



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year B2 Module Assessment Map



COURSE OVERVIEW: At the end of the B2 Module, students will be able to understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible, produce detailed text on numerous subjects and explain a viewpoint on current issues giving the advantages and disadvantages of various options.

COURSE LENGTH: The education in the module covers 20 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Language Hub Coursebook (B2 level). Extra materials will be provided at the beginning of each module if necessary.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1

Course Assessment Components

Assessment Type	%
Project	20
Midterm	30
End-of-Course Exam	40
In-class Assessment	5
Online Platform Activities	5
Total	100

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

B2 Measurement and Assessment – Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Question / Task Types
Week 4	Midterm (30%)	Oral Comprehension (20 points, 20 %)	Units 1-5	• Listen to three conversations at meet-up groups (U1) • Listen to a radio interview about personality types (U1) • Listen to radio interviews about lifestyle changes (U2) • Listen to a TV interview about quitting the rat race (U2) • Listen to a radio phone-in program about extreme sports (U3) • Listen to an extract from an audio book about phobias (U3) • Listen to a podcast about turning points in people's lives (U4) • Listen to a debate about the future of transport (U4) • Listen to a radio interview about making a house more eco-friendly (U5) • Listen to a radio interview with Mars One applicants (U5)	Part 1 — Multiple Choice (Viewpoint, Mood & Attitude): radio interviews, recordings and a TV interview; identifying the information content together with the speakers' viewpoints and attitudes. Part 2 — Note Completion & Inference: a phone-in programme, a debate and interviews; completing notes with detailed factual information and inferring meaning from contextual cues.
		Reading Comprehension (20 points, 20 %)	Units 1-5	• Read an online article about everyday heroes (U1) • Read biographies of famous people who overcame challenges (U1) • Read a newspaper article about how to live longer (U2) • Read a for-and-against article about the impact of social media (U2) • Read a newspaper article about someone who survived against the odds (U3) • Read an interview with a survival expert (U3)	Part 1 — Multiple Choice (Main Idea, Detail & Stance): articles and biographies; identifying the main content and deciding where a text reports and where it seeks to convince. Part 2 — Scanning & Information Transfer: locating specific details and cause-effect relations across two texts and completing a table.

				• Read a magazine article about the future of work (U4) • Read a magazine article about predictions in films (U4) • Describe cause and effect relationships in a natural process (U5) • Read a magazine article about the reintroduction of wolves in Yellowstone park (U5) • Read an article about fast-growing cities (U5)	
		Written Production / Written Interaction (30 points, 30 %)	Units 1-5	• Write a blog post that presents the arguments for and against a position on a topical issue (U4) • Write an article which presents a problem and evaluates possible solutions (U5)	Extended Writing Task — Problem–Solution Essay (approx. 220–250 words): presenting a problem on a topical issue and evaluating possible solutions, weighing the arguments for and against each option before recommending a course of action (assessed via analytic rubric).
		Oral Production / Oral Interaction (30 points, 30 %)	Units 1-5	• Discuss what to do in hypothetical situations (U1) • Read a short text about a remarkable person and relay the main points to a listener [Mediating a text – Relaying specific information] (U1) • Take part in a discussion with friends in which we compare and contrast different remarkable people (U1) • Express and support their opinions in a debate about a general interest topic (U1) • Take part in a discussion with friends in which we evaluate different options (U2) • Plan and conduct a survey about lifestyle choices (U2) • Present their position in a debate on a topical issue and support it with reasoned arguments (U2) • Discuss lifestyle choices, giving reasons for their position (U2) • Tell a story based on a series of pictures (U3)	Part 1 — Paired Interaction Task: two candidates are examined together. They make and respond to hypotheses, compare and contrast alternatives, evaluate options and reach a consensus on a plan of action, and conduct a short survey or interview exchange with each other. Includes the Mediating concepts strand (reaching consensus). Part 2 — Individual Long Turn: each candidate speaks alone: a picture-prompted narrative, a case put in debate form, or a description of how a place has changed, plus a read-to-speak relay of a short text — the Mediating a text strand of the speaking paper.

				• Tell a personal anecdote in an interesting and engaging way; discuss different options in a hypothetical situation (U3) • Say what advice they would give people in hypothetical critical situations (U3) • Tell a story based on a series of pictures (U3) • Talk about their plans and hopes for the future (U4) • Express and explain their viewpoint on possible future developments in society (U4) • Take part in a discussion with friends in which we evaluate different predictions about future developments (U4) • Take part in a formal debate on a practical issue, giving reasons for their position (U4) • Interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies (U4) • Take part in a discussion with a view to identifying the best technical solution to an environmental problem (U5) • Describe, with some technical detail, how their town or city has changed over time (U5) • Take part in a debate with a view to selecting the best people for specific roles (U5) • Take part in a discussion with a view to reaching a consensus regarding a plan of action to tackle an environmental problem [Mediating concepts – Collaborating to construct meaning] (U5)	
Project — assessed in Weeks 6-7					
Week 6-7	Project (20%)	Oral Production, Oral Interaction, Written Production & Mediation	Units 1-10	• Give a prepared presentation of a proposed project and take follow-up questions from the audience (U1)	“The Future Professional: A Field Study” Task 1 – Information Synthesis & Mediation: a 200-word English synthesis of a professional academic article, paraphrasing

