



AYBU SCHOOL OF FOREIGN LANGUAGES

ANKARA YILDIRIM BEYAZIT UNIVERSITY – SCHOOL OF FOREIGN LANGUAGES (AYBU SFL) PREPARATORY SCHOOL CURRICULUM

1. Mission Statement

The mission of the School of Foreign Languages (SFL) at Ankara Yıldırım Beyazıt University (AYBU), an English-medium institution, is to deliver equitable, research-informed, and internationally benchmarked English language education that enables students to succeed in EMI (English-Medium Instruction), advance in their academic disciplines, and participate confidently in professional life. We develop learners' communicative competence, academic literacy, and transferable study skills so that they can learn, work, and collaborate effectively in speech and in writing across diverse contexts. To realize this mission, the SFL commits to the following pillars:

- **Standards & Alignment:** Curriculum, assessment procedures, and instructional delivery systematically aligned with CEFR (Common European Framework of Reference for Languages) descriptors to ensure coherence across levels and skill areas as well as components designed and implemented in accordance with DEDAK quality assurance principles, emphasizing validity, reliability, and standardization with clearly defined, transparent learning outcomes and assessment rubrics shared across modules to promote consistency, fairness, and learner awareness of performance expectations.
- **English for Academic Purposes (EAP):** Systematic development of students' proficiency in academic reading, writing, listening, and speaking, while simultaneously enhancing discipline-adjacent academic skills such as argumentation, critical analysis, effective source integration and citation, oral presentation, summarizing complex texts, and strategic note-taking.
- **Digital & AI Literacy:** Ethical and effective use of digital tools and emerging AI technologies to support learning, research, and academic communication; explicit instruction on responsible digital citizenship, data ethics, and the academic use of AI, ensuring awareness of both opportunities and limitations; and comprehensive guidance provided on academic integrity, plagiarism prevention, and proper referencing conventions, fostering responsible scholarship and transparency in all academic practices.
- **Learner Autonomy & Lifelong Learning:** Systematic strategy training and formative feedback practices to promote learning as an active, reflective, and continuous process; through the Learner Advisory Program (LAP), grounded in current research and institutional learner development frameworks, guiding students to become self-regulated and reflective learners by also further supporting them access to Independent Learning Centre (ILC) resources by providing individualized materials, workshops, and digital tools that help students identify their strengths, set goals, and monitor their progress effectively.
- **Inclusion & Accessibility:** Learner-centered teaching practices grounded in Universal Design for Learning (UDL) principles, equitable access to materials, tasks, and assessments, and respect for intercultural competence and plurilingual repertoires, recognizing linguistic diversity as a resource that enriches learning and communication.
- **Assessment for Learning:** Valid, reliable, and transparent assessment practices with formative checkpoints, standardized moderation procedures, and constructive, actionable feedback ensuring alignment with CEFR standards and institutional quality principles that informs teaching and supports continuous learner progress.
- **Quality Assurance & Improvement:** Evidence-based decision making and continuous improvement through lesson observations and reflective evaluations through appraisal meetings; periodic syllabus and materials review across regular, extended, and blended levels; ensuring ongoing alignment with CEFR and DEDAK standards.
- **Continuous Professional Development & Research Engagement:** Ongoing professional development activities, communities of practice, and engagement with applied linguistics research to sustain high-quality, consistent delivery across programs and levels.

Through these commitments, the SFL equips students with the skills, strategies, and dispositions to become independent, ethical, and collaborative users of English who can thrive in their programs and beyond.



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2. Program Structure

To fulfil its mission, the SFL implements a five-level modular English Language program aligned precisely with the Common European Framework of Reference for Languages (CEFR). Each level corresponds to a clearly defined stage of language proficiency, ensuring a coherent and measurable progression from A1 (Basic User) to B2 (Independent User) in all language skills.

The current levels are as follows:

- A Level – Basic User (A1)
- A+ Level – Basic User (A2)
- B Level – Independent User (B1)
- B+ Level – Independent User (B1+)
- C Level – Upper-Independent User (B2)

The SFL's curriculum, assessment framework, and learning outcomes are systematically mapped to the CEFR global scales and skill-specific descriptors, *Listening, Reading, Spoken Interaction, Spoken Production, and Writing*. Each module builds upon the previous one, supporting a spiral curriculum model that revisits, reinforces, and progressively deepens learners' linguistic, communicative and academic competencies across levels.

2.1 Module Overviews (CEFR-Aligned Can-Do Summaries)

A Level – Basic User (A1)

At this level, learners can understand and use familiar everyday expressions and very simple sentences to meet basic and concrete needs. They can introduce themselves and others, ask and answer questions about personal details such as where they live, people they know, and things they have. Learners can interact in simple exchanges, provided the interlocutor speaks slowly and clearly, and can produce short, simple written texts on familiar and routine topics.

A+ Level – Basic User (A2)

At this level, learners can understand sentences and frequently used expressions related to areas of immediate personal relevance, such as family, shopping, work, and local geography. They can communicate in simple and routine tasks that require a direct exchange of information on familiar topics and activities. Learners can describe aspects of their background, environment, and daily life, and produce short, connected written texts on familiar matters within their experience.

B Level – Independent User (B1)

At this level, learners can understand the main points of clear, standard input on familiar matters regularly encountered in work, school, or leisure contexts. They can handle most situations that may arise while travelling in areas where the language is spoken. Learners can produce simple, connected texts on topics of personal interest and describe experiences, events, dreams, hopes, and ambitions, providing brief reasons and explanations for opinions and plans.

B+ Level – Independent User (B1+)

At this level, learners can interact with a degree of fluency and spontaneity that enables regular communication with native or proficient speakers without strain for either party. They can produce clear, detailed texts on a wide range of subjects and express and justify viewpoints on topical issues with relevant explanations and arguments. Learners demonstrate a solid command of grammar and a broad lexical range, showing the level of linguistic accuracy and flexibility required for academic study and extended discourse.

C Level – Upper-Independent User (B2)

At this level, learners can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions within their field of specialization. They are able to interact with a high degree of fluency and spontaneity, enabling effective communication in academic and professional contexts. Learners can produce clear, well-structured, and detailed texts on complex subjects and demonstrate controlled and appropriate use of organizational patterns, connectors, and cohesive devices to convey meaning precisely and coherently.



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3. Curriculum Development & Implementation

Curriculum development at the School of Foreign Languages adheres to international standards (CEFR), institutional policy, and documented learner needs. The process follows a systematic cycle of planning, implementation, and evaluation to ensure coherence, transparency, and continuous improvement.

3.1 Planning

- Formulation of program goals and specific learning objectives for each skill and subskill
- Preparation of level-based weekly syllabi with objectives and supplementary resources and portfolio content
- Selection and design of classroom materials and Independent Learning Centre (ILC) resources aligned with level outcomes and learner autonomy goals

3.2 Implementation

- Classroom delivery through varied learning and teaching activities supported by formative assessment tools such as quizzes and portfolio tasks
- Integration of online components, including coursebook-based digital homework platforms and AYBUZEM (Moodle) assignments, to reinforce in-class learning, promote learner autonomy, and provide ongoing practice in line with weekly objectives
- Targeted teacher development embedded in the module including demo lessons, micro-CPD sessions, lesson observations to ensure standardization and reflective practice

3.3 Evaluation

- **Formative Evaluation:** Weekly coordination meetings, level meetings every two weeks, classroom observations, and standardization meetings to monitor instructional alignment and progress
- **Feedback Mechanisms:** End-of-year instructor surveys with the purpose of SWOT analysis and evaluation meetings to collect qualitative and quantitative data for curriculum improvement
- **Student Assessment:** Assessment practices are designed to ensure validity, reliability, transparency, and alignment with learning outcomes and CEFR descriptors. A balanced combination of formative and summative components allows for both continuous monitoring of progress and measurement of achievement.

4. Assessment & Progression

Assessment Framework

Assessment is continuous, criterion-referenced, and performance-based, integrating both formative and summative components to support ongoing learning and measure achievement. Students are evaluated through a variety of skill-specific and integrated assessment tools, including weekly assignments, portfolio tasks, online homework, quizzes, in-class performance activities, and formal exams. Each assessment component is designed to provide constructive feedback, promote learner autonomy, and ensure alignment with CEFR descriptors and institutional learning outcomes.

Formative Assessment Tools:

Conducted continuously throughout the academic year to support ongoing learning, encourage self-regulation, and inform instruction. These tools promote consistent engagement and provide constructive feedback for improvement.

They include:

- Weekly AYBUZEM (Moodle) tasks designed to reinforce course content and promote independent learning.
- Coursebook online homework assigned through the coursebook's digital platform, integrating receptive and productive skills practice.
- Supplementary and revision materials for targeted language, vocabulary and skills development aligned with weekly outcomes
- Performance-based portfolio speaking & writing tasks that foster reflective learning and the integration of skills across communicative contexts.
- In-class quizzes and portfolio writing & speaking tasks that provide immediate feedback and contribute to formative progress tracking.



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Summative Assessment Tools:

Administered periodically to evaluate cumulative achievement and overall proficiency in relation to the program's learning outcomes and CEFR standards. It includes:

- The AYBU AGE (Assessment in General English) Proficiency Exam, conducted four times a year, at the beginning of the academic year (September), mid-year (January), end of the academic year (June), and during the summer term, to measure learners' overall progress, global proficiency, and readiness for program completion.
- Final exams assessing integrated language skills and course objectives to measure learners' level-based progress and readiness for promotion to higher levels.
- Portfolio writing and speaking tasks that serve as summative evidence sustained skill development, communicative competence, and achievement of level-specific outcomes.

All summative tools are mapped to CEFR level outcomes and are moderated for validity, reliability, and fairness, ensuring consistency across instructors, levels, and delivery modes.

