ISTANBUL TICARET UNIVERSITY

ENGLISH PREPARATORY PROGRAM

*Only Success, Nothing Less.*

STRATEGIC PLAN 2023-2026

**ISTANBUL TICARET UNIVERSITY**

**CONTACT**
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**Küçükyalı Campus**

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English Preparatory Program
Istanbul Ticaret University

## FUTURE PROJECTION

## OUR VISION, MISSION AND CORE VALUES

### OUR VISION

Our vision is to assist all our students in their language learning efforts by using the most contemporary language teaching methods and the highest quality instructional designs that emphasize innovation and learner autonomy. We are firmly committed to providing a completely learner-centred, stimulating and nurturing environment conducive to teaching and learning at internationally agreed-upon standards.

### OUR MISSION

Our mission is to maximize our students' learning potential and communicative competence both in written and spoken English for their future academic studies and social lives in a supportive, encouraging and collaborative learning environment by establishing and maintaining the highest possible standards of excellence.

### OUR CORE VALUES

- ✓ **Pursuing Excellence**
- ✓ **Welcoming Change and Innovation**
- ✓ **Accountability**
- ✓ **Collaboration**
- ✓ **Respect**
- ✓ **Transparency**
- ✓ **Responsibility**
- ✓ **Professionalism**

**Three-Year Strategic Plan for the English Preparatory Program (2023-2026)**

**1. Curriculum Development**

**Year 1: Foundational Curriculum Structure**

- **Objective:** Standardize the core curriculum with levels of proficiency aligned to CEFR (Common European Framework of Reference for Languages) to ensure systematic progression.
- **Actions:**
    - Define core language skills at each level (A1 to B2).
    - Develop and implement core materials for listening, speaking, reading, and writing skills.
    - Implement a digital learning management system (LMS) for resource sharing and progress tracking.
- **Outcome Indicators:**
    - Completion of syllabus maps and course materials.
    - Initial feedback from students and teachers on new materials and digital resources.

**Year 2: Integrated Skills & Real-World Applications**

- **Objective:** Enhance the curriculum to include practical applications and integration of all four skills.
- **Actions:**
    - Introduce project-based learning, emphasizing real-world communication.
    - Develop assessment rubrics focusing on interactive and practical language use.
    - Integrate cultural studies and academic skills workshops for more global and practical learning.
- **Outcome Indicators:**
    - Student participation in practical activities and projects.
    - Improved scores in skills application assessments.

**Year 3: Advanced, Personalized Curriculum Pathways**

- **Objective:** Personalize learning paths for students' individual needs and interests, particularly for those reaching C1 level.
- **Actions:**
    - Create tailored learning paths, including courses in literature, business English, or creative writing for advanced students.

- o Develop mentorship programs pairing higher-level students with instructors for focused learning.
  - o Evaluate and update the curriculum based on feedback and assessment results.
- **Outcome Indicators:**
  - o Increase in the number of students reaching C1 proficiency.
  - o High levels of student engagement in specialized topics.

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## 2. English for Specific Purposes (ESP)

### Year 1: Needs Assessment & Pilot ESP Programs

- **Objective:** Identify and prioritize ESP areas based on student needs and professional trends.
- **Actions:**
  - o Conduct surveys to understand students' professional goals and identify areas for ESP focus (e.g., Business English, Academic English, Technical English).
  - o Develop pilot ESP courses based on identified needs.
- **Outcome Indicators:**
  - o Student feedback on pilot ESP courses.
  - o Enrollment in ESP classes showing student interest.

### Year 2: Expansion of ESP Offerings

- **Objective:** Broaden ESP offerings to cover diverse fields and interests.
- **Actions:**
  - o Introduce specialized ESP modules across different professional sectors.
  - o Partner with industry experts to provide guest lectures and workshops in ESP classes.
  - o Develop ESP materials (case studies, vocabulary lists) specific to each field.
- **Outcome Indicators:**
  - o Increased enrollment in ESP classes.
  - o Positive student feedback on specialized content and professional applicability.

