

CURRICULUM DOCUMENT

DOCUMENT REVIEW

Field	Details
Review Frequency	Annually
Responsible Committee	Education Committee
Approval Authority	School Board
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DOCUMENT CONTROL

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Document Owner: Education Committee, School of Foreign Languages

VERSION HISTORY

Version	Date	Revision Summary	Approved By	Next Review
1.0	2026	Initial Curriculum	School Board	July 2027
1.1	2026	Learning Outcomes Revised	School Board	July 2027
1.2	2026	Governance and Review Section Added	School Board	July 2027
1.3	2026	Final approved edition for implementation	School Board	July 2027
1.4	2026	Learning Outcomes and Assessment Weighting Updated	School Board	July 2027

Note: The curriculum may be reviewed and revised at any time where required by evidence arising from programme evaluation, stakeholder feedback, regulatory changes, or institutional priorities.

APPROVAL PAGE

Role	Responsible Body	Signature	Date
Prepared by	Education Committee		
Reviewed by	Education Committee <i>(in coordination with Professional Development Committee, Assessment Committee, DEDAKCommittee, and other relevant stakeholders)</i>		
Approved by	School Board of the School of Foreign Languages		

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SECTION 1: INSTITUTIONAL CONTEXT AND PROGRAMME INFORMATION

Field	Details
Institution	Fırat University
Unit	School of Foreign Languages
Programme Scope	Pre-A1 Foundation to B1+
Programme Exit Level	Upper Independent User (CEFR B1+)
Programme Status	Compulsory exit module of the English Preparatory Programme leading to successful completion of the preparatory year
Optional Enrichment Module	B2
Target Language	English
Academic Year	2026–2027
Document Version	Version 1.4
Prepared by	Education Committee
Approved by	School Board, School of Foreign Languages

SECTION 2: RATIONALE AND PHILOSOPHY

2.1. Programme Rationale

This curriculum has been developed for the English Preparatory Programme, which includes a Pre-A1 Foundation module for students requiring initial language support and progresses through successive modules from A1 to the compulsory B1+ exit module. The B1+ module represents the **required exit level** of the Preparatory Programme and aims to consolidate students' independent language use in accordance with CEFR descriptors. For students wishing to further develop their English proficiency beyond the required exit level, the School also offers an **optional B2 module**, providing additional preparation for advanced academic and professional communication.

The curriculum is designed to:

- Consolidate learners' B1+ communicative competence as the required exit level of the English Preparatory Programme.
- Prepare students for undergraduate study and professional communication.
- Provide a strong foundation for students who choose to continue to the optional B2 module.
- Align with national higher education language requirements set by YÖK.
- Support the quality assurance principles of the DEDAK accreditation framework.

The English language curriculum at the School of Foreign Languages has been designed to address the linguistic, academic, and professional needs of undergraduate students at Firat University. It recognises that students enter the preparatory programme with different educational backgrounds and varying levels of English proficiency. The curriculum adopts a communicative and learner-centred approach that emphasises the integrated development of listening, speaking, reading, and writing skills alongside vocabulary, grammar, pronunciation, and intercultural awareness. Learning is organised around meaningful, authentic, and task-based activities that encourage students to use English for genuine communication rather than merely demonstrating knowledge of language forms. In this way, language is viewed as a tool for interaction, problem-solving, collaboration, and lifelong learning.

A key rationale underlying the curriculum is to bridge the transition from basic language use to independent communication. The curriculum systematically builds upon learners' existing knowledge and gradually increases linguistic complexity, helping students develop the confidence and strategies necessary for academic study and future professional environments. Equal importance is given to language accuracy, fluency, learner autonomy, critical thinking, and digital literacy, reflecting the demands of contemporary higher education.

The curriculum is fully aligned with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume (Council of Europe, 2020), ensuring that learning outcomes, instructional practices, and assessment procedures correspond to internationally recognised proficiency descriptors. This alignment promotes transparency, consistency, and comparability of language achievement while supporting students' progression through clearly defined proficiency levels.

Furthermore, the curriculum responds to national higher education policies and institutional priorities. It has been developed in accordance with the language education expectations of YÖK and supports students in acquiring the English language competencies required for academic success, international mobility, and employability. At the institutional level, the curriculum also reflects the quality assurance principles and educational standards expected within the DEDAK accreditation framework by promoting outcome-based education, constructive alignment between learning outcomes, teaching, and assessment, continuous curriculum evaluation, and ongoing improvement.

Overall, the curriculum aims to provide an effective, coherent, and sustainable language education programme that equips students with the communicative competence, academic language skills, and learning strategies necessary to function successfully in university studies and in an increasingly globalised world.

Successful completion of the B1+ module fulfils the English language requirement of the Preparatory Programme. Students who wish to continue developing their English proficiency may

subsequently enrol in the optional B2 module, which forms part of the School's enrichment provision rather than the compulsory Preparatory Programme.

2.2. Pedagogical Philosophy

2.2.1. Educational Philosophy

The educational philosophy of Firat University School of Foreign Languages is based on the understanding that language learning is an active, developmental, and socially situated process through which learners acquire the ability to communicate meaningfully in academic, professional, and everyday contexts. Language is therefore viewed not merely as a body of grammatical rules and vocabulary to be mastered, but as a means of communication, interaction, collaboration, critical thinking, and participation in an increasingly interconnected world.

The School is committed to providing an inclusive, supportive, learner-centred, and quality-oriented learning environment. Its educational philosophy recognises students as active participants who bring diverse educational experiences, learning preferences, abilities, goals, interests, and cultural backgrounds to the language-learning process. Instruction is therefore designed to respond to learner diversity while providing all students with equitable opportunities to participate, progress, and achieve the intended learning outcomes.

