



AYBU SCHOOL OF FOREIGN LANGUAGES

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

Teaching Units / Levels

Ankara Yıldırım Beyazıt University (AYBU) School of Foreign Languages (SFL) delivers its English preparatory program through five CEFR-aligned levels, ensuring a transparent and internationally benchmarked progression path from beginner to upper-intermediate proficiency. These levels are fully mapped to the Common European Framework of Reference for Languages (CEFR), which provides the foundational reference for curriculum design, teaching, and assessment standards across all modules.

Overview of Levels

Level	CEFR Band	General Description (CEFR Alignment)
A Level – Basic User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at satisfying concrete needs; can interact in a simple way provided the interlocutor speaks slowly and clearly.
A+ Level – Basic User	A2	Can understand sentences and frequently used expressions related to areas of immediate relevance (e.g., family, shopping, work); can communicate in simple, routine tasks and describe aspects of their background, environment, and needs.
B Level – Independent User	B1	Can understand the main points of clear standard input on familiar matters; can deal with most situations likely to arise while travelling; can produce simple connected text on familiar topics; can describe experiences and justify opinions.
B+ Level – Independent User	B1+	Represents the higher end of the Threshold level; can interact with a degree of fluency and spontaneity, follow straightforward academic input, and produce structured speech and writing; can explain viewpoints and arguments clearly.
C Level – Upper-Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics; can interact with fluency and spontaneity in both social and academic contexts; can produce clear, detailed, and coherent written and spoken discourse.

Course Aims by Level

A Level (A1 – Basic User)

At this entry level, learners develop a foundation for basic communication in English. They can ask and answer simple questions about personal information, family, or familiar places; understand slow, clearly articulated speech; read and comprehend short, simple texts such as messages, forms, and notices; and write short, simple sentences about themselves. They demonstrate limited grammatical control and possess a basic vocabulary of high-frequency words.

A+ Level (A2 – Basic User)

Learners at this level consolidate their basic communicative competence and expand their linguistic repertoire. They can handle simple social exchanges such as greetings, invitations, and offers, and can describe daily routines and experiences. Listening comprehension includes understanding clear, slow speech on familiar topics, while reading extends to short texts such as advertisements, letters, and emails. Writing includes coherent paragraphs describing people, places, and personal experiences.

B Level (B1 – Independent User)

At the threshold level, learners demonstrate the ability to function independently in predictable situations. They can understand the main points of discussions, conversations, and factual texts on familiar topics, and can participate in routine social and academic exchanges. Writing and speaking are more cohesive, allowing them to narrate experiences, express opinions, and support simple arguments. Grammar and vocabulary range are noticeably broader than at the A+ level.



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B+ Level (B1+ – Independent User)

This upper-intermediate stage corresponds to the higher end of the CEFR Threshold level. Learners can maintain interaction across a variety of contexts, express and defend opinions, and handle communication breakdowns effectively. They can follow straightforward lectures and discussions, summarize information, and produce clear, connected writing that presents arguments and viewpoints. Reading comprehension includes both concrete and abstract topics within familiar domains, and learners exhibit increasing autonomy in using reference tools (e.g., dictionaries).

C Level (B2 – Upper-Independent User)

At this level, learners achieve the target proficiency required for entry into undergraduate program taught in English. They can understand extended speech and lectures, follow complex arguments, and read detailed and specialized texts with a large degree of independence. Learners can express themselves fluently and spontaneously, produce coherent essays and reports, and demonstrate a strong command of grammar and vocabulary. They are able to communicate effectively in both academic and professional settings.

Curriculum Principles

1. Spiral and Progressive Design

The curriculum is designed as a spiral and vertically integrated structure. Learning outcomes at each level are cumulative and interdependent, revisiting previous knowledge while introducing new linguistic and academic skills in line with the natural process of language acquisition. Each level deepens learners' control of CEFR competencies in Listening, Reading, Speaking, Writing, and Mediation.

2. CEFR-Based and Outcome-Oriented Framework

All modules are developed using CEFR descriptors as the central reference for setting learning objectives, defining assessment criteria, and designing performance benchmarks. 'Can-do' statements are explicitly linked to communicative competence and academic study skills, ensuring that language proficiency aligns with AYBU's English-medium instruction (EMI) environment.

3. Learner-Centered Approach

The curriculum is built on learner-centered pedagogy, focusing on students' needs, interests, and learning preferences. Differentiated instruction, formative feedback, and flexible pathways encourage learner autonomy. The Independent Learning Centre (ILC) supports this approach by providing individualized resources and guided self-study opportunities.

4. Constructivist and Communicative Orientation

Rooted in social constructivist and communicative learning theories, the curriculum fosters collaboration, interaction, and real-world language use. Learners construct knowledge through meaningful tasks, problem-solving, and interaction with peers and instructors. Authentic materials and project-based learning strengthen connections between classroom language use and real-life contexts.

5. Academic and Professional Relevance

The curriculum integrates English for Academic Purposes (EAP) principles to bridge general language learning with academic and professional expectations. Emphasis is placed on skills such as summarizing, argumentation, referencing, and oral presentation, all aligned with CEFR mediation and academic descriptors.

6. Quality and International Standards

The entire program is subject to ongoing monitoring and quality assurance based on CEFR benchmarks. Regular internal reviews ensure that teaching, learning, and assessment processes remain valid, reliable, and consistent with international best practices. The program's outcomes are also mapped to AYBU's institutional learning outcomes and Turkey's higher education qualifications framework.



Goals and Objectives by Module & Skill

The following outcomes are phrased as CEFR-aligned 'can-do' descriptors, integrating reception, production, interaction, and mediation competences (including digital and multimodal mediation) in accordance with the *CEFR Companion Volume (2020)*. Grammar and lexis are embedded into all skill areas and systematically recycled across the spiral curriculum (Modules A–C).

A Level (A1 – Basic User)

Listening (Reception)

- Can understand familiar words and very basic phrases related to self, family, and immediate surroundings when speech is slow and clear.
- Can follow short, simple instructions and classroom directions with visual support.

Speaking (Production & Interaction)

- Can use simple greetings, expressions of politeness, and formulaic language for everyday interactions.
- Can introduce self and others and ask or answer questions about personal details (e.g., name, nationality, family, daily routines).
- Can maintain a very simple conversation if the interlocutor speