

Center of English Language
Teacher Handbook
Revised April 2007

CENTER OF ENGLISH LANGUAGE

Teacher Handbook

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CEL Teacher Handbook

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Center of English Language

Mission Statement

The Center of English Language exists for the purpose of assisting people whose first language is not English to acquire sufficient English language proficiency, including reading, writing, listening, and speaking skills, to achieve their stated educational, vocational, or personal goals.

Specifically, CEL offers programs designed to:

- I. help international students to acquire sufficient English language proficiency to qualify for entrance into the English-medium preparatory school, college or university of their choice**
- II. help professionals to acquire sufficient command of English to qualify for employment in English-speaking countries and to conduct business in English**
- III. help new residents of the United States to acquire the English-language proficiency they will require to live, work, and, if they desire, attain citizenship in the United States.**

Our mission is to provide the best possible English language instruction in a dynamic, caring, student-centered environment.

CENTER OF ENGLISH LANGUAGE

Teacher Handbook

Welcome to CEL. We hope to have a long, happy working relationship with you. Please read and study the following information concerning the structure of CEL English language programs and the principles of teaching English as a Second/Foreign Language advocated by the school. If you have any questions, please do not hesitate to ask another member of the staff or faculty.

Introduction

CEL's primary, highest goal is to provide the best possible instruction in English as a Foreign Language to local and international students, preparing them to attain the educational, professional and personal goals for which they require English proficiency.

Related institutional objectives include:

- Producing alumni who have not only English language skills but the intercultural communicative competence to flourish in an ever-increasingly globalized society
- Recruiting and retaining exceptionally dynamic and dedicated instructors
- Staying current with second language acquisition research, new pedagogical techniques and methods, and new developments in materials
- Increasing and respecting the diversity of the CEL student population
- Helping students adjust to the U.S. and its incredibly varied cultures and traditions
- Assisting students with all aspects of permanently or temporarily settling into a new country, such as finding housing or insurance, or navigating immigration issues
- Maintaining a comfortable, enjoyable working environment for staff, instructors, and students, with open and friendly communication in a relaxed atmosphere
- Raising awareness about CEL at the local, national and international levels

CEL offers courses in only one subject, English as a Foreign Language (EFL) which can also be referred to as "English as a Second Language" (ESL). As a part of its standard EFL curriculum, CEL also offers TOEFL Preparation, Conversation Practice, and Private Tutoring.

CEL provides EFL training to a diverse student population. Students represent a rich variety of racial, ethnic, linguistic and national origins, though there are larger numbers from South Korea than any other country. The Intensive EFL program is designed for two primary groups: (1) those residing temporarily in the United States who are learning English for educational, professional, and personal growth and, more specifically, for the purpose of entering English-medium college preparatory, undergraduate or graduate study programs, and 2) those who have permanently relocated to the United States (i.e. are U.S. Residents or Citizens) and who desire English proficiency to further their diverse personal, educational, vocational, and professional goals.

Guidance for Planning Your Classes

You will be given a copy of the syllabus for the course you will be teaching each session. When planning your lessons, you should make it your first priority to cover the required material for that level. The syllabus also lists supplementary material which you may use as time allows and as student need dictates. It is a good idea to consult other teachers for suggestions regarding what required material may need to be stressed, takes more time to cover, tends to confuse, etc.

Remember- CEL Levels Build on Each Other!

Instructors are expected to follow the syllabus, in order, and to make weekly lesson plans that divide the material evenly over the 72 hours. Remember that since most textbooks are used over several levels, it is **crucial** that you cover **all** the material required for your level and **only** the material for your level. Use extra time to make use of relevant supplementary material. **NEVER go on to the material which should be covered in the next level**, because it may lead to confusion and anger among new students, and possibly your colleagues as well. If a class is getting everything especially quickly, take the extra time for vocabulary building, idioms, fluency-building games, or cultural study through music and film.

Include activities each day that cater to a variety of learning styles and preferences.

Instructors should use diverse means to illuminate concepts, including written examples, music or other audio clips, films or pictures, games and puzzles, computer games, dialogues or pantomimes, and creating art (visual or performance). Though an unusually high percentage of high school students are visual learners, each class will certainly also include audio learners, kinesthetic learners, or experiential learners. An ideal EFL class combines all these elements daily.

We also must serve both analytical learners and global learners. Analytical learners are prone to learn effectively from print media without prolonged exposure to contextual cues and global learners are less prone to learn effectively from print media. In general, most European, East Asian and South Asian language communities tend to be analytical learners. Many Latin American, Mediterranean and African language communities tend to have a more global learning style.

Individualistic or communal learning preference is a function of both cultural background and individual personality. CEL classes alternate between collaborative tasks and independent tasks, to increase the comfort level of all students .

Homework

The EFL program is intensive; therefore, homework *is required* of students. You should assign homework each class day, but never give an assignment that will take even the *slowest* students more than two hours to complete.

Testing

All EFL program teachers are obligated to give midterm and final exams in Grammar and in Reading Comprehension as well as Vocabulary. Weekly quizzes are optional but recommended. Weekly quizzes given in class are to be no longer than 30 minutes. Teachers may prepare their own quizzes and midterms or use previously prepared ones, to be found in the Test Banks in the faculty study. Office staff can help with typing or copying if asked 24 hours in advance. Final exams are standardized and will be distributed the Monday of exam week for review purposes.