2.2.2. Communicative and Action-Oriented Language Learning

The School adopts Communicative Language Teaching (CLT) as a central component of its educational philosophy, fully in line with the action-oriented approach of the CEFR Companion Volume. Language learning is most effective when students use the target language purposefully to exchange information, express opinions, negotiate meaning, solve problems, make decisions, and complete meaningful tasks.

Accordingly, classroom instruction goes beyond the presentation and controlled practice of linguistic forms. Students are provided with opportunities to participate in pair work, group work, discussions, information-gap activities, problem-solving tasks, presentations, role plays, simulations, and other communicative activities reflecting academic, professional, and real-life language use. Accuracy remains an important aspect of language development; however, grammatical structures and vocabulary are taught within meaningful contexts rather than as isolated elements. Instruction seeks to establish an appropriate balance between accuracy, fluency, complexity, and comprehensibility. Errors are regarded as a natural and constructive part of language development and are addressed through supportive feedback appropriate to the purpose and stage of the learning activity.

2.2.3. Learner-Centred Instruction

Learners are regarded as active agents who take increasing responsibility for their own learning. Teachers guide, facilitate, monitor, and support the learning process rather than acting solely as transmitters of knowledge. Students are encouraged to set learning goals, reflect on their progress, use feedback constructively, identify their strengths and areas for development, and select appropriate strategies for improving their language competence.

Learner-centred instruction also requires recognition of individual differences. Therefore, teaching practices, learning materials, classroom interaction patterns, and support mechanisms are diversified

where appropriate to address differences in readiness, learning pace, prior knowledge, motivation, interests, and learning needs. The School aims to create an inclusive environment in which learners feel respected, valued, supported, and confident enough to participate actively. Cooperation, mutual respect, academic integrity, fairness, and sensitivity to individual and cultural differences are promoted throughout the teaching and learning process.

2.2.4. Integrated Development of Language Skills

The School adopts an integrated-skills approach based on the understanding that listening, speaking, reading, and writing are naturally interconnected in authentic communication. Although a lesson or activity may place particular emphasis on one skill, the four language skills are systematically combined across courses, units, tasks, learning materials, and assessment practices.

For example, students may read or listen to a text, discuss its main ideas, exchange information with their peers, and produce an oral or written response. Such integration enables learners to transfer knowledge and strategies across skills and prepares them for the multidimensional language demands they are likely to encounter in university education, professional life, and social communication. Vocabulary, grammar, pronunciation, discourse competence, and learning strategies are also integrated into skill development. These language components are presented and practised as resources that help learners understand and produce meaningful spoken and written communication.

2.2.5. Academic, Professional, and Lifelong Learning

The School aims to equip learners not only with general communicative competence but also with the linguistic, academic, and strategic abilities required for their undergraduate studies and future professional lives. Depending on their proficiency level, students are gradually introduced to academic and professional practices such as identifying main ideas, taking notes, summarising information, interpreting texts, expressing and supporting opinions, giving presentations, participating in discussions, writing coherent texts, and using information responsibly.

The curriculum also seeks to develop learner autonomy and lifelong learning habits. Students are encouraged to use digital tools, reference materials, independent learning resources, and language-learning strategies effectively and ethically. Through reflection and self-assessment, learners are expected to become increasingly aware of how they learn and how they can continue improving their language competence beyond the formal instructional setting.

To provide additional academic support, the School provides a structured support system through the Learning Management System (LMS), the Writing Centre, and instructor academic advising. Students identified through placement procedures, formative assessment, or instructor recommendation receive additional learning activities, supplementary materials, and individual feedback.

2.2.6. Assessment for and of Learning

Assessment is regarded as an integral part of teaching and learning. The School maintains a purposeful balance between formative and summative assessment. Formative assessment is used continuously to monitor learner progress, identify learning needs, provide timely feedback, and inform subsequent teaching and learning decisions. It may include classroom observation, questioning, drafts, portfolios, presentations, projects, peer assessment, and feedback on classroom performance. Writing portfolios, online learning portfolios, speaking portfolios, and continuous

feedback constitute key components of the programme's formative assessment system. These portfolios are reviewed and are accompanied by qualitative feedback from instructors, enabling students to monitor their own progress throughout the module. Formative assessment is intended to support improvement rather than merely assign a score.

Summative assessment is used to determine the extent to which students have achieved the intended learning outcomes at specified stages of the programme. Summative assessments are designed to be valid, reliable, fair, practical, and appropriate to the language proficiency level and content of the curriculum. Assessment practices aim to evaluate not only learners' knowledge of linguistic forms but also their ability to use language meaningfully. Students are informed about learning outcomes, assessment criteria, task requirements, and performance expectations. Feedback is clear, constructive, and relevant to the stated outcomes.

Assessment literacy is promoted through standardisation meetings, rubric-based scoring, collaborative review of assessment practices, and regular evaluation of assessment procedures. This ensures that assessment serves not only as a tool for measuring learning but also as a means of supporting continuous improvement for both students and teachers.

2.2.7. Constructive Alignment and Transparency

The curriculum is guided by the principle of constructive alignment. Intended learning outcomes, instructional content, learning activities, teaching methods, materials, and assessment tasks are planned in relation to one another so that students are taught and assessed in accordance with the competencies they are expected to develop.

Learning outcomes are clearly defined, observable, measurable, appropriate to students' proficiency levels, and aligned with the Common European Framework of Reference for Languages. Teachers select instructional practices that enable students to demonstrate these outcomes, while assessment tasks provide appropriate evidence of achievement.