				• Write a report in which they present and comment on information from a chart or diagram [Mediating a text – Explaining data in writing] (U6) Mediation & Metacognition (objective level) • synthesise a propositionally complex professional article into a concise written summary • interpret and present detailed data from a chart or infographic in support of an argument • monitor production in real time and apply repair strategies during the academic defence	the author’s arguments and using at least five complex connectors. Task 2 – The “Discovery” Presentation (8–10 min): defining a challenge in the student’s field, presenting and explaining one infographic or chart, and setting out a personal roadmap. Task 3 – The Academic Defense: responding with fluency and spontaneity to questions from an “Academic Committee” without a script. Data Commentary: the written presentation and commentary on a chart or infographic (Unit 6 outcome), assessed through the Data Interpretation /10 criterion. Rubric: Intralingual Mediation (Synthesis) /25 · Thematic Development /25 · Linguistic Range & Control /20 · Interactional Spontaneity /20 · Data Interpretation /10. Self-Correction Checklist (evidence, not scored): signed and filed with the Testing Unit.
In-class Assessment — outcomes not measurable under exam conditions					
Week 7	In-class Assessment (5%)	Written Production, Oral Production, Mediating Concepts, Plurilingual Competence & Metacognition	Units 1-10	<i>Written genres not elicited by the single essay task</i> • Write a formal letter to request information (U1) • Write an article giving advice in the form of a series of bullet points (U2) • Write an interesting short story (U3) • Write a formal letter of complaint about a proposed development (U7) • Write and perform a passage of appropriate dialogue to dramatize a mystery story (U8) • Write a formal proposal with an appropriate structure, giving reasons for suggested measures (U9)	In-class Written Portfolio: short genre-specific texts produced and collected across the module — a formal letter of request, an advice article in bullet form, a short story, a formal letter of complaint, a dramatised dialogue and a formal proposal. These genres are practised and assessed in class because the operational writing paper consists of a single essay task. Prepared Presentation: explaining the reasoning behind a set of conclusions (Unit 2).

				<i>Outcomes requiring preparation or a group format</i> • Give a prepared presentation in which they explain their reasoning for their conclusions (U2) • Take part in a discussion in order to agree on a list of recommendations, drawing on their own experience [Mediating concepts – Collaborating to construct meaning] (U6) • Take part in a discussion to formulate and evaluate proposals for a development project [Mediating concepts – Collaborating to construct meaning] (U7) • Take part in collaborative discussion in order to formulate a plan for a community project [Mediating concepts – Facilitating collaborative interaction] (U7) • Take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis [Mediating concepts – Collaborating to construct meaning] (U8) • Take part in collaborative discussion in order to agree a plan for a complex project [Mediating concepts – Managing interaction] (U9) Plurilingual & Metacognition • recognise cultural assumptions and explain communication risks to prevent misunderstandings • analyse the requirements of a complex task and select the tools needed to complete it	Collaborative Planning Discussion (groups of 3–4): agreeing a list of recommendations, formulating and evaluating proposals for a development project, planning a community project, agreeing a plan for a complex project and evaluating ways of testing a hypothesis — the Mediating concepts strand. “Coming-of-Age Mediation” and “Terminology Bridge” (Appx 1): comparing cultural practices and simplifying technical concepts for a lay audience. Task-Analysis Planning Sheet and Self-Correction Checklist: completed at module end and uploaded to the PERCULUS system.
Online Platform Activities — outcomes not measurable under exam conditions					
Ongoing (W1-8)	Online Platform Activities (5%)	Online Interaction & Plurilingual Competence	Units 1-10	• lead and participate in complex online exchanges, linking contributions to previous posts • take a lead role in online projects, managing roles, responsibilities and deadlines • handle online transactions requiring negotiation of conditions and special requirements	PERCULUS System Tasks (Appendix 1): • “Smartphone Risk Campaign”: a digital safety guide comparing perceptions of digital risk and privacy across countries and age groups.