INSTRUCTIONAL APPROACH

The EFL program is based on *Communicative Language Teaching* (CLT). This approach was conceived and developed by educators who sought to apply modern language acquisition theories to language teaching. These theories derived from advances made in linguistics, sociolinguistics, the sociology of language, and developmental psychology. CLT draws upon recent efforts to define and explore what sociolinguists have referred to as *communicative competence*, as opposed to *linguistic competence*.

Communicative competence is a cover term for (at least) four specific competencies:

1. *Grammatical competence* (knowledge of sentence grammar, semantics, phonology, graphology and lower level lexical and morphological items)
2. *Discourse competence* (knowledge of inter-sentential relationships, cohesion, and rhetorical organization)
3. *Illocutionary or pragmatic competence* (knowledge of how to send and receive *intended* meanings)
4. *Sociolinguistic competence* (sensitivity to cultural determinations of language propriety)

The Center of English Language practices CLT in the following ways:

1. Classroom goals are geared to help learners achieve all four competencies, not simply grammatical or formal linguistic competence.
2. Classroom techniques are designed so that learners must practice interpreting and using oral and written language meaningfully, functionally, and pragmatically to achieve many specific purposes.
3. Teachers will frequently prioritize fluency over grammatical perfection in class discussion, especially at the beginning levels. Only errors which confuse or obscure *meaning* will be addressed during discussion.
4. In the communicative classroom, students have to use the language structures and strategies being taught in *unrehearsed* oral and written contexts. Pre-planned, materials-supported activities are a great way to introduce or review concepts, but by themselves they cannot produce fluency. As a student advances from beginning to intermediate to advanced levels, unrehearsed instances of language use should become more frequent and sustained. 'Unrehearsed' does not mean unrelated to the lesson plan or unrelated to materials used in class; it means that a student will use the grammar, vocabulary, or language routine being taught in contexts that are *not directly prompted* by the student texts or workbooks

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he or she is using in class.

5. Communicative competence means, perhaps paradoxically, getting students to use a *listen-first* (as opposed to a *speak-first*) strategy both in and out of the classroom. A rush into speaking without prior attention to listening may build early, but premature, confidence in the language learner. To form an appropriate response, a speaker must first correctly comprehend what has been said up to that point – or at least be able to ask about what was said. Good listening skills are critical to developing good speaking skills. In other words, communicative competence is not simply the ability to speak or write about what one needs or wants to say at the moment – this is merely ‘survival’ competence. It is the ability to have *meaningful* social, intellectual, and practical *interaction* with others in English.

6. Communicative competence does not mean that drills, reinforcement exercises, and repetition are not important. These are probably vital to language learning progress, especially at the beginning and low-intermediate levels. But drills, reinforcement exercises, and repetition must constantly be linked to more spontaneous or unprompted use of the grammatical, lexical, or phonological forms being drilled or exercised.

CEL classes help students achieve these competencies by including the following types of activities:

Preliminary oral work: Students should have the opportunity to hear and use the target language before they open their books. Direct interaction between instructor and students and among the students makes it possible for students to engage in meaningful communication from the first day of class.

Grammatical forms and vocabulary are presented in illustrated or contextualized situations so that students can practice the targeted English language forms in realistic communicative contexts.

Dialogues: Dialogues are read aloud to the class or presented as recordings. When students have had sufficient practice in listening to a particular dialogue and in repeating the statements they have heard, the instructor asks comprehension questions based on the content of what was heard. Such structured listening is often followed by substitute dialogues that are communicatively enhanced through role-playing.

Oral Exercises: These are used copiously to reinforce the language structures or language routines being taught. Pronunciation is explicitly taught, drilled, monitored, corrected and practiced throughout oral exercises.

Reading Selections: Readings are contextualized and introduced, then read in class or assigned as homework. Readings are then discussed orally with careful attention to the ideas expressed in them and the strategies for ascertaining whether students’ paraphrasing of main and supporting ideas is textually accurate or not. New vocabulary, idioms and syntactic structures encountered in the readings are discussed and their use is strengthened through written and oral exercises.

Review Drills: Since a certain amount of adult language learning is achieved through repetition and review, the materials used incorporate many review drills which are often supplemented by the instructor.

Grammar Frames: These recurring grammatical patterns summarize the structures being taught in each unit or chapter. The communicative teaching approach used in the EFL/ESL course provides students not only or even primarily with a formal knowledge but with solid functional knowledge of the grammar being taught. With all such structures demonstrated to students and re-enacted by students in a variety of contexts-of-use, students are able, in general, to make reliable generalizations about the use of English.

Writing/Composition: Writing/Composition is modeled through selected readings that illustrate the genre of writing being taught, then taught through controlled writing drills, guided writing of whole paragraphs, and finally multi-paragraph essays, peer editing, and final textual revision. Written fluency is encouraged through free journal/diary writing exercises, which are read and corrected but never graded.

Classroom Conversation Guidelines

You are expected to **conduct an interactive class in which the students’ use of language is maximized and the teacher’s use of language is minimized**. The classes at the Center of English Language are designed to be very student centered as opposed to teacher centered. Grammar, Writing, Reading Comprehension and Vocabulary, as well as Listening Comprehension are to be taught communicatively with a high level of student participation in the process of negotiating grammatical, lexical, idiomatic, contextual and discourse meaning.