Transparency is essential to this process. Students and teaching staff are provided with accessible information about programme aims, course outcomes, unit objectives, instructional expectations, assessment procedures, grading criteria, attendance requirements, and available support services. This transparency contributes to consistency, fairness, learner responsibility, and trust within the programme.

2.2.8. The Role of Teachers

Teachers are central to the implementation and continuing development of the curriculum. They are expected to create supportive and communicative learning environments, use varied and appropriate instructional strategies, monitor student development, provide meaningful feedback, and make informed pedagogical decisions based on learner needs and programme outcomes. Teachers participate in continuous professional development activities, such as workshops, seminars, and in-service training, to enhance instructional quality and maintain consistency in curriculum implementation.

Teachers are also regarded as reflective practitioners and active contributors to institutional quality. Collaboration, experience sharing, peer support, professional development, and reflective teaching are encouraged. Teacher feedback and classroom experience are considered important sources of

evidence in reviewing materials, assessment practices, learning outcomes, and curriculum implementation.

2.2.9. Quality Assurance and Continuous Improvement

The School views curriculum development as a dynamic and cyclical process rather than a one-time activity. The effectiveness of the programme is regularly reviewed through student achievement data, assessment results, learner and teacher feedback, needs analyses, classroom observations, stakeholder consultation, programme evaluation, and institutional quality-assurance procedures. Information obtained through these processes is used to identify strengths, areas for improvement, and emerging learner needs. Curriculum content, teaching materials, instructional practices, assessment procedures, support systems, and professional-development activities are revised where necessary.

This commitment reflects a culture of continuous quality improvement, shared responsibility, transparency, accountability, collaboration, and evidence-informed decision-making. Students, teachers, administrators, graduates, academic departments, and other relevant stakeholders are considered valuable contributors to programme development.

2.2.10. Curriculum Governance and Review

The curriculum is owned by the School of Foreign Languages and is overseen by the Education Committee under the authority of the School Administration. The Education Committee is responsible for preparing and coordinating curriculum revisions. The Professional Development Committee, Assessment Committee, DEDAK Committee, and other relevant stakeholders contribute to the review process within their respective areas of responsibility. Final approval is granted by the School Board of the School of Foreign Languages.

The curriculum is formally reviewed on an annual basis using evidence collected through student achievement data, assessment analyses, stakeholder feedback, classroom observations, material evaluations, and programme review reports. Additionally, the curriculum may be revised as needed throughout the academic year in response to emerging evidence, changing learner needs, or institutional priorities. All approved revisions are reflected in the Version History and communicated to all instructors prior to implementation.

To ensure effective and consistent implementation of the curriculum, regular training and orientation sessions are organised by the Professional Development (PD) Committee for all instructors. Additionally, dissemination and consultation activities are conducted with external stakeholders to ensure the curriculum remains responsive to institutional and disciplinary expectations. These training sessions and stakeholder consultations are documented and reviewed as part of the annual curriculum review cycle.

This governance structure ensures that curriculum decisions remain transparent, evidence-informed, and aligned with institutional objectives and external quality assurance expectations.

2.2.11. Roles and Responsibilities

Role	Responsibilities
School Board	Provides final approval for curriculum, ensures alignment with institutional strategy, and oversees quality assurance.
Education Committee	Leads curriculum development, coordinates revisions, and ensures constructive alignment between learning outcomes, teaching, and assessment.
DEDAK Committee	Coordinates accreditation processes and evidence collection, liaises with internal committees and supports quality assurance activities.
Assessment Committee	Designs and reviews assessment instruments, ensures standardisation and reliability, and analyses assessment data.
Professional Development Committee	Organises training and orientation sessions, supports instructor development, and promotes reflective practice.
Instructors	Implement the curriculum in the classroom, provide formative and summative feedback, and contribute to programme evaluation.
Students	Actively participate in the learning process, take responsibility for their own progress, and provide feedback on the programme.
Administration	Provides institutional support, resources, and infrastructure to enable effective curriculum delivery.

Overall Commitment

In accordance with this philosophy, Firat University School of Foreign Languages is committed to providing a coherent, communicative, inclusive, learner-centred, integrated, and outcome-based language education programme. The School aims to develop learners who can use English confidently, appropriately, and effectively; participate in academic and professional communication; take responsibility for their learning; respect linguistic and cultural diversity; and continue developing their language competence throughout their lives. The curriculum, teaching practices, and assessment system collectively serve this commitment through constructive alignment, transparent expectations, meaningful communication, integrated skill development, supportive assessment, reflective practice, and continuous quality enhancement.

SECTION 3: NEEDS ANALYSIS

3.1. Overview A comprehensive needs analysis was conducted prior to the development of this curriculum and is reviewed periodically as part of the School's quality assurance procedures. The process sought to identify the linguistic, academic, and professional language needs of students while also considering the expectations and perspectives of instructors, faculty members, and other stakeholders. Multiple sources of evidence, including placement test results from incoming students, questionnaires, interviews, document analysis (curriculum documentation, assessment papers, and programme achievement reports), and a review of the CEFR Companion Volume Descriptors (Council of Europe, 2020), were used to ensure a comprehensive understanding of learner needs and programme requirements. The findings of the needs analysis informed the curriculum design by guiding the formulation of learning outcomes, instructional practices, assessment procedures, material selection, and quality improvement initiatives.