### Year 3: Integration with Core Curriculum & Certification

- **Objective:** Integrate ESP skills into core curriculum and offer certifications for specific competencies.
- **Actions:**
  - o Embed ESP vocabulary and context-based exercises in the regular curriculum.
  - o Develop partnerships with institutions to offer certification in Business English, Technical English, etc.

- **Outcome Indicators:**
  - Certification success rates.
  - Reports of students using ESP skills in internships or work settings.

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## 3. English Clubs and Co-Curricular Activities

### Year 1: Establish Core Clubs

- **Objective:** Launch core English clubs focusing on different language skills to engage students beyond the classroom.
- **Actions:**
  - Establish Debate Club, Drama Club, and Book Club with regular meeting schedules.
  - Develop club activity plans that align with learning objectives (e.g., public speaking, creativity).
- **Outcome Indicators:**
  - Student participation in clubs.
  - Feedback from club participants on skill improvement.

### Year 2: Specialized Interest Clubs and Events

- **Objective:** Create specialized clubs that focus on students' unique interests and skills, such as writing, presentation, and media.
- **Actions:**
  - Launch Writing Club, Film Club, and Media Club with professional guest events.
  - Organize inter-collegiate events and competitions to foster wider engagement.
- **Outcome Indicators:**
  - Increased club membership.
  - Success and attendance at events and competitions.

### Year 3: Leadership Development within Clubs

- **Objective:** Empower students to lead clubs and mentor other members, fostering self-confidence and leadership skills.
- **Actions:**
  - Establish a club leadership program with training for club presidents and committees.
  - Conduct a year-end showcase of club achievements and member growth.
- **Outcome Indicators:**
  - Successful transition of club leadership to students.

       o   High levels of student satisfaction and self-reported language development.

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## 4. Testing and Assessment

### Year 1: Baseline Testing & Standardization

- **Objective:** Establish standardized entry and progress assessments for accurate placement and tracking.
- **Actions:**
    - Implement placement tests aligned with CEFR to assess incoming students.
    - Develop quarterly progress tests that reflect curriculum objectives.
    - Collect baseline data for longitudinal tracking.
- **Outcome Indicators:**
    - Student placement accuracy and satisfaction.
    - Regular data reporting on student progress.

### Year 2: Formative Assessments and Self-Evaluation Tools

- **Objective:** Introduce formative assessments to help students self-monitor and adapt learning strategies.
- **Actions:**
    - Integrate self-assessment tools and digital quizzes on LMS.
    - Introduce skills-based formative assessments to track individual progress in speaking, listening, reading, and writing.
- **Outcome Indicators:**
    - Higher student engagement with self-assessment tools.
    - Improved formative assessment scores over time.

### Year 3: Proficiency Certifications and Exit Exams

- **Objective:** Offer formal certifications for students reaching the highest proficiency levels and introduce exit exams to assess program effectiveness.
- **Actions:**
    - Develop an official exit exam that comprehensively assesses all language skills.
    - Partner with certification bodies to provide official proficiency certifications for students at C1 or higher.
- **Outcome Indicators:**
    - Successful exit exam completion and certification.
    - Positive post-graduation feedback regarding language readiness.

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Here are suggested professional development topics for teachers over the three-year period. These can be incorporated into the strategic plan to support teachers' growth, enhance instructional quality, and ensure alignment with the program's goals.

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## Professional Development Topics for Teachers

**Year 1: Foundations of Effective Language Instruction**

- **Classroom Management and Engagement:** Techniques for managing diverse proficiency levels, fostering an inclusive learning environment, and enhancing student engagement.
- **Digital Literacy and Technology in Teaching:** Training on using the Learning Management System (LMS), digital tools for assessments, and integrating multimedia resources in lessons.
- **CEFR Aligned Instructional Strategies:** Workshops on designing lesson plans and assessments aligned with CEFR standards for standardized proficiency development.
- **ESP Fundamentals and Teaching Techniques:** Introduction to ESP teaching methodologies, focusing on Business English and Academic English basics.