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You **must** schedule some class time each day specifically for conversation; we suggest the first 30-45 minutes, to warm up students' minds and to prevent late students from missing new Grammar concepts. Suggested topics for conversation are included in the syllabus that are thematically related to students' reading and writing activities. However, any timely and appropriate conversation topics are welcome, and teachers are urged to discuss current events and issues in class.

When choosing or developing topics for conversation/discussion, please remember that our students come from diverse political and religious backgrounds. Topics that seem non-political or non-religious to you may be exceedingly political or religious to those from other national and cultural backgrounds. On the other hand, topics that to others may seem non-political or non-religious may seem quite political or religious to you.

Teachers, therefore, are encouraged to avoid

- 1) politicizing issues that arise in class discussions,
- 2) moralizing about them, or
- 3) interpreting them in strictly religious terms.

In other words, we request that you not use the prestige you may enjoy as a teacher to turn the open marketplace of ideas, and the free sharing of them, into a pitch for your own preferred worldview. Please allow topics to be discussed freely within frameworks suggested by individual students. Introduce other contexts for discussion of those concepts, but never, ever attempt to block, stifle, or overpower the free expression of others, no matter how strongly you may disagree. As a language teacher, your focus must always be on **helping the students** to express **their own** ideas and opinions.

Professional Development

There are two avenues by which you may continue to develop your teaching skills and knowledge. First, CEL holds periodic in-service training meetings with invited guests who present research, methods and techniques which may be of use to CEL Faculty. Secondly, all CEL instructors will be reimbursed up to \$200 annually for attendance at professional seminars, workshops, and/or conventions.

CURRICULUM

The CEL curriculum is designed for individual EFL levels of 72 clock-hours (four days per week, 4.5 hours per day). Twelve (12) sessions per calendar year are offered, so it is possible for a Beginner student to finish the entire program in one year if he/she enrolls every session passes every level. However, due to the intensity of the program few students who come in at Level 101 actually graduate within 12 months.

Primary Course Materials and Curriculum Review

CEL selects materials according to the recommendations of the Curriculum Review Task Force (CRTF). Formal curriculum review meetings are held annually in March, but the CRTF considers revisions at other times on an as-needed basis. Updated editions of materials currently in use at CEL are automatically approved as soon as they are available. All other suggestions for primary course materials are considered and evaluated according to several criteria:

- 1) Will it be engaging for CEL's current student population?
- 2) Does its content and format lend itself to collaborative learning strategies?
- 3) Has it been thoroughly reviewed by trusted sources? Were the reviews positive?
- 4) Are corresponding testing materials, teacher's guides and audiovisual supplements available?
- 5) Is it newer, more interesting, and more culturally relevant than the text it would be replacing?

Procedures for Comments, Complaints, and Suggestions

When new course materials or new editions of current course materials are introduced, updated syllabi are created for the affected courses. The new syllabi are under review for the first three sessions, as teachers "field test" the suggested pace and each syllabus is adjusted accordingly. If the pace of any level is determined to be too slow or too fast, the material will be re-distributed more appropriately.

Any CEL faculty member is welcome to discuss curriculum issues with the EFL Program Coordinator at any time. If

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you have specific complaints about material or pace, suggestions for improvements, or materials you would like the CRTF to consider, please speak with the EFL Program Coordinator. One examination copy of any supplementary text may be requested at any time.

Remember- CEL Levels Build on Each Other!

Instructors are expected to follow the syllabus, in order, and to make weekly lesson plans that divide the material evenly over the 72 hours. Remember that since most textbooks are used over several levels, it is **crucial** that you cover **all** the material required for your level and **only** the material for your level. Use extra time to make use of relevant supplementary material. **NEVER go on to the material which should be covered in the next level**, because it may lead to confusion and anger among new students, and possibly your colleagues as well.

If you have issues with the pace, required primary or supplementary materials, or general content for a level, you are still required to follow the syllabus. The proper solutions are to, to skip a particular reading that offends or baffles your students, to assign more or less homework to speed up or slow the class, to skip redundant exercises, to give challenging take-home assignments rather than in-class quizzes. Please speak with the EFL Program Coordinator about the changes you would like to see implemented

Teacher-Made Materials and Outside Materials

CEL instructors have the latitude to try any techniques in their repertoires to clarify difficult concepts and to keep students actively engaged in class. For example, if you have outside or home-made materials that help learners approach troublesome grammar from fresh perspectives, feel free to use them to supplement the Azar books. Be creative - use songs, games, films, websites or web quests, anything that reinforces the regular program. Especially at the upper levels, you are encouraged to use as many “real-world” materials as possible in the classroom. However, be absolutely certain when planning classes that you will have sufficient time to cover all of the *required* weekly material first. Use discretion when bringing in outside materials- due to the young ages and/or conservative backgrounds of some CEL students, only “PG-rated” or “G-rated” content is permitted. To ensure appropriateness and relevance, outside materials must be pre-approved by the EFL Program Coordinator.

EFL Program Policies Regarding Copyrighted Materials

The Center of English Language respects the copyrights of all publications utilized at this school, and faculty are urged to teach students the critical importance of respecting others' intellectual property.