3.2. Methods Used

Method	Participants	Purpose
Analysis of placement test results	All incoming programme students	Identify entry-level profile
Programme Student Questionnaire	53	Identify perceived needs and preferences
Programme Student Interviews	18	Identify perceived needs and preferences
Departmental Student Surveys	24	Identify areas for improvement based on graduates
Instructor questionnaire	16	Identify instructional challenges
Instructor Interviews	6	Identify instructional challenges
Interviews with Faculty Members	3	Identify language demands in degree programmes
Analysis of curriculum documentation, assessment papers and programme achievement reports	—	Identify systemic strengths and areas for improvement

Review of CEFR Companion Volume descriptors	—	Align outcomes with international standards
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3.3. Key Findings

Analysis of questionnaires and interviews indicated that speaking is perceived by all stakeholder groups as the language skill requiring the greatest improvement. Students, instructors, graduates, and faculty members emphasised the need for increased opportunities to engage in meaningful oral communication through interactive, task-based, and real-life activities. Consequently, enhancing learners' communicative competence and oral fluency has emerged as one of the highest priorities for future curriculum development.

Academic writing and reporting skills should be further strengthened to facilitate students' successful transition to their undergraduate programmes. Stakeholders highlighted that many students experience challenges when producing academic texts, organising ideas coherently, summarising information, and using discipline-appropriate language. Therefore, the curriculum should provide greater emphasis on academic literacy by integrating writing tasks that prepare students for the linguistic demands of higher education.

Greater alignment between course learning outcomes, instructional practices, and assessment procedures is needed to improve the effectiveness of the assessment system. Feedback suggests that assessment instruments should more accurately reflect the intended learning outcomes and the communicative objectives of the curriculum. Reviewing examination formats, assessment criteria, and performance tasks within a constructive alignment framework would contribute to a more valid, reliable, and transparent assessment process.

The diversity and quality of instructional materials should be enhanced through the integration of authentic, digital, and interactive learning resources. Stakeholders emphasised the importance of exposing students to authentic language input and contemporary learning environments that better reflect real-world communication. Supplementing existing course materials with multimedia resources, online platforms, technology-enhanced learning tools, and task-based materials is expected to increase student engagement, motivation, and language development.

Further improvements in technological infrastructure, Computer-Assisted Language Learning (CALL) applications, and student support services are necessary to enhance the overall effectiveness and sustainability of the programme. Stakeholders recommended expanding access to digital learning environments, strengthening technological facilities, and providing additional academic support mechanisms that promote independent learning, continuous practice, and equitable access to language learning opportunities.

Stakeholder feedback should continue to be systematically collected, monitored, and incorporated into programme evaluation and decision-making processes as part of a continuous quality improvement framework. Participants emphasised the importance of establishing sustainable mechanisms for regularly reviewing stakeholder feedback and translating the findings into evidence-based action plans. The implementation and evaluation of these action plans should be carried out through the

Plan–Do–Check–Act (PDCA) cycle to ensure continuous monitoring, accountability, and ongoing enhancement of programme quality.

3.4. Implications for Curriculum Design

- **Strengthening Speaking and Listening Skills:** The curriculum should provide more structured opportunities for students to develop their oral communication and listening comprehension through communicative, task-based, and interactive learning experiences. Increasing exposure to authentic spoken English and promoting meaningful classroom interaction will contribute to greater communicative competence and learner confidence.
- **Enhancing Academic Writing and Reporting Skills:** Greater emphasis should be placed on developing students' academic literacy by integrating writing tasks that foster organization, coherence, summarising, reporting, and academic language use. These skills will better prepare students for the linguistic demands of their undergraduate studies and future academic and professional contexts.
- **Improving the Alignment between Assessment and Learning Outcomes:** The assessment system should be reviewed to ensure stronger alignment between intended learning outcomes, classroom instruction, and assessment practices. Assessment instruments should accurately measure the communicative competencies targeted by the curriculum while promoting fairness, transparency, validity, and reliability.
- **Increasing Material Diversity and Technology Integration:** The curriculum should incorporate a wider range of authentic, digital, and interactive instructional resources to enrich the learning experience. Greater integration of educational technologies and Computer-Assisted Language Learning (CALL) applications will enhance student engagement, support learner autonomy, and create more dynamic learning environments.
- **Strengthening Programme Coordination and Continuous Quality Improvement:** Programme evaluation processes should be further institutionalised through systematic stakeholder involvement, regular curriculum review, evidence-based decision-making, and continuous monitoring of programme effectiveness. Action plans developed from stakeholder feedback should be implemented and evaluated within the Plan–Do–Check–Act (PDCA) cycle to ensure sustainable quality enhancement and continuous curriculum improvement.

SECTION 4: LEARNING OUTCOMES

The module learning outcomes across all levels have been developed with reference to the CEFR Companion Volume and are designed to support the pedagogical aims of each respective module. They inform the design of course content, teaching and learning activities, and assessment practices. Student achievement of these outcomes is evaluated through a combination of continuous assessment, performance-based tasks, portfolio work, and end-of-module examinations. Together, these elements support constructive alignment across the curriculum.

4.1. Pre-A1 Foundation

Listening

- **L1:** Can understand basic greetings, introductions, and simple personal information such as names and numbers in familiar contexts when spoken slowly and clearly.
- **L2:** Can understand simple words and phrases related to familiar everyday situations, including classroom instructions and common expressions.

Reading

- **R1:** Can locate basic personal information such as names and countries in very short, simple texts such as registration forms and profiles.
- **R2:** Can identify and understand very short, simple descriptions of people, daily routines, and familiar objects.

Writing

- **W1:** Can fill in simple registration forms with basic personal details such as their name, country, and phone number.
- **W2:** Can write a very short self-introduction using basic personal information such as their name, age, and country.

Speaking

- **S1:** Can introduce themselves and others using basic greetings and simple questions about their name and country.
- **S2:** Can provide very simple information about familiar topics such as daily routines and family using short, prepared sentences.