Program Outcomes

Students are expected to successfully complete at least the B1+ level (Independent User) before progressing to their departmental studies. Achieving this level ensures that learners possess the linguistic competence, academic literacy, and communicative skills necessary to engage effectively with academic content delivered in English across all faculties of the university. This proficiency threshold guarantees readiness for disciplinary coursework, academic writing, and participation in lectures and discussions in English-medium contexts.

Spiral Curriculum

The School of Foreign Languages (SFL) adopts a spiral progression model through levels, in which learning outcomes are continuously revisited, reinforced, and expanded across the five modules (A–C). Each subsequent level builds systematically upon the linguistic, communicative, and academic competencies acquired at earlier stages, promoting deeper mastery and knowledge transfer. Goals and objectives are recycled, refined, and contextualized at increasing levels of linguistic and cognitive complexity, ensuring vertical alignment with CEFR proficiency bands (A1–B2) and sustained learner development throughout the program.

Level Repetition & Support

Students who do not meet the minimum achievement criteria for a given level are required to repeat the same level to ensure mastery of the intended learning outcomes. While the core learning objectives remain consistent, instructional materials, classroom tasks, and formative activities are adapted and differentiated to address individual learner needs and foster measurable progress. This approach maintains coherence within the spiral curriculum model, reinforces learner autonomy, and supports the gradual and sustained attainment of CEFR-aligned competencies.

Blended Education Program

Students who do not complete the SFL preparatory program within their first academic year are enrolled in the Blended Education Program, which offers a flexible, skill-focused pathway emphasizing productive skills, particularly speaking and writing, and targeted preparation for the AYBU General English (AGE) Proficiency Exam. This program integrates online and face-to-face components, combining asynchronous practice through the AYBUZEM (Moodle) platform with guided in-class instruction to maximize learner engagement and autonomy. The blended model allows students to strengthen weaker skill areas, track progress through continuous online feedback, and access additional support resources. The program is further supported by the Independent Learning Centre (ILC), which provides individualized materials, workshops, and academic guidance designed to develop effective study strategies and promote independent language learning. This structure ensures that students receive personalized support and sufficient opportunities for skill reinforcement, ultimately preparing them to meet the CEFR B1+ proficiency requirement for program completion.

Exit Level Expectation

In line with the mission of the School of Foreign Languages (SFL), students are expected to achieve Level B1+ (Independent User) of the Common European Framework of Reference for Languages (CEFR) upon successful



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completion of the Preparatory Program. This level represents the threshold required for entry into departmental studies conducted in English-medium instruction (EMI). Achieving B1+ proficiency indicates that learners are able to:

- Comprehend and produce complex spoken and written academic discourse, including lectures, presentations, and academic texts commonly encountered in undergraduate courses.
- Communicate fluently, accurately, and appropriately in both academic and professional contexts, expressing opinions, supporting arguments, and responding effectively in discussions.
- Demonstrate control of academic vocabulary, grammatical accuracy, and discourse organization, allowing effective participation in collaborative and individual academic tasks.
- Follow English-medium instruction (EMI) across faculties, including the ability to take notes, summarize information, and engage critically with course materials delivered in English.

This exit level ensures that students are fully prepared to handle the linguistic and cognitive demands of their departmental programs, demonstrating both independent language use and academic readiness consistent with CEFR B1+ descriptors. All assessment and evaluation practices related to exit-level performance are periodically reviewed within the Quality Assurance and Curriculum Evaluation Framework (PDCA cycle) under the supervision of DEDAK. This process involves data-driven analysis of exam results, rubric calibration, moderation of assessment instruments, and instructor feedback to ensure transparency, reliability, and continuous improvement in measuring student achievement and program effectiveness.

5. Quality Assurance & Review

Alignment and Standards

- Continuous alignment checks are carried out to ensure consistency across all modules (A level – C level), with reference to the Common European Framework of Reference for Languages (CEFR) global descriptors, DEDAK quality assurance standards, and the institutional learning outcome framework.
- Curricular content, teaching methodology, and assessment procedures are systematically benchmarked against international best practices in English language education to maintain academic rigor, transparency, and global comparability.

Data-Informed Review

- Program evaluation integrates both quantitative data (achievement reports, exam item analyses, attendance patterns, progression rates) and qualitative feedback (instructor reflections, level coordinator reports, and learner surveys).
- Findings from each period are systematically analyzed and documented to inform evidence-based curriculum updates, materials revision, and assessment calibration ensuring continuous alignment between intended outcomes and achieved performance.

Professional Collaboration and Development

- Regular coordination meetings, peer observations, and standardization sessions before and after assessments foster a culture of reflective practice to ensure inter-rater reliability and fairness in evaluation.
- Insights generated through review cycles are directly incorporated into syllabus refinement, teacher professional development initiatives, and curriculum innovation.

Continuous Improvement

- All academic and administrative processes operate within the Plan–Do–Check–Act (PDCA) framework, ensuring a structured approach to quality assurance, accountability, and continuous enhancement of educational standards within the SFL.
- The PDCA cycle enables the systematic monitoring, evaluation, and renewal of all curriculum component, planning, delivery, assessment, and feedback, to sustain institutional excellence and compliance with national and international accreditation standards.