Mandatory Course Materials

Students are sold *new* books for all twelve levels of instruction. Since almost all books are utilized for more than one session, most students have no issue with purchasing new texts. However, a number of students come to CEL for a limited time during their vacations, and may enroll for only a few days or a few weeks. Therefore, a small number of used books are kept on hand to be loaned out to the short-term visitors. If all used copies of a particular book are already on loan, the Teacher Services Assistant will make photocopies for a short-term student at the *instructor's* request.

Supplementary Course Materials

Instructors may have the Teacher Services Assistant copy small sections of other books, but please be conservative with the amount of photocopied material used in class.

Electronic Course Materials

TOEFL textbooks come complete with a CD-Rom for the students, so no additional copies or licenses are necessary. Other electronic materials such as audio CDs, DVDs, and testing software are kept in the EFL Program Coordinator's office or the Teacher Services Assistant's office to prevent unauthorized duplication. These are checked out to faculty but not lent out to students.

Plagiarism

CEL has a zero-tolerance policy regarding academic dishonesty. Any student caught turning in work copied from the Internet as their own writing will be immediately dismissed from the program.

Intensive English as a Foreign Language (EFL) Program Description and Objectives

The EFL/ESL Program provides intensive English instruction and orientation for international students planning to attend American preparatory schools, colleges and universities, as well as individuals pursuing professional training in the U.S. These classes also include students who are improving their English in order to be suited for better employment opportunities. Advanced-level graduates of this program acquire sufficient command of English to successfully pursue English-medium education or training.

The program is designed to dramatically improve students' language skills by maintaining a small student/teacher ratio (8:1, on average) and by providing a comprehensive, communicative curriculum that emphasizes:

- ability to express themselves well, both orally and in writing
- understanding and active use of native, idiomatic speech
- reading comprehension based upon context and structural clues
- familiarity with American lifestyles, manners and customs, and with our diverse cultures

The intensive curriculum focuses on fostering both communicative and intercultural competence, and includes Grammar, Composition, Reading Comprehension and Vocabulary Development, Listening Comprehension, Conversation, and Pronunciation.

There are twelve 72 clock-hour sessions in the EFL program, for a total of twelve months or 864 clock-hours of training. This 12-level course of instruction is organized into three blocks: Beginning, Intermediate, and Advanced, each consisting of 288 clock-hours or four 4-week (72 clock-hour) sessions. However, it is not necessary to begin at Level 101, Level 105, or Level 109.

Students may enroll in any level according to their placement test results, and their comfort level, at registration time. Students with high-beginning or high-intermediate proficiency may choose to complete part of a lower-level program for review, skills mastery, and cultural orientation before beginning the next program. An introductory "Readiness" course is also available as needed, for new students who require basic "survival" English to prepare for Level 101.

At the completion of Level 100, students should be able to:

- understand and follow basic classroom instructions
- understand and answer very basic questions in the present tenses
- write very simple sentences in the present tenses

At the completion of the Beginning block (Levels 101-104), students should be able to:

- distinguish between singular, plural, count and noncount nouns
- recognize and use the simple tenses and the present progressive in basic statements, yes/no questions, and information questions
- remember the past tense forms of at least 50 irregular verbs
- understand basic spelling and punctuation rules
- use pronouns and identify to what/whom a pronoun refers
- use possessive adjectives and possessive pronouns
- modify nouns with adjectives/nouns and modify verbs with adverbs
- use prepositions, especially of location and time
- make basic comparisons
- recognize and begin to use modal verbs
- write coherent paragraphs with definite structure
- converse comfortably in structured, guided conversation activities
- read aloud comprehensibly
- understand details and main ideas of simple readings

At the completion of the Intermediate block (Levels 105-108), students should be able to:

- recognize and use the perfect tenses
- recognize and use the passive voice

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- comfortably alternate between question forms and statement forms in the simple, progressive, and perfect tenses
- use reflexive pronouns, *some-*, *any-*, and *no-* pronouns, and *other*
- follow spelling rules for *-ing* and *-ed* verb forms and plural nouns
- be familiar with the rules of capitalization and punctuation
- create complex sentences with dependent and independent clauses, using conjunctions and auxiliary verbs
- know the various functions and connotations of the modal verbs and use them appropriately to make suggestions and requests
- express preferences and make complex comparisons using comparative and superlative adjectives and adverbs
- write simple descriptive or opinion essays with defined paragraphs
- converse comfortably on familiar subjects
- use context clues, prefixes and suffixes to guess the meanings of unfamiliar vocabulary
- make inferences and draw new conclusions from readings
- understand and use some very common American slang and idioms

At the completion of the Advanced block (Levels 109-112), students should be able to:

- distinguish between passive and active voice, and among all simple, progressive, and perfect tenses
- make statements, ask questions, and give long or short answers in the appropriate tense and voice
- understand and create complex sentences using adjective clauses, noun clauses, and adverb clauses in all tenses and both voices
- use gerunds and infinitives as subjects and objects
- use pronouns with generic, collective and reflexive nouns
- relate conversations using either quoted speech or reporting verbs and formal sequence of tenses; use informal sequence appropriately
- understand high-intermediate level readings without a dictionary and be able to glean meaning from context in advanced level readings
- write structured descriptive or persuasive essays with examples, or short informative papers, converse comfortably and intelligibly, give *short* (< 1 minute) extemporaneous talks in response to prompts

TOEFL Preparation Course

72 - 288 clock hours as needed

This course is a complete review of TOEFL test-taking strategies and tactics. Though four sessions are necessary to complete the entire TOEFL review, students are encouraged to take the test as soon as they feel ready. Though special emphasis is given to the Speaking component of the Next-Generation TOEFL iBT, all skills are integrated in the class as on the test. Phonological and grammatical structures, idiom formations, vocabulary, listening skills and reading comprehension skills required to pass the TOEFL are reviewed, drilled and explained. This class includes extensive TOEFL practice with student feedback and remediation.

