



Republic of Türkiye
Kahramanmaraş Sütçü İmam
University
School of Foreign Languages
English Preparatory Program
Curriculum



1. Mission Statement

The mission of the English Preparatory Program at Kahramanmaraş Sütçü İmam University is to provide a learner-centered, high-quality linguistic education that bridges the gap between general English proficiency and the academic rigor required for academic studies in their faculties. We are committed to fostering learner autonomy, critical thinking, and digital literacy through an action-oriented curriculum. By integrating the four communicative strategies—reception, production, interaction, and mediation—we empower students to develop research awareness and effective communicators in both global and academic settings. We also support students through continuous feedback and extra-curricular learning practices.

2. Vision Statement

Our vision is to become a leading center of excellence in English language instruction, recognized for its adherence to international standards and its innovative, modular approach to learning. We strive to cultivate a diverse academic environment where students transition seamlessly into their specialized fields equipped with B1+ and B2 proficiency and a strong foundation in academic ethics and research. Through continuous quality improvement and stakeholder engagement, we aim to inspire intercultural competence in our graduates.

3. Curriculum Statement&CEFR Alignment

The English Preparatory Program at KSU School of Foreign Languages is dedicated to equipping students with the linguistic competence and academic rigor required to succeed in their respective faculties. Our primary aim is to bridge the gap between a student's current English proficiency and the Common European Framework of Reference for Languages (CEFR) B1+ and B2 level, ensuring they can navigate complex academic environments with confidence, critical thinking, and communicative clarity.

The curriculum is mapped to the CEFR, moving students systematically from A1 (Breakthrough) to B2 (Vantage). This alignment ensures that our teaching, learning materials, and assessments are internationally benchmarked, providing students with a portable and recognized standard of English proficiency, ensuring the appropriate negotiation both in social and academic surroundings.

Suffice to add that the CEFR descriptors in the curriculum are an inspiration in adapting or making explicit the aims of the program. In our case, descriptors from particular scales are selected and adapted to the curriculum in three consecutive steps.

Step 1: Determine a global target level for the course.

Step 2: Collate all the descriptors for that level.

Step 3: Identify the descriptors that are relevant, in consultation with stakeholders, and delete the rest.

4. Learner Profile

The English Preparatory Program (EPP) at KSU serves a diverse student body, primarily consisting of high school graduates transitioning into higher education. The curriculum is engineered to address the specific needs of two primary learner categories:

Compulsory Enrollment Learners: This group consists of students enrolled in academic departments where English is the primary or significant medium of instruction. These learners view English as a functional tool and a prerequisite for academic survival in their respective faculties

Voluntary Enrollment Learners: These students choose to spend an additional year in the preparatory program to gain a competitive edge, despite their departments not mandating English-medium instruction. These learners are driven by professional development, global mobility, and a desire for personal enrichment.

5. Educational Philosophy

The curriculum adopts a Communicative Language Teaching (CLT) approach by prioritizing student-centeredness, shifting the teacher's role from a lecturer to a facilitator of learning. Our methodology emphasizes:

- **Action-Oriented Learning:** Students are treated as social agents who use the language to perform real-world and academic tasks.
- **Integrated Skills:** The curriculum emphasizes the seamless integration of four communicative strategies of reception, production, interaction and mediation to enhance linguistic, sociolinguistic and pragmatic competence.
- **Learner Autonomy:** We aim to develop independent learners by incorporating digital literacy, self-study modules, and reflective portfolios, preparing students for the self-directed nature of university-level research. The curriculum also aims to motivate students via various extra-curricular activities, which help them to communicate, to

cooperate with other people and in addition to enrich their life experiences, as well as getting to know different cultures

- **Academic Literacy:** The development of academic English by using materials that foster academic writing and presentation skills necessary for success in students' faculty courses is an indispensable part of the curriculum.

6. Quality Assurance and Continuous Improvement

In accordance with the KahramanmaraşSütçü İmam University Quality Assurance Policy, the English Preparatory Program curriculum is subject to a formal review and modification cycle every five years. This ensures that our linguistic goals remain synchronized with the university's strategic vision and the evolving needs of the academic faculties.

To maintain the highest educational standards, the curriculum is grounded the needs of our students and the opinions of our stakeholders, which is identified through a needs analysis process. The curriculum employs a system of continuous monitoring and evaluation. We utilize data-driven insights from formative and summative assessments to refine course delivery. Regular feedback loops between instructors, students, and the Program and Material Development Unit after end of each module ensure that our pedagogical strategies remain innovative, inclusive, and directly aligned with the evolving academic needs our students.

