLT): Lessons should prioritize real-life communication skills, integrating listening, speaking, reading, and writing activities.

Task-Based Learning (TBL): Students should engage in meaningful tasks that promote critical thinking and problem-solving in English.

Differentiated Instruction: Teaching should accommodate different learning styles and levels through varied instructional techniques.

Formative and Summative Assessment: Continuous assessment, including quizzes, presentations, and assignments, should be used alongside formal exams to track student progress.

Feedback and Reflection: Teachers should provide timely, constructive feedback on student performance and encourage self-reflection.

6.2 Lesson Planning

Effective lesson planning ensures that learning objectives are met while keeping students engaged. Teachers should:

1. Align lessons with the curriculum and the Common European Framework of Reference for Languages (CEFR) standards.
2. Set clear learning outcomes for each lesson and communicate them to students.
3. Balance skill integration, ensuring that grammar, vocabulary, listening, reading, writing, and speaking are covered proportionally.
4. Use interactive and engaging activities, such as group work, discussions, role-plays, and real-life scenarios.
5. Consider pacing and timing, ensuring all activities are achievable within the allotted class period.
6. Include assessment strategies, such as formative checks, peer evaluation, and self-assessment, to monitor progress.

6.3 Use of Resources

6.3.1 Course Materials

- Use the officially adopted coursebooks as the primary resource.
- Supplement with authentic materials (e.g., news articles, videos, podcasts) to provide real-world language exposure.
- Utilize additional worksheets, grammar exercises, and vocabulary lists when necessary.

6.3.2 Digital and AI Tools

- Integrate learning management systems (LMS) for online assignments and course materials.
- Use AI-powered language tools (e.g., Grammarly, ProWritingAid, ChatGPT) responsibly for writing and feedback, ensuring students do not become over-reliant.
- Leverage online corpus tools, dictionaries, and pronunciation apps to aid language acquisition.

6.3.3 Classroom Technology

- Incorporate multimedia tools such as interactive whiteboards, videos, and online quizzes to enhance engagement.
- Use online collaboration platforms (e.g., Padlet, Google Docs) for student interaction and projects.
- Encourage blended learning approaches, combining face-to-face and digital activities.



This handbook is your guide to navigating the processes within our School of Foreign Languages. We encourage you to engage with the resources provided, participate fully in all activities, and continually reflect on your practices. Your growth enriches both your professional journey and the learning experience of our students.

If you have any questions or suggestions, please don't hesitate to reach out to the management team. We are here to support you.

Thank you for your commitment to excellence in education.



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