Conversation Additional Training

8 clock hours/week

Students desiring to achieve greater fluency, confidence and ease of communication may choose this optional class. The course focuses on understanding colloquial speech and using comfortable, natural language appropriate to each setting.

Tutoring

One-on-one or small group tutoring is available to help struggling students complete existing EFL course objectives and curriculum goals. It is also beneficial to those who require extra preparation before undertaking Level 100.

Duration of Study

Each student must complete his or her program within 1.5 times the scheduled program length.

Grades

Grades are issued upon completion of each 72 clock-hour level. The grading system is as follows:

A	90% to 100%	4.0
B	80% to 89%	3.0
C	70% to 79%	2.0
D	60% to 69%	1.0

F below 60% 0.0

Any student receiving an “F” in a level session is required to repeat the level or return to a lower level for more practice.

Course Incompletes

For each 72 clock-hour level, a student who has not completed the required course work for that level will receive a final course grade of ‘I’ (‘Incomplete’) and will be allowed one week (seven days) in which to make up the required work, at which point the ‘Incomplete’ will be changed to a number grade. If the “I” is due to absence on exam day, the student must take and pass the final exam within seven days, or repeat the level. If a student fails to make up all uncompleted work within the allotted time, the student will have to repeat the level.

Satisfactory Progress Policy

CEL students are expected to attend classes regularly, complete their assignments, and strive to pass every level. Satisfactory academic progress is defined as grades of 70 or higher in each level. A student who fails or does not complete the classwork will be required to repeat that level. Satisfactory Attendance is defined as at least 70% and is measured not by days but by clock-hours; that is, coming late and/or leaving early do affect attendance grades.

Attendance

Students are expected to maintain good attendance (at least 70%), and should strive to attend consistently in order to master the required skills in the time allowed. A student who has consecutively missed more than one-fourth (18) of the scheduled class hours in any given level will be placed on Attendance Probation until the end of the next scheduled level. At the end of the next level, a student on Attendance Probation who either consecutively misses one-fourth (18) or randomly misses one-third (24) of the scheduled class hours in that level will not be allowed to take the final exams and will be required to repeat the level. Chronic attendance violations may result in dismissal from the EFL Program.

Probationary Status

A student’s status is designated as either satisfactory or probationary, meaning that the student cannot be recommended as “in good standing.” Any student who fails or receives an Incomplete in consecutive levels is placed on Probationary status for the following session, and remains on Probationary status until he/she successfully completes the level. Students who are excessively absent, defined as <70% attendance, are also considered Probationary. Any student on Probationary status for three months will be required to discuss the situation with the Director. Students who have not yet paid their tuition in full for the current session are also considered to be on Probationary status until their account is resolved.

EFL Program Schedule for Academic Years 2007 and 2008
All Four-Week Classes

EFL classes	(M-TH)	8:30 A.M.	to	1:00 P.M.	(4.5 hours)
		8:30 A.M.	to	9:55 A.M.	Conversation/Grammar
		9:55 A.M.	to	10:05 A.M.	(10-minute break)
		10:05 A.M.	to	10:55 A.M.	Listening/Grammar
		10:55 A.M.	to	11:05 A.M.	(10-minute break)
		11:05 A.M.	to	11:55 A.M.	Reading/Writing
		11:55 A.M.	to	12:05 A.M.	(15-minute break)
		12:10 A.M.	to	1:00 P.M.	Reading/Writing
TOEFL Class	(M-TH)	8:30 A.M.	to	1:00 P.M.	(4.5 hours)

EFL Program Calendar for Academic Years 2007 and 2008

<u>2007 Start Dates</u>	<u>2007 End Dates</u>	<u>2008 Start Dates</u>	<u>2008 End Dates</u>
January 2, 2007	January 25, 2007	January 2, 2008	January 24, 2008
January 29, 2007	February 22, 2007	January 29, 2008	February 21, 2008
February 26, 2007	March 22, 2007	February 25, 2008	March 20, 2008
April 2, 2007	April 26, 2007	March 31, 2008	April 24, 2008
April 30, 2007	May 24, 2007	April 28, 2008	May 22, 2008
May 29, 2007	June 21, 2007	May 27, 2008	June 19, 2008
June 25, 2007	July 19, 2007	June 23, 2008	July 17, 2008
July 23, 2007	August 16, 2007	July 21, 2008	August 14, 2008
August 27, 2007	September 20, 2007	August 25, 2008	September 18, 2008
September 24, 2007	October 18, 2007	September 22, 2008	October 16, 2008
October 22, 2007	November 15, 2007	October 20, 2008	November 13, 2008
November 19, 2007	December 13, 2007	November 17, 2008	December 11, 2008

