

T.C. KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAM STUDENT HANDBOOK (2026–2027)



Director's Welcome Message

Welcome to the School of Foreign Languages. It is a pleasure to welcome you as you begin this exciting stage of your university life. Learning a new language is more than acquiring a new skill—it is an opportunity to broaden your perspective, communicate across cultures, and prepare for your academic and professional future.

At our School, we are committed to providing a supportive and engaging learning environment where you can develop your language skills with confidence. Our experienced academic and administrative staff will be with you throughout your learning journey, encouraging and supporting you every step of the way.

I encourage you to make the most of every opportunity, participate actively, and believe in your potential. Your dedication and perseverance will be the key to your success. On behalf of the School of Foreign Languages, I wish you a productive, enjoyable, and successful academic year.

Assoc. Prof. Dr. Fatma ARSLAN
Director, School of Foreign Languages

1. Administrative Structure & Key Contacts

For any academic or administrative inquiries during your studies, please consult the appropriate administrative unit below:

Role	Contact Person / Details
Director	Assoc. Prof. Dr. Fatma ARSLAN
Vice-Director (Academic Affairs & Testing)	Dr. İsmet TOKSÖZ
Vice-Director (Administrative & Student Affairs)	Lec. Erhan ARAN
Head of Department / School Secretary	Lec. Miray ÖZSU (Department Head) / Yunus BAŞKONUŞ (Secretary)

2. Mission and Vision

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 faculty studies. 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 become effective communicators and researchers in global and academic settings.

Vision Statement

Our vision is to become a leading center of excellence in English language instruction, recognized for its adherence to international accreditation standards (DEDAK) and its innovative modular approach. We strive to cultivate a diverse academic environment where students transition seamlessly into their specialized fields equipped with B1+ and B2 proficiency, research ethics, and intercultural competence.

3. Program Structure & CEFR Alignment

The English Preparatory Program (EPP) operates on an intensive 4-module structure (8 weeks per module). The curriculum accommodates two primary student streams:

- **Compulsory Enrollment:** Students enrolled in departments where English is compulsory are automatically enrolled in the English Preparatory Program as part of their initial university registration. Target completion level: B2 / B2 Pre-Faculty.

- **Voluntary Enrollment:** Students enrolled in departments where English is not compulsory may choose to attend the EPP for one academic year to enhance their global academic and career prospects. Students wishing to enroll voluntarily must indicate their preference for the English Preparatory Program during the university registration process. Target completion level: B1+.

CEFR Level Outcomes Across Modules

Module / Level	Target Competency & CEFR Descriptors
A1 Module	Can understand and use familiar everyday expressions and basic phrases. Can introduce themselves and others and interact in a simple way provided the interlocutor speaks slowly and clearly.
A2 Module	Can understand sentences and frequently used expressions related to immediate relevance (e.g., personal details, shopping, local geography). Can communicate in routine, simple tasks.
B1 Module	Can understand main points of clear standard input on familiar matters. Can deal with most travel situations and produce simple connected text on topics of personal or academic interest.
B1+ Module	Can communicate enquiries, summarize articles, convey concrete information, and exchange factual information on familiar and non-routine matters with confidence.
B2 Level	Can understand complex texts on concrete and abstract topics, including technical discussions in their major. Can interact with fluency and produce clear, detailed academic texts.
B2 Pre-Faculty	Focuses on English for Academic Purposes (EAP). Students extract and mediate complex academic information, construct scholarly essays (APA 7), present research, and prepare for departmental rigor.

4. Placement & Proficiency Examinations

A. Placement Examination

Administered at the start of the academic year to place incoming students into appropriate module levels (Total: 100 Points):

- **Section 1 - Receptive Skills (70 Pts):** Language Competence (26 pts), Reading Comprehension (23 pts), Listening Comprehension (21 pts). Total time: 60 mins.
- **Section 2 - Written Production (30 Pts):** A2 Guided Mechanics (5 pts), B1 Short Functional Message (5 pts), B1+ Academic Opinion Essay (20 pts). Total time: 40 mins.

Placement Cut-Off Scores

Score Range	Assigned Module	Competency Profile
0 – 34 Points	A1 Module	Requires foundational literacy and basic grammatical structures.
35 – 57 Points	A2 Module	Handles basic routine mechanics; ready for pre-intermediate study.
58 – 81 Points	B1 Module	Demonstrates control over factual texts and messaging; ready for intermediate study.
82 – 100 Points	B1+ Module	Demonstrates strong control over complex discourse; ready for upper-intermediate study.

KAHRAMANMARAŞ SÜTÇÜ İMAM ÜNİVERSİTESİ



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B. Proficiency Examination & Exemption

The Proficiency Examination measures CEFR B2 level proficiency for students in compulsory programs. Administered at the beginning and midpoint of the academic year.

- **Session 1:** Receptive skills, grammar, and written production (100 Pts). A minimum score of 50 pts is required to qualify for Session 2.
- **Session 2:** Communicative competence through face-to-face oral production and interaction tasks (100 Pts).

Exemption Policy: Students who meet any of the following conditions are exempt from the Foreign Language Preparatory Program:

- a) Students who obtain a score of 70 or above out of 100 on the Foreign Language Proficiency Exam administered by the unit responsible for conducting the Foreign Language Preparatory Program,
- b) Students who have received their secondary education in a country where the language of instruction is spoken as a native language and who have completed at least the last three years of their secondary education at secondary education institutions attended by citizens of that country,
- c) Students who have successfully completed an English Preparatory Program at CEFR B2 level at a higher education institution affiliated with the Council of Higher Education (YÖK) within the last three years or who have been granted exemption from such a preparatory program,
- d) Students who have obtained scores equivalent to YDS and/or YÖKDİL score of 75 or above, or equivalent scores in internationally or nationally recognized foreign language examinations listed in the YÖK Foreign Language Examination Equivalency Directive and Equivalency Table.



5. Assessment Weighting & Attendance Rules

To advance from one module to the next (e.g., A2 to B1), students must achieve a minimum Course Success Score of 70/100 and satisfy attendance requirements.

Attendance Requirement (85% Rule): Attendance is mandatory. Students who exceed 15% absenteeism (maximum 24 hours per 8-week module of 160 total contact hours) will be ineligible for the End-of-Course Exam and must repeat the module.

Module Evaluation Breakdown

Assessment Component	Standard Modules (A1 – B1+)	B2 Pre-Faculty Module Specification
Project / Presentation	20%	20% (Academic Research Presentation & Q&A)
Midterm Examination	30%	30% (Integrated Reading & Academic Essay)
End-of-Course Exam	40%	40% (Annotated Bibliography: 15% + Lit Review: 25%)

In-Class Assessment	5%	5% (Academic Debates & Peer Feedback)
Online Platform Activities	5%	5% (Academic Skills Lab & Citation Awareness)
Total Course Grade	100%	100%

6. Student Support & Autonomous Learning

Office Hours

Instructors hold designated office hours (1 hour per week) to provide individual academic guidance, address language weaknesses, and support learning strategies. Office hour schedules are posted on instructor doors and the SFL portal.

Independent Learning Centre (ILC)

The ILC serves as the central hub for self-directed study, language clubs, scholarly talks, and digital learning platforms. Student utilization of ILC resources is regularly monitored by the Quality Assurance Committee to ensure continuous enhancement of student support services in accordance with DEDAK accreditation standards.