4.2. A1 Module Learning Outcomes

Listening

- **L1:** Can understand simple greetings, personal introductions, and basic polite exchanges when spoken slowly and clearly.
- **L2:** Can extract spelling details, numbers, and basic contact information such as telephone numbers and ages from clear, slow-paced dialogues.
- **L3:** Can identify colours and names of everyday personal objects in short descriptions.
- **L4:** Can understand simple descriptions of family members and their relationships.
- **L5:** Can follow simple descriptions of daily routines and identify specific time expressions such as telling the time and referring to days of the week.

- **L6:** Can identify key details in slow-paced conversations about food, eating habits, and common free-time activities.
- **L7:** Can understand simple descriptions of people's abilities, clothing, and immediate surroundings.

Reading

- **R1:** Can read and understand very short, simple personal profiles and basic registration forms.
- **R2:** Can identify specific details such as names, occupations, and nationalities in short texts about people and everyday topics.
- **R3:** Can understand simple descriptive texts about everyday objects, clothing, colours, and physical appearances.
- **R4:** Can understand the main purpose and key information in everyday texts such as menus, advertisements, signs, and simple online listings.
- **R5:** Can identify key details in short descriptions of rooms, accommodation listings, and basic household items.

Writing

- **W1:** Can fill in simple registration forms and questionnaires with personal details such as their name, address, nationality, and marital status.
- **W2:** Can write a short self-introduction providing basic personal information.
- **W3:** Can write a short, simple email to a friend describing their daily routine, using basic time markers and connectors.
- **W4:** Can write short, simple texts such as messages, posts, or reviews about familiar everyday topics.
- **W5:** Can write a short, simple account of a past event using basic past-tense forms and common time expressions.
- **W6:** Can write a short personal message describing a recent experience, journey, or current situation.

Speaking

- **S1:** Can greet people, introduce themselves and others, and ask and answer questions about basic personal details such as names, ages, and phone numbers.
- **S2:** Can describe their own physical appearance, family members, and refer to everyday objects by name and color.
- **S3:** Can describe their daily routine, tell the time, and ask and answer questions about regular habits or yearly events.
- **S4:** Can talk about free-time activities using simple vocabulary and sentences.

- **S5:** Can ask for and give basic information in routine everyday transactions.
- **S6:** Can make brief statements about past events, weekend activities, and personal experiences.
- **S7:** Can express likes, dislikes, and simple opinions, showing basic agreement or disagreement.

4.3. A2 Learning Outcomes

Listening

- **L1:** Can understand the main ideas and important information in short spoken texts on familiar personal and social topics.
- **L2:** Can find specific information in conversations, announcements, interviews, and short talks on familiar topics.
- **L3:** Can follow simple instructions, directions, and procedures when they are given clearly and at a moderate pace.
- **L4:** Can understand speakers' opinions, preferences, invitations, suggestions, and requests in familiar contexts.

Reading

- **R1:** Can find specific information in notices, advertisements, emails, simple online texts, menus, schedules, and brochures.
- **R2:** Can understand short stories, descriptions, articles, and personal messages about everyday experiences and familiar topics.
- **R3:** Can understand what a simple text is about and identify its main points.
- **R4:** Can follow written instructions, directions, and procedures to complete everyday tasks.

Speaking

- **S1:** Can take part in simple conversations about familiar topics such as personal information, family, education, work, hobbies, travel, and daily life.
- **S2:** Can describe people, places, objects, and everyday events using simple, connected sentences.
- **S3:** Can ask for and give information about quantities, numbers, prices, and time in everyday situations.

- **S4:** Can talk about past experiences, present situations, and future plans using simple, connected sentences.
- **S5:** Can express likes, dislikes, preferences, simple opinions, and feelings using familiar words and expressions.

Writing

- **W1:** Can write short, connected texts about familiar topics such as daily routines, hobbies, travel experiences, and future plans.
- **W2:** Can write informal emails, messages, and notes using common formats and expressions.
- **W3:** Can write short, organised descriptions of people, places, objects, and events using appropriate vocabulary.
- **W4:** Can connect sentences and ideas using simple linking words such as *and*, *but*, *because*, and *so*.
- **W5:** Can check and improve written work by correcting basic grammar, spelling, punctuation, and capitalisation.

4.4. B1 Module Learning Outcomes

Listening

- **L1:** Can understand the main ideas of clear, standard speech on familiar topics related to everyday life, work, travel, and study.
- **L2:** Can follow the key points of short presentations, interviews, and discussions on familiar topics when the speakers communicate clearly at a moderate pace.
- **L3:** Can understand clear and straightforward instructions, directions, and practical information in familiar everyday situations, such as travelling and using public services.
- **L4:** Can identify clearly expressed opinions, attitudes, and feelings in conversations on familiar and some semi-familiar topics.
- **L5:** Can identify specific information and relevant details in clear spoken texts related to personal, social, everyday, and simple academic contexts.

Reading

- **R1:** Can understand the main ideas and supporting details in straightforward factual texts on familiar topics.
- **R2:** Can locate and compare specific information in a range of everyday texts, including emails, advertisements, short articles, and online posts.
- **R3:** Can infer the meaning of some unfamiliar vocabulary from context in straightforward, level-appropriate written texts.
- **R4:** Can recognize the writer's purpose and clearly expressed opinions and attitudes in straightforward texts on familiar topics.
- **R5:** Can read and understand longer but straightforward texts on familiar personal, social, and general-interest topics.

Writing

- **W1:** Can write coherent paragraphs and short texts on familiar topics, using simple logical organization and common linking devices.
- **W2:** Can produce short functional texts, such as emails, blog posts, reviews, and simple reports, for familiar communicative purposes.
- **W3:** Can describe experiences, narrate real or imagined events, and express personal opinions with simple reasons and explanations.
- **W4:** Can write simple formal and informal correspondence, using language that is generally appropriate to the intended audience and purpose.
- **W5:** Can use a range of common everyday vocabulary and basic grammatical structures with sufficient control to communicate effectively in writing.