Vacation Weeks for 2007

Week of March 26th – March 30th
 Week of August 20th – August 24th
 Weeks of December 17th – December 28th

Vacation Weeks for 2008

Week of March 24th – March 28th
 Week of August 18th – August 22nd
 Weeks of December 15th – January 3rd

Holidays Observed 2007

New Year's Day January 1st
 President's Day February 19th
 Good Friday April 6th
 Memorial Day May 28th
 Independence Day July 4th
 Labor Day September 3rd
 Thanksgiving November 22nd - 23rd
 Christmas Day December 25th

Holidays Observed 2008

New Year's Day January 1st
 President's Day February 18th
 Good Friday March 21st
 Memorial Day May 26th
 Independence Day July 4th
 Labor Day September 1st
 Thanksgiving November 27th - 28th
 Christmas Day December 25th

General Procedures for Teachers

Time Reporting

All employees are required to account for time worked on Employee Time Report forms. These forms need to be filled out each each pay period, even if your hours are exactly the same from week to week. Please note carefully that any hours beyond your assigned work, classes, or tutoring schedules **must be approved in advance by the Director**.

Smoking

Inform your students that smoking is not permitted anywhere inside the building. Please advise the students that smoking can only occur outside the Main entrance far enough away from the doors not to create a pedestrian traffic jam, and they must give way to people entering the building. Cigarette stubs must be discarded in the ashtrays outside.

Standards of Dress. While CEL respects the individual personalities and rights of expression of its personnel, attire of CEL staff must be appropriate for a school. Though business casual attire is acceptable, everyone is expected to dress neatly and respectably. A good rule of thumb is to tend toward the conservative. Teachers should keep in mind that they are cultural ambassadors and role models, particularly since many CEL students are minors.

Visitors

No visitors are allowed in the classes without prior authorization from the Admissions Office.

Classroom Tidiness

After class ends, teachers will be responsible for leaving their classroom clean and tidy, with blackboards erased, trash deposited in the waste baskets, and student desks arranged for the class which follows so that the next teacher does not have to organize and clean the room before class can begin.

Admission to Class

On the first day of each session, every student must present you with an 'Admission-To-Class' form. All teachers should please leave these slips in your file folders in the Faculty Study. If a student joins your class after the session has begun, he or she must still furnish you with an admission slip.

Student Change of Level

Transfers may be initiated by either teacher or student, but no student may transfer from one level to another without the approval of the Director.

Sharing Materials/Equipment

AV equipment or class sets of pronunciation materials or dictionaries must be returned to their proper storage areas each time they are used. Please remember that there may be other teachers in need of the equipment and materials some other time during the day. Teachers will be held responsible for lost or damaged equipment. Be alert to students removing any CEL materials or supplies from the school property, and feel free to intercept persons removing such items. Teachers and students are not permitted to take supplies or equipment belonging to the school for personal use.

Weekly Progress Report Forms

At the beginning of the session, you will be given student progress report forms on which to track attendance and academic progress. Please leave them at school each day to minimize the possibility of loss.

Advance Copies of Final Exams

At the beginning of every session you will be given a folder containing confidential (for your eyes only), advance copies of the final exams you will administer at the end of the session. These are not to be taken to the classroom, but kept secure from the eyes of the students.

When all students are absent

It rarely happens that all students of a class are absent on the same day. If this happens, you are required to wait in the classroom for one hour. At the end of this first hour, if no students have arrived for class, you should report to your supervisor. If there is work related to the EFL/ESL program, you may be assigned to do this work for an hour or more of the remaining class time. Otherwise, use the time for grading or class preparation. If an entire class is absent for two consecutive days, the Director will review the situation and consider closing that class.

Substitute Instructors

It is very important to notify the Director as soon as possible if you plan to be absent. The Assistant Director always has a copy of the current Substitute List. Once you have arranged for a substitute, inform the Director who will be coming. Give your substitute specific instructions regarding what material to cover in your absence. The policy applies to absence due to illness, vacation, etc. You will not be paid for the days a substitute teacher is utilized. Rather, that pay will go to the substitute under the rule “no double pay.” Substitute instructors must never be used on the first day of a session, nor on the final day of class, except in emergencies.

Student/Teacher Breaks

The CEL calendar is designed so that there are one-week breaks in March and August, and a two-week break at the end of December. Teachers will be free for *unpaid* leave during these times.

Private Tutoring

If a student requests private tutoring, or if you think tutoring outside of normal class hours is a good idea, ask him or her to speak with the office. Teachers must not arrange to tutor students on their own.

Student Satisfaction Survey

On the last Monday of each four-week session, students are asked to confidentially evaluate their instructors, their materials, and the school facilities. Please allow time for this process and encourage honest comments.

Teacher Effect on Student Retention and Recruitment

Teachers are an important source of recruitment and retention of students, increasing revenues for CEL, which in turn affect teachers’ salaries and the school’s ability to provide equipment and services to all employees and students. Your abilities in serving the students are the most effective marketing and recruiting tools CEL has to work with. Teachers must maintain a student centered classroom environment as opposed to a teacher centered classroom.