				• justify proposals, seek clarification and give constructive feedback in a shared workspace • identify and resolve online misunderstandings politely and strategically • use knowledge of diverse genre conventions and languages to support comprehension of complex documents	• “Viral Marketing Analysis”: explaining why a campaign succeeded in one culture and failed in another. • “Everyday Hero Interview”: negotiating the meaning of an L1 proverb or idiom. • Moderated Discussion Thread and Online Project Workspace: leading exchanges, assigning roles and giving peer feedback.
End-of-Course Exam — Week 8					
Week 8	End-of-Course Exam (40%)	Oral Comprehension (20 points, 20 %)	Units 6-10	• Listen to a radio discussion about different school systems (U6) • Listen to an interview about a new film (U6) • Listen to three interviews about age (U6) • Listen to a talk about regeneration projects (U7) • Listen to an interview about a moneyless society (U7) • Listen to a podcast about myths and legends (U8) • Listen to a lecture about eye-witness testimony (U8) • Listen to a customer complaint (U9) • Listen to a radio interview about health myths (U9) • Listen to an interview about fake news (U10) • Listen to a talk about viral marketing campaigns (U10)	Part 1 — Multiple Choice (Viewpoint, Mood & Attitude): radio discussions, interviews and a talk delivered to a live audience; identifying attitudes and the main points of a complex argument. Part 2 — Lecture Note-Taking & Inference: a lecture and recorded interviews; separating the main theme from asides and identifying implied meaning and speaker stance.
		Reading Comprehension (20 points, 20 %)	Units 6-10	• Read an article about coming-of-age ceremonies around the world (U6) • Read a magazine article about a failing restaurant (U7) • Read a blog post and comments about regrets (U7) • Read an online article about unexplained mysteries (U8) • Read a scene from a detective story (U8) • Read an article about the trust economy (U9)	Part 1 — Multiple Choice (Argument & Discourse Structure): articles and a narrative extract; recognising contrasting arguments, the writer’s stance and implied meaning. Part 2 — Fact vs. Persuasion & Scanning: distinguishing factual reporting from persuasive intent in news and feature texts and locating specific details.

				• Read an article about a successful entrepreneur (U9) • Read an article about the death of print (U10) • Read three fake news stories (U10)	
		Written Production / Written Interaction (30 points, 30 %)	Units 6-10	• Write an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion (U8) • Write a persuasive essay about a topical issue (U10)	Extended Writing Task — Argumentative or Persuasive Essay (approx. 250–300 words): an essay on a complex issue which develops an argument systematically and rounds off with an appropriate conclusion, or a persuasive essay arguing a position on a topical issue (assessed via analytic rubric).
		Oral Production / Oral Interaction (30 points, 30 %)	Units 6-10	• Give a detailed account of changes that have taken place in education in their country (U6) • Exchange information and opinions about social institutions and customs in different countries (U6) • Take part in a debate on an issue concerned with education, supporting their position with reasoned arguments (U6) • Express and support their opinion in a formal or informal register depending on audience (U6) • Exchange ideas about what to do in hypothetical situations (U7) • Express regrets for past actions and talk about how they could have acted differently (U7) • Conduct a phone conversation with a friend in which they try to persuade them against a course of action (U7) • Take part in a discussion with friends in which we speculate about the possible causes of past events (U8) • Relay the information content of a short factual article that they have read [Mediating a text – Relaying specific information] (U8) • Take part in a discussion with friends in which we speculate about the possible causes and	Part 1 — Paired Interaction Task: two candidates are examined together: a service transaction or telephone persuasion role-play, followed by a paired discussion in which they speculate about causes, compare technological innovations and intervene appropriately. Includes the Mediating concepts strand (collaborative speculation). Part 2 — Individual Long Turn: each candidate speaks alone: an account of change, an expression of regret, a persuasive advertisement or a formal debate turn delivered in a register chosen for the audience, plus a relay or summary of a factual article, news story or conversation — the Mediating a text strand of the speaking paper.

				consequences of a crime [Mediating concepts – Collaborating to construct meaning] (U8) • Exchange information about different smart phone apps and discuss their relative usefulness and associated risks (U9) • Make a complaint about a faulty product or service, requesting an appropriate remedy (U9) • Plan and conduct a survey about shopping habits (U9) • Take part in a discussion comparing the benefits of different technological innovations (U9) • Give a summary of a news story that they have read, including associated pronouncements and opinions [Mediating a text – Relaying specific information] (U10) • Intervene appropriately in a discussion (U10) • Report the content of a conversation accurately [Mediating a text – Relaying specific information] (U10) • Plan and deliver a persuasive spoken advertisement for a worthy cause (U10) • Present a reasonable argument for or against a position in a formal debate about a topical issue (U10)	
Note on Mediation: Mediation is not assessed as a separate weighted section. Each mediation outcome is integrated into the skill through which it is performed: Mediating a text – Relaying specific information is assessed within the speaking paper (U1, U8, U10), Explaining data in writing within the writing paper (U6), and the Mediating concepts outcomes within the speaking paper (U5, U8) and the In-class Assessment (U6, U7, U9). Objective-level mediation — synthesis, data interpretation and rapporteur work — is assessed through the Project. Competences: Linguistic, Pragmatic and Sociolinguistic Competence are not separately weighted components. They are assessed as criteria of the writing, speaking and project analytic rubrics, as set out in Section 2, Table 6.					