**Year 2: Advanced Instructional Techniques**

- **Project-Based and Task-Based Learning:** Training on designing and implementing project-based learning activities that foster real-world language application.
- **Formative Assessment Techniques:** Best practices in formative assessment and feedback strategies to track and support student progress continuously.
- **Developing Academic Writing and Research Skills:** Workshops on guiding students in academic writing skills, citation, and critical thinking.
- **ESP Module Development and Customization:** Advanced workshops on creating ESP modules tailored to specific fields like Technical English, Tourism English, and English for Health Professions.

**Year 3: Leadership and Specialized Skills**

- **Peer Mentoring and Professional Learning Communities:** Creating a mentorship program where experienced teachers mentor new teachers and facilitate collaborative lesson planning.
- **Leadership in Language Program Management:** Training for teachers interested in curriculum coordination, assessment design, or academic leadership roles.
- **Innovative Assessment Methods:** Advanced assessment methods, such as proficiency-based assessments, portfolio evaluations, and comprehensive exit exams.

- **Incorporating Soft Skills in Language Education:** Workshops on teaching soft skills (e.g., critical thinking, teamwork) alongside language instruction, especially valuable in ESP and advanced proficiency levels.

# Plan for Arranging ELT Conferences

## Year 1: Internal ELT Symposium

- **Objective:** Host a small-scale, in-house symposium to familiarize teachers with conference settings and encourage idea-sharing within the program.
- **Activities:**
  - Invite internal and a few local guest speakers to present on key ELT topics (e.g., digital tools in language teaching, ESP methodology).
  - Host workshops led by experienced teachers focusing on practical classroom techniques.
  - Include poster sessions for teachers to share lesson plans, research, or classroom innovations.
- **Outcomes:** Foster collaboration among staff, encourage knowledge sharing, and identify topics of interest for future, larger conferences.

## Year 2: Regional ELT Conference

- **Objective:** Expand the conference to a regional level by inviting participants from nearby institutions.
- **Activities:**
  - Partner with local universities and language centers to co-host the event, increasing reach and resource sharing.
  - Host panel discussions on trending topics such as inclusive education, blended learning, and testing innovation.
  - Organize hands-on workshops on ESP, academic writing, and soft skills integration in language instruction.
  - Arrange a keynote speech by a prominent figure in ELT to attract broader participation.
- **Outcomes:** Establish the conference as a notable regional event, build networks, and increase visibility for the English Preparatory Program.

## Year 3: National ELT Conference

- **Objective:** Expand to a national conference, positioning the English Preparatory Program as a leader in ELT innovation.
- **Activities:**
  - Secure prominent national speakers and sponsors to enhance the conference's appeal.

- o Incorporate diverse formats, including panel discussions, workshops, research presentations, and interactive sessions.
  - o Feature specialized tracks on curriculum innovation, ESP development, digital transformation in language teaching, and teacher leadership.
  - o Include networking events to promote inter-institutional collaboration and sharing of best practices.
- **Outcomes:** Develop a strong reputation within the national ELT community, enhance professional networks, and foster opportunities for research collaboration.

**Evaluation and Monitoring**

**Annual Review Process:** Each year, conduct a program review that involves collecting data from students, faculty, and assessments. Analyze the data to identify achievements and areas for improvement, adjusting the strategy for the next academic year based on these insights.

**Key Performance Indicators (KPIs):**

- Student proficiency gains (tracked via CEFR levels).
- Participation and engagement in clubs and co-curricular activities.
- Enrollment and success rates in ESP courses.
- Student and faculty satisfaction with curriculum and testing measures.

This strategic plan aims to build a well-rounded, adaptable, and responsive English Preparatory Program that equips students with the language skills they need for academic and professional success. Regular evaluation and flexibility in implementation will allow the program to continually meet evolving educational and market demands.