Administrative Evaluation of Teacher Performance

Additionally, teachers are officially evaluated at least once a year by administration. You will be informed in advance of the day, but it may be You will receive verbal feedback from the Teacher Evaluator evaluator as well as a copy of his or her written report.

Final Exams

At the end of the session you will be given copies of standardized final exams for your students. A standardized final exam in Reading Comprehension and Vocabulary is to be given on the day before the end of each session. A standardized final exam in Grammar is given the last day of each session. The final exams take from one to two hours. Yes, students **may** leave after they finish the Grammar final on the last day of the session.

Policy on Student Make-Up Work

1. **Class Assignments.** Work missed by a student (for example, a quiz, a midterm, an oral report, a composition) can be made up and will be given an unreduced grade provided it is made up before the end of the last class day.

2. **Final Exams.** A student is allowed to take a final exam or both final exams (Reading/Vocab and Grammar) one to three days *earlier* than the scheduled exam dates provided he or she is (a) not currently on Probation and (b) not in danger of exceeding the minimum allowable hours of absence by missing the last one to three days of the scheduled session.

Permission to take *late* final exams may be granted **only** by the Director at the following Registration time.

3. **When a teacher gives permission to all students** in his/her class to take final exams early so that on the last scheduled day of class or on both the last scheduled day and the next-to-last scheduled day of class, no students are present to take the scheduled final exams, that teacher will not be paid for that/those class(es). Teachers should therefore carefully note that permission for students to take final exams early is to be given sparingly, on a case-by-case basis, and not extended to a class as a whole.

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Grade Sheets

At the end of the session, you will get Grade Sheets for each student. Please fill these out completely and include personal comments. Return them to the Teacher Services Assistant or the EFL Coordinator on the last day of the session.

End-of-Session Procedures

The last day of the session, teachers may leave after they finish grading the Grammar exams, completing the grade sheets, and completing other end of session procedures. Final exams, grade sheets, attendance records, and progress reports must be turned in together in your folder. Textbooks and other class materials must also be turned in to the Teacher Services Assistant. You will be required to reimburse the school for any books which are not returned.

How to Handle Student Discipline Problems

Only rarely have we had to deal with significant discipline problems with students, and we have every expectation that this trend will continue. But it is advantageous to everyone that we state a clear policy and clear procedures for handling student discipline cases when they do arise.

Policy. A student who exhibits insulting, unruly, disrespectful, belligerent, or grossly inappropriate behavior in the classroom (or classroom vicinity) or who cheats on quizzes or tests will be given a series of three warnings beyond which, if the behavior has not been corrected, she/he will be dismissed from the program.

Procedures: A student who engages in any of the behavior described above should be handled as follows:

1. The classroom teacher gives the student an informal warning, stating clearly to the student what the unacceptable behavior is and what the student should do to correct it.
2. If this same behavior is repeated, the teacher escorts the student to the office where she/he will be issued a formal warning (Warning No. 1).
3. If this same behavior is repeated again, the teacher again escorts the student to the office where a second formal warning will be issued (Warning No. 2).
4. If this same behavior is repeated again, the teacher will inform the office, which in turn, will initiate dismissal procedures against the student.

The student always has the right of appeal (against dismissal). In such a case, the student would appeal to the Director.

Student Complaint Procedure

Often a student can address his or her complaint to the teacher, and the problem may be resolved between the instructor and the student. If a student feels his or her complaint has not been adequately addressed, or in cases where a student wishes to lodge a complaint with the school about its admissions, attendance, or academic progress policies or how any one or more of these policies is being implemented, that student may address his complaint to the Assistant Director. If either the student making the complaint or the CEL person to whom the complaint has been addressed is not satisfied that the issue has been adequately resolved, then either the student or the CEL person may approach the Director with the complaint. After a thorough review of the student's complaint, the Director will issue a ruling on the student's complaint. This ruling will be normally be considered final.

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Lay-Off Procedures

In considering layoff due to lack of sufficient classes or students, the following factors are taken into account:

1. Seniority
2. Dismissal procedure notices received from the office.
3. Teacher's evaluation ratings.
4. Class level canceled due to minimal enrollment.

Disciplinary Action

The following offences require disciplinary action. While these rarely occur, they are listed here to make it clear to everyone which violations are considered especially serious.

1. Unexcused absence
2. Habitual tardiness or absences
3. Careless use of school property or supplies
4. Inadequate performance of assigned duties
5. Unauthorized use of telephones or company equipment, including long-distance calls
6. Insubordination
7. Falsification of school reports or records, including time sheets
8. Indecent or immoral conduct while representing CEL
9. Violation of security
10. Stealing
11. Fighting
12. Possession of illegal or controlled substances
13. Performance of unauthorized activities
14. Discourtesy to students, visitors, associates, employees, or other teachers
15. Failure to carry out instructions
16. Unsatisfactory attitude, habits, or actions
17. Possession of firearms or other weapons on campus
18. Operating a language school or program outside of CEL or serving as a recruiter for same
19. Privately tutoring CEL students without permission of the Director
20. Sexual harassment, which will not be tolerated.

Note: Items 7, 8, 9, 10, 11, 17, 18 and 20 are grounds for **immediate** dismissal. (see the *H.R. Manual*).