Speaking

- **S1:** Can participate in short spontaneous conversations on familiar topics, exchanging information, expressing opinions, and responding appropriately in familiar situations.
- **S2:** Can describe people, places, experiences, events, and future plans using connected and generally well-organized speech with relevant details.
- **S3:** Can give short, prepared presentations on familiar topics, using a clear structure and simple supporting details.
- **S4:** Can ask for and give advice, directions, explanations, and practical information in familiar everyday situations.

- **S5:** Can express personal opinions and give simple reasons, compare familiar alternatives, and take part in discussions to reach a simple decision or solution.

4.5. B1+ Module Learning Outcomes

Listening

- **L1:** Can follow the main ideas and key points of short presentations, talks, and lectures on familiar and some less familiar topics.
- **L2:** Can extract specific facts, numerical information, and key details from recorded interviews, podcasts, and news reports.
- **L3:** Can identify points of agreement, disagreement, and different viewpoints in structured discussions and conversations.
- **L4:** Can distinguish between a speaker's main points and the examples, details, or explanations used to support them.
- **L5:** Can use stress, intonation, and tone of voice to identify a speaker's feelings, intentions, and attitudes.
- **L6:** Can follow multi-step instructions or procedures when they are clearly explained in standard spoken language.

Reading

- **R1:** Can skim texts to identify the main topic, purpose, and organization, and scan them for specific information.
- **R2:** Can identify the main points, supporting information, and the writer's opinions in opinion-based texts.
- **R3:** Can understand and compare different viewpoints, perspectives, and advantages and disadvantages presented in comparative texts.
- **R4:** Can identify, select, and combine relevant information from different parts of a text or from multiple short texts to complete a practical task.
- **R5:** Can infer the meaning of unfamiliar words and expressions from context and identify the writer's attitude in texts.

Speaking

- **S1:** Can take part in spontaneous conversations on familiar topics by exchanging information, giving opinions, and responding to others.

- **S2:** Can describe people, places, experiences, events, and future plans using connected speech.
- **S3:** Can give short, prepared presentations on familiar topics, explaining the main points and giving relevant details and examples.
- **S4:** Can ask for and give advice, directions, explanations, and practical information in everyday situations.
- **S5:** Can give reasons for personal opinions, agree or disagree with others, and compare different options in discussions.

Writing

- **W1:** Can write short, well-organized texts expressing personal opinions and supporting them with reasons and relevant examples.
- **W2:** Can write straightforward reports and summaries that present and organize relevant factual information and describe simple trends or possible solutions.
- **W3:** Can write formal correspondence, such as professional emails, complaint letters, or job applications, using language appropriate to the purpose and context.
- **W4:** Can link sentences and paragraphs logically using a range of common linking words, transition signals, and discourse markers.
- **W5:** Can write with sufficient grammatical control, using a range of appropriate grammatical structures and vocabulary to communicate ideas clearly and accurately.

SECTION 5: CURRICULUM STRUCTURE AND ORGANIZATION

5.1 Programme Duration and Contact Hours

Pre A1* – A1

*** Students placed in this module receive Pre-A1 foundation instruction during the first two weeks and subsequently continue with A1-level instruction for the remainder of the module.**

Component	Details
Module Duration	8 weeks
Weekly Contact Hours	27 hours (5 days)
Total Instructional Hours	216 hours per module
Class Size	Maximum 24 students

A1

Component	Details
Module Duration	8 weeks
Weekly Contact Hours	24 hours (5 days)
Total Instructional Hours	192 hours per module
Class Size	Maximum 24 students

A2

Component	Details
Module Duration	8 weeks
Weekly Contact Hours	24 hours (5 days)
Total Instructional Hours	192 hours per module
Class Size	Maximum 24 students

B1

Component	Details
Module Duration	8 weeks
Weekly Contact Hours	27 hours (5 days)
Total Instructional Hours	216 hours per module
Class Size	Maximum 24 students

B1+

Component	Details
Module Duration	8 weeks
Weekly Contact Hours	27 hours (5 days)
Total Instructional Hours	216 hours per module
Class Size	Maximum 24 students

5.2 Course Units Overview

A1

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
1	Nice to Meet You	All four skills	Present Simple (be)	Greetings, Numbers, Jobs
2	Our Music, Our World	All four skills	Present Simple, Wh-Questions	Languages, Nationalities, Days, Numbers
3	My Life	All four skills	a/an, Plurals, this/that/these/those, have/has got	Objects, Colours, Family, Describing People
4	Time	All four skills	Present Simple (I/You/We/They), Questions	Daily Activities, Time, Months, Seasons, Cafe
5	Time For A Break	All four skills	Present Simple (He/She/It), Adverbs of Frequency	Free Time, Food and Meals, Asking for Information
6	A Place To Live	All four skills	There is/are, Some/Any, Prepositions	Places in Town, Furniture, Directions
7	Skills	All four skills	Can/Can't, Possessive 's	Abilities, Adjectives, Booking Appointments
8	The Here and Now	All four skills	Present Continuous, Adjective Order	Verb Phrases, Clothes, Shopping
9	Looking Back	All four skills	Past Simple (was/were, regular verbs)	Dates, Years, Everyday Verbs
10	It's History	All four skills	Past Simple (Irregular Verbs), Past Simple Questions	Time Phrases, Life Events
11	Having Fun	All four skills	Like/Love/Hate/Enjoy + -ing, Object Pronouns	Leisure Activities, Entertainment, Suggestions

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
12	Going Away	All four skills	Countable/Uncountable Nouns, Present Continuous	Travel, Types of Holiday, Opinions

A2

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
1	Arrivals	All four skills	Present Simple Be: Positive and Negative, Questions; A/an and plural nouns: this, that, these, those	Countries and nationalities, Big numbers, Everyday items; Greet people and make introductions
2	People	All four skills	Possessive adjectives and apostrophes; Have/has got	Personality adjectives
3	Days	All four skills	Present Simple positive/negative; Adverbs of frequency	Everyday activities; Prepositions of time; Make and respond suggestions
4	Work and Education	All four skills	Present Simple: Yes/No questions, short answers; Have to/ Don't have to; Question Words	Work and jobs; Time expressions; Education collocations; Ask for someone and leave a message
5	Places	All four skills	There is/are; Can; Imperatives	Rooms and furniture; Prepositions of place; Places in a town or city; Adjectives to describe appearance; Ask for and give directions
6	That's entertainment	All four skills	Likes and dislikes; Was/were; Past simple regular and irregular verbs	Entertainment; Past time expressions; Life events; Ask for and give opinions

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
7	Travel and Transport	All four skills	Could; Past simple: Negative/Questions	Transport; Travel phrases; Verb phrases; Check in and out of a hotel
8	Food and Drink	All four skills	Countable and uncountable nouns; some and any; Much, many, a lot of; A/an, the, no article	Food and drink; Containers; Food preparation; Order food in a restaurant
9	Shopping	All four skills	Present Continuous; Present Simple/Present Continuous; Object Pronouns	Clothes; Present time expressions; Shops and services; Shop for clothes
10	The Great Outdoors	All four skills	Comparatives; Superlatives; Verb+to+infinitive	Landscape features; Seasons and weather; Phrasal Verbs; Make and respond to invitations
11	The body	All four skills	Should/Shouldn't; Present Perfect; Present Perfect/Past Simple	The body; Irregular past participles; Sports; Ask for information
12	Modern Lives	All four skills	Going to; Will for predictions; Might	Future time expressions; Collocations with get; Internet communication; Show interest in something

B1

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
1	Getting to Know People	All four skills	Describing people, exchanging personal information	Introductions, personality, online communication; Introduce oneself, ask and answer personal questions, describe personality, exchange opinions about online

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
				experiences, write a personal blog post
2	Life Experiences	All four skills	Describing places and experiences	Neighbourhoods, lifestyles, advice; Describe neighbourhoods and lifestyles, talk about important life events, ask for and give advice, write a formal complaint email
3	Travel and Transport	All four skills	Narrating experiences, asking for information	Journeys, holidays, public transport; Tell the story of a journey, plan holidays, obtain travel information, give directions, write about travel experiences
4	Future Plans	All four skills	Discussing plans and making arrangements	Free time, invitations, predictions; Talk about future plans, speculate about future developments, conduct simple interviews, make invitations, write invitation emails
5	Work and Careers	All four skills	Presentations and job interviews	Jobs and workplace; Discuss jobs and workplace rules, present professional information, participate in job interviews, write job application emails
6	Health and Well-being	All four skills	Giving advice and collaborative tasks	Healthy living, healthcare; Give health advice, describe symptoms, organize events, prepare presentations, write product reviews
7	Happiness and Achievement	All four skills	Discussion and presentation skills	Personal success, online interaction; Discuss personal happiness, contribute to online discussions, present famous people, describe objects, write survey reports

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
8	Arts and Entertainment	All four skills	Expressing opinions and reactions	Music, films, art; Discuss music and films, present works of art, express feelings and reactions, write film reviews
9	Consumer Life	All four skills	Problem solving and negotiation	Shopping and decision-making; Discuss hypothetical situations, negotiate purchases, make complaints, describe products for sale
10	Technology	All four skills	Evaluating alternatives	Technology and communication; Compare possessions, evaluate technology, solve problems collaboratively, make telephone requests, recommend products online
11	Places and Opinions	All four skills	Presentations and evaluation	Special places, advice, discussion; Present meaningful places, evaluate alternatives, discuss topical issues, tell personal stories, write advice posts
12	Opinions and Projects	All four skills	Argumentation and collaboration	Debates, projects, storytelling; Conduct interviews, justify opinions, participate in debates, plan projects, express agreement/disagreement politely, write stories

B1+

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
1	Communication	All four skills	Present simple / continuous; Subject/object questions	Seeing/hearing, Languages; Help: Ask/offer/respond

Unit	Theme	Key Skills Focus	Grammar Focus	Vocabulary Area
2	Experiences	All four skills	Present/past simple; Ability, Permission	Big decisions collocations; Prepositions, Problems/solutions
3	On the Move	All four skills	Narrative tenses; Articles, Quantifiers	Travel coll., Nouns in -ion; Gradable adjectives, Telling story
4	Change	All four skills	Future forms; Making predictions	Goals collocations, Prefixes; Clarification, Complaints
5	Work / Biz	All four skills	Past habits & states; The passive	Employment, Influence verbs; Business coll., Presentation
6	Sports/Hobbies	All four skills	Modals of obligation; Present perfect continuous	Adjectives in -ive, Sport; Free time, Express opinion
7	Food	All four skills	Speculation & deduction; Comparatives (the..., the...)	Phrasal verbs, Food adjectives; Waste, Making suggestions
8	Innovation	All four skills	Relative clauses, Conditionals; Modals & imperatives	Word families, Creative thinking; Positive adjectives, Instructions
9	The Arts	All four skills	Second conditional; Reported speech	Arts, Verbal idioms, Film phrases; Reporting verbs
10	Psychology	All four skills	Third conditional, Should have; Hopes and wishes	Psychology verbs, Mind expr.; Reflexive verbs, Apologies

5.3. Placement and Progression

The English Preparatory Programme consists of successive modules progressing from A1 to B1+ level. Both compulsory and voluntary students are placed in the appropriate module according to the School's placement procedures and progress through the programme by successfully completing the required modules or demonstrating equivalent proficiency. The B1+ module is the final stage of the main programme. For students who are required to attend English preparatory education, successful completion of the B1+ module marks the completion of their compulsory preparatory education. Students who successfully complete the B1+ module may enrol in the optional B2 module in accordance with the School's progression procedures.