# MAIN ACTIVITY AREAS

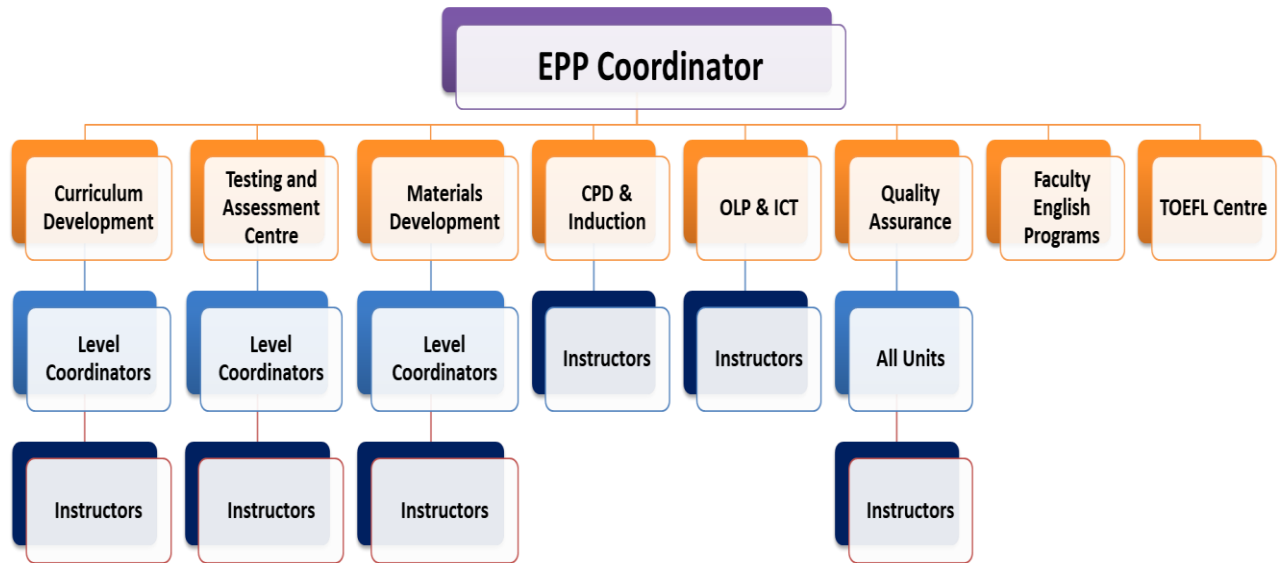| *Main Activity* | *Education* |
| --- | --- |
| | <ul><li>Curriculum Review, Renewal and Improvement</li><li>In-class Instructions</li><li>Testing, Assessment and Evaluation</li><li>Scheduled Tutorials</li><li>Guidance and Regular Monitoring</li><li>Academic Support</li><li>Continuous Professional Development</li><li>Instructional Materials Development</li></ul> |
| *Main Activity* | *Administration* |
| | <ul><li>Recruitment and staffing</li><li>Induction and Orientation</li><li>Coordination</li><li>Monitoring</li><li>Developing, Implementing, and Evaluating the Programs</li><li>Collecting and Analysing Feedback</li><li>Organizing Regular Meetings</li><li>Regular Attendance Tracking and Recording</li><li>Filing and Archiving Confidential Data (petitions, medical reports and the like)</li><li>Official Announcements (bulletin boards, website, grades, etc.)</li><li>Responding to Student Wishes and Demands</li><li>Dealing with Student Appeals and Complaints</li><li>Extra-Curricular Activities</li><li>Instructional and Administrative Support</li><li>Performance Appraisal</li><li>Discipline Issues</li><li>Resolving Conflicts and Disputes</li></ul> |