Dismissal Procedure

- False information stated on the employment application is grounds for dismissal.

- Any three violations from the list below in *any twelve-month period* are grounds for dismissal:

1. Receiving three "irregular attendance notices" in a given year. Four or more days absent within a session for non-medical reasons is considered irregular attendance.
One day absent without notifying Management ("no-call, no show") will be considered voluntary resignation.
2. Receiving five "late notices" in a given year.
A teacher who is significantly late twice in the same four-week session receives an official "late notice."
3. Receiving three notices due to violation of any regulations in the *Teacher Handbook* or the *HR Manual*.
4. Receiving negative evaluations from multiple students in three different months. While anyone can "go through a bad patch" or have interpersonal issues with particular students, chronic poor evaluations signal that a teacher is failing to (or worse, refusing to) correct ineffective or inappropriate behaviors and attitudes.

The Center of English Language reserves the right to dismiss any employee who violates the laws of the land, uses or sells illegal drugs, comes to CEL under the influence of alcohol, or conducts himself/herself in an offensive manner.

Drug Free Campus

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As required by the Drug Free Schools & Communities Act of 1989 (P. L. 101-444), the Center of English Language is a drug free campus.

The Center of English Language reserves the right to dismiss any student who violates the laws of the land, uses drugs illegally or inappropriately, or is under the influence of alcohol, while at any school sponsored activity or on campus, or conducts himself/herself in an offensive manner.

The manufacture, distribution, dispensing, possession or use of drugs will not be tolerated. Any such violation will be grounds for expulsion from school.

Local Rehabilitation and Treatment Centers

If you feel that you or someone you know has an alcohol or other substance abuse problem or if you just want to learn about these diseases, there are a number of local centers and agencies that can provide you with the help, information, and support that you need.

Campus Security Information and Policies

The school has adopted and implemented 448.48 of Public Law 101-544, "The Student Right to Know and Campus Security Act" effective September 1, 1994.

The following policy will be implemented to ensure to the fullest extent possible that students, faculty, and staff are informed in all areas in the event they become victims of criminal actions or other emergencies occurring on campus. Each individual will receive immediate treatment off campus and be provided with information regarding resource facilities for follow-up treatment and information regarding legal action.

Criminal offenses are defined as an unlawful attempt or threat to do physical injury to another or to do damage to another person's property. These offenses include: murder, aggravated assault, rape, burglary, robbery, and motor vehicle theft.

The following will be done to insure campus security:

1. The staff is trained to be aware of any unusual occurrences/behaviors on or around the campus grounds. Also, they are trained in notifying proper authorities.
4. All classrooms are monitored by certified instructors.

Campus training/awareness is provided to each new student and to newly hired employees in the Student Handbook and the Employee handbook.

1. Each student and employee of the school is responsible for his or her personal belongings.
 - Any infraction of the regulation relating to Public Law 101-544 must be reported to the proper school personnel immediately.
 - All students and employees are responsible for conducting themselves as professionals at all times while on campus and/or while attending school functions.
 - Any student or employee who is found in possession of , or using, or selling alcoholic beverages and/or illegal drugs on campus will be suspended or terminated from s
5. Students are not allowed to bring hand guns or any other weapon to campus.

Records Access Policy

Any CEL faculty member may have open access to any records pertaining to him/her at any time. To obtain copies of your personnel files, tax records, or payroll records, ask the Financial Analyst. To access Teacher Evaluations, ask the Director or the Teacher Services Assistant.

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Tutoring Policy (*Signed by all CEL faculty upon application for employment*)

In order to avoid problems in relations between CEL tutors and students, the Center of English Language has asked you to read and sign the following.

I, the undersigned, will not make any tutoring arrangements with students introduced to me by the Center of English Language. If I do so, CEL has the right to keep a part of my wages as compensation.

I recognize that I must not approach CEL students on my own in order to arrange with them outside tutoring with me. All tutoring arrangements must be made by the CEL office. Further, any action by me, the tutor, that encourages the student(s) to discontinue school-arranged tutoring in favor of outside tutoring will result in my immediate dismissal.

I agree to wait at least 30 minutes after the beginning of the scheduled tutoring hour(s) for the student to arrive in the event the student has been delayed. After waiting 30 minutes, I will be excused from waiting any longer and am free to leave the school premises. In such cases, I will be paid for the tutoring session(s), as scheduled. Should tutor or student arrive late for scheduled tutoring, the class time may be extended to make up for the lost time, but this time must be agreed mutually and is dependent on classroom availability.

Please note that if the tutoring student notifies the CEL office or the tutor that he or she will be absent 16 hours in advance of a class that is scheduled to meet Tuesday, Wednesday, Thursday, Friday, or Saturday, the student will not be charged, and the tutor will not be paid for the missed class assuming the office notifies the tutor of such. However, for a class that is scheduled to meet on Monday, it will be sufficient for the student to notify the CEL office or the tutor two hours in advance of the scheduled class time. In such cases the student will not be charged, and the tutor will not be paid.

Tutors must carefully check the number of class-hours the student has contracted for/paid for with the CEL office. Tutors are not permitted to continue tutoring the student beyond the contracted number of hours until he or she has determined from the CEL office that tuition has been paid in advance for additional class hours.

Signature

Date