7. The Module-based Education Framework

The curriculum operates on an intensive modular framework designed to facilitate rapid linguistic progression. The academic year is divided into four distinct modules, each lasting eight weeks. This structure allows for a focused, immersive learning experience where students can master the competencies of a specific CEFR level before advancing.

Before the commencement of Module 1, all incoming students undergo a comprehensive Placement Test. The primary objective of this assessment is to accurately diagnose the student's current linguistic standing against the CEFR framework and assign them to the most appropriate 8-week module.

All modules are aligned with the overall outcomes of the CEFR summarized below.

A1	At the end of the module, students; Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where someone lives, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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A2	At the end of the module, students; Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need
B1	At the end of the module, students; Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B1+	At the end of the module, students; Can take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision"; explain why something is a problem; summarize and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail; carry out a prepared interview, checking and confirming information, though they may occasionally have to ask for repetition if the other person's response is rapid or extended; describe how to do something, giving detailed instructions; exchange accumulated factual information on familiar routine and non-routine matters within their field with some confidence.
B2	At the end of the module, students; Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B2 (pre-faculty)	The module focuses heavily on English for Academic Purposes (EAP), where the student starts being an academic researcher. The B2 Pre-faculty Module transitions students from general language learners to autonomous academic practitioners by equipping them with the skills to critically extract and mediate complex information from academic texts. Students will systematically construct scholarly arguments in various essay formats using APA 7 standards and a formal register while navigating professional environments with high sociolinguistic and plurilingual awareness. Ultimately, it prepares future ELT and Translation professionals to facilitate conceptual understanding and bridge communication gaps in diverse academic and faculty settings.

8. Assessment and Grading Policy:

To ensure students have mastered the necessary CEFR competencies for their level, the curriculum employs a multi-faceted assessment strategy. Progress is measured through a combination of continuous assessment and formal examinations.

Progression Requirements: The 70% Benchmark: To advance to the subsequent module (e.g., from A2 to B1), students must achieve a minimum Course Success Score of 70/100.

- **Attendance Prerequisite:** Eligibility for the **End-of-Course Exam** is strictly contingent upon attendance. The maximum limit for absenteeism is 15% of the total contact hours for each course module. Students who exceed the established absence limit for the 8-week module will be ineligible for the End-of-the-CourseExam and must repeat the level.
- **Evaluation Weighting:** The final grade for each 8-week module is calculated based on the following distribution:

	%
Project	20
Midterm	30
End-of-Course Exam	40
In-classAssesment	5
Online Platform Activities	5
Course Success	100

The evaluation weighing of B2 pre-faculty module is calculated based on the below distribution:

	%	
Project	20	Academic Research Presentation: A 5-minute presentation followed by a Q&A session on a topic related to the student's future major.
Midterm	30	Integrated Reading & Writing: Students read an academic text on a topic related to their future major and write a structured academic essay (such as a Responsive or Cause-Effect essay) based on a prompt.
End-of-Course Exam	40	Integrated Reading & Writing: Students prepare an annotated bibliography (15 %) and a literature review (25 %) on a topic related to their major.
In-class Assesment	5	Evaluation of the student's ability to engage in academic debates and give feedback to peers during the module.
Online Platform Activities	5	Academic Skills Lab: Completion of small assignments on citations, plagiarism awareness, and

		advanced search techniques
Course Success	100	

9. Learner Support & Independent Learning

The English Preparatory Program at KSU recognizes that language learning is most effective when reinforced by self-directed study and authentic usage. The Independent Learning Center (ILC) serves as the hub for this development, providing a structured environment where students can transition from classroom learners to autonomous agents. The center organizes various activities such as clubs and talks with scholars.

10. Professional Development

The KSU School of Foreign Languages is committed to excellence in instruction through the systematic support of our teaching staff. The Professional Development (PD) Unit ensures that all instructors are equipped with the pedagogical tools and technical expertise necessary to implement our Communicative Language Teaching (CLT) and action-oriented curriculum effectively.

Trainer Observation and Feedback Cycles: To maintain consistency across the modular program, the PD Unit conducts regular Teaching Observations (twice a year).

Reflective Practice: Following observations, instructors participate in feedback sessions to discuss pedagogical successes and identify areas for growth, fostering a culture of professional reflection.

In-Service Training (INSET): The program hosts scheduled In-service Training sessions throughout the academic year to address evolving educational needs.

Methodological Workshops: Trainings focus on the professional needs and expectations of instructors.