## 1.4. ITU EPP STAKEHOLDERS

| EPP Stakeholders | Internal | External | Supplier | Strategic Partner | Why? |
|---|---|---|---|---|---|
| EPP Instructors | X | | | X | EPP instructors have great influence on the quality of EPP education both at the implementation and design level. They also make very meaningful contributions to the development of all the instructional practices. |
| Students | X | | | X | They are of crucial importance in supplying the data (feedback) necessary for continuous improvement of the EPP programs. |
| ITU Faculties and Departments | X | | | X | They represent the academic target language situation for the students of EPP. EPP programs are regularly adjusted and updated according to the changing needs of the ITU Faculties and Departments. |
| ITU Institutes (Graduate Schools) | X | | | X | English is a prerequisite for ITU graduate and post-graduate level programs and the English language level needed in these programs is targeted and taken into consideration at every level of ITU EPP |

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| | | | | | curriculum and syllabus design processes. |
| *Life-long Learning Centre* | X | | | | EPP organizes different language courses according to the needs of ITU Life-long Learning Centre. These courses are designed and scheduled in cooperation with ITU Life-long Learning Centre. |
| *TOEFL Centre* | X | | | | EPP has a fully-equipped TOEFL Centre certified by ETS and organizes TOEFL tests on a regular basis. It employs instructors responsible for all the TOEFL test organizations and the related operations. |
| *Administrative and Support Personnel* | X | | X | X | They regularly and continuously support all the administrative and educational services in order to increase their efficiency and effectiveness. |
| *Students' Parents* | | X | | | EPP believes that the parents of the students have the natural right to see their children getting education of the highest quality. |
| *Other Preparatory Schools from Different Universities (National or International)* | | X | | X | EPP tries to use every opportunity to create different partnerships with the other preparatory schools in terms of sharing administrative and educational know-how, exchanging students, or |

| | | | | |
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| | | | | organizing training sessions and workshops. |
| *Istanbul Chamber of Commerce* | | X | | X | ITU is founded by Istanbul Chamber of Commerce, Educational and Social Services Foundation. It is the natural and one of the key strategic partners of ITU and EPP. |
| *Publishing Houses (CUP)* | | X | X | X | EPP uses commercially-published instructional materials alongside the teacher-made materials in all its programs. Publishing houses also play a key role in getting scheduled teacher training based on both the materials supplied and the needs of EPP. |
| *YÖK (The Council of Higher Education)* | | X | | | EPP operates complying with the legal rules, regulations and principles set by YÖK (The Council of Higher Education). All its programs are designed by taking these rules, regulations and principles into consideration. |
| *ÖSYM (Measuring, Selection and Placement Center)* | | X | | | The students coming to EPP are those who have already passed the University Entrance Exam organized by ÖSYM (Measuring, Selection and Placement Center). EPP serves to the students who are enrolled in different programs of ITU. |

# INSTITUTIONAL ANALYSIS (INTERNAL)

**EPP Coordinator**

- Curriculum Development
  - Level Coordinators
    - Instructors
- Testing and Assessment Centre
  - Level Coordinators
    - Instructors
- Materials Development
  - Level Coordinators
    - Instructors
- CPD & Induction
  - Instructors
- OLP & ICT
  - Instructors
- Quality Assurance
  - All Units
    - Instructors
- Faculty English Programs
- TOEFL Centre

# MONITORING AND EVALUATION MECHANISMS

All the strategic goals and objectives that are covered in the ITU EPP Strategic Plan are going to be monitored and evaluated in terms of performance realization on an ongoing basis. To this end, the below target monitoring and evaluation plan, which is also the overall quality plan of the EPP, is going to be followed.