5.4. Assessment Components

The assessment framework comprises both formative and summative components designed to monitor learner progress and evaluate achievement of the programme learning outcomes.

Note: The table below shows the assessment structure across the Preparatory Programme for reference.

Level	Assessment Components
Pre-A1	Placement Test (including a diagnostic writing task)
A1–A2	Writing Portfolio (10%) + Online Portfolio (10%) + Speaking Portfolio (10%) + Progress Test (30%) + End-of-Course Test (40%)
B1–B1+	Writing Portfolio (10%) + Online Portfolio (10%) + Presentation Performance (10%) + Progress Test (25%) + End-of-Course Test (35%) + Speaking Exam (10%)

The weighting of the assessment components is designed to achieve an appropriate balance between ongoing formative assessment and end-of-module summative assessment and to ensure constructive alignment with the programme learning outcomes.

SECTION 6: MATERIALS AND RESOURCES

Material Type	Title / Description	Purpose
Course book	Language Hub, Macmillan Education	Main instructional resource
Digital tools	Firat University LMS	Self-study and homework delivery
AI-supported writing platform	(Currently Scribo)	AI-supported writing feedback and portfolio development
Supplementary Materials	Additional speaking materials	Speaking skill development

Material Type	Title / Description	Purpose
Supplementary Materials	Additional listening materials	Listening skill development
Supplementary Materials	Authentic multimedia resources	Authentic language exposure

6.1. Core Materials

The Language Hub series has been selected as the core instructional resource because it supports the communicative and action-oriented philosophy of the curriculum through authentic texts, meaningful communicative tasks, integrated skills development, and real-world language use. The series encourages learners to use English purposefully rather than merely demonstrating knowledge of language forms, while also supporting learner autonomy, collaboration, and digital learning. Selection of instructional materials is reviewed periodically through teacher feedback, learner feedback, achievement data, and annual curriculum review processes.

6.2. Materials Adaptation Policy

To ensure that instruction remains responsive to the diverse needs, interests, proficiency levels, and learning characteristics of students, instructors are encouraged to adapt supplementary instructional materials and classroom activities when pedagogically justified. Such adaptations should enhance the effectiveness of teaching while maintaining the integrity, coherence, and consistency of the curriculum.

When adapting supplementary materials, instructors are required to verify that the adapted content remains at the appropriate CEFR level and continues to support the achievement of the relevant programme learning outcomes. All adaptations must remain fully aligned with the intended unit learning outcomes, course objectives, and the overall curriculum philosophy. Instructors ensure that any adapted materials or activities are mapped to the relevant CEFR descriptors and do not deviate from the targeted proficiency level. Any modifications should support the development of the targeted language skills and competencies without altering the expected proficiency level or assessment standards. Instructors may adapt materials by incorporating authentic resources, digital tools, communicative tasks, or discipline-specific content that better addresses learners' needs and promotes meaningful language use.

To ensure transparency and quality assurance, all material adaptations should be clearly documented. Material adaptations are reviewed by the Educational Technologies and Material Design Committee to verify alignment with both the programme learning outcomes and the CEFR level expectations. Adaptations requiring substantial changes, such as replacing core texts or significantly altering assessment tasks, shall be approved by the committee. Furthermore, adapted materials and instructional practices should be periodically reviewed as part of the annual curriculum evaluation process. This review aims to ensure consistency across courses, promote the sharing of effective teaching practices, and support the continuous improvement of instructional materials in line with institutional quality assurance principles.

SECTION 7: EXTRACURRICULAR ACTIVITIES

To complement classroom instruction and further enhance students' language development, the School of Foreign Languages organises a range of extracurricular activities that provide meaningful opportunities for authentic language use beyond the formal curriculum. These activities aim to reinforce communicative competence, promote learner autonomy, increase motivation, and foster a supportive English-speaking community within the institution.

As part of these initiatives, a Speaking Club Programme is organised on a regular basis to provide students with opportunities to practise spoken English in a relaxed, interactive, and collaborative environment. Through discussions, debates, role plays, games, presentations, and theme-based communicative activities, students are encouraged to improve their fluency, confidence, pronunciation, and interactional skills while using English for meaningful communication. These activities are designed to supplement classroom instruction, lower learners' affective filters, and build strong communicative confidence in real-world contexts.

Additionally, the school operates an Academic Writing Support Programme under the Writing Center and this programme organises Academic Writing Workshops throughout the academic year. These workshops provide additional support in academic writing. The workshops complement classroom instruction and provide individualised feedback for students requiring additional writing support. Participation is voluntary and is not included in formal course grading; however, attendance and learner feedback are monitored to evaluate the effectiveness of these activities and inform future improvements. Participation in extracurricular activities contributes to learner autonomy, communicative confidence, and the achievement of programme learning outcomes.

ABBREVIATIONS

Abbreviation	Meaning
CALL	Computer-Assisted Language Learning
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
DEDAK	Association for Language Education Evaluation and Accreditation
EAQUALS	Evaluation and Accreditation of Quality Language Services
LMS	Learning Management System
PD	Professional Development
PDCA	Plan–Do–Check–Act
QA	Quality Assurance
YÖK	Council of Higher Education (Yükseköğretim Kurulu)