**Figure 2:** Target monitoring and evaluation plan

# MONITORING AND EVALUATION REPORTING SYSTEM
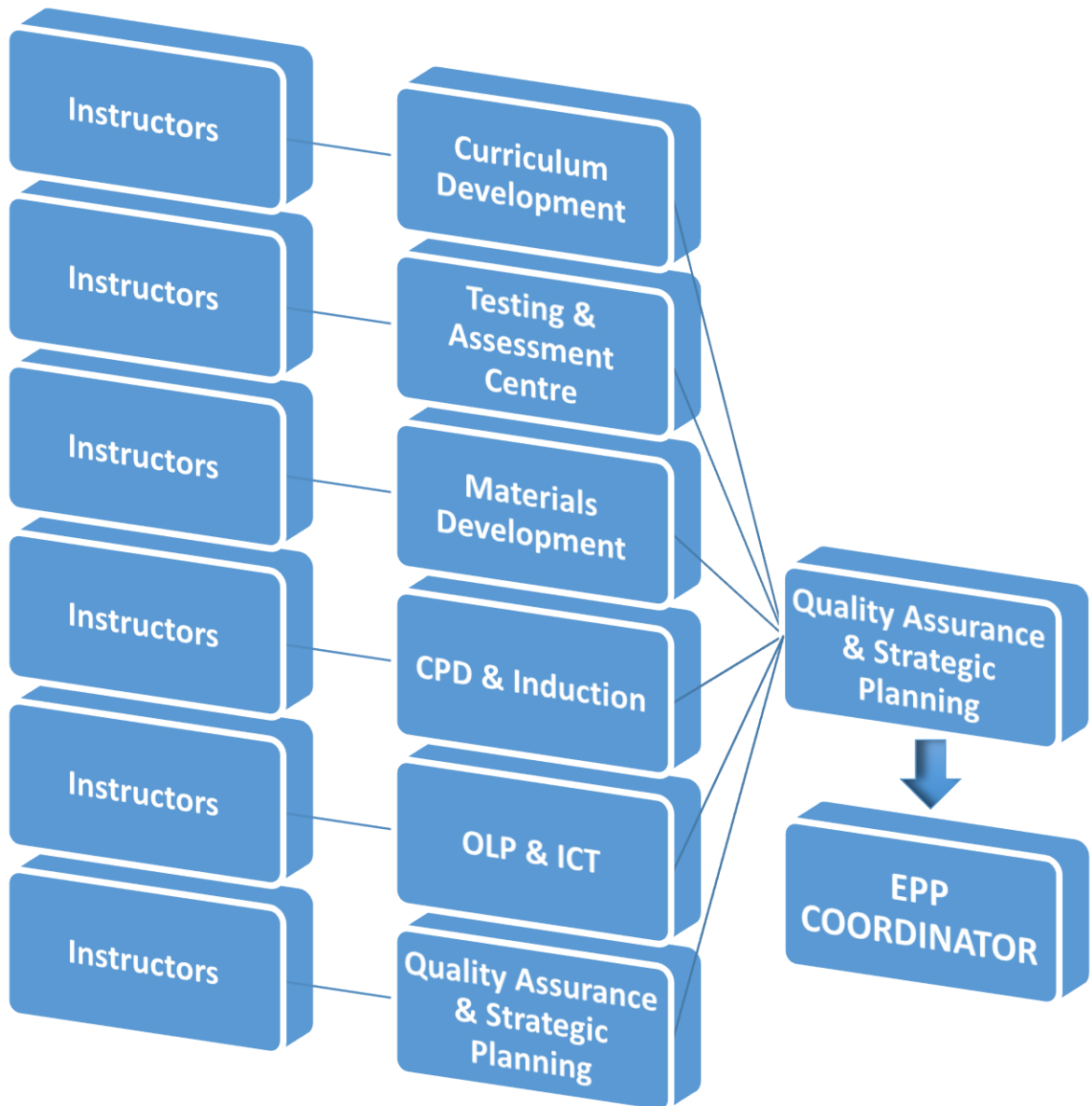


**Figure 3:** Monitoring and evaluation reporting system

## 3.2. MONITORING AND EVALUATION FORM

| SG | SO | PO | Time Period | Current Situation | Realization Level | Problems & Solutions (If need be) |
|----|----|----|-------------|-------------------|-------------------|-----------------------------------|
|    |    |    |             |                   |                   |                                   |
|    |    |    |             |                   |                   |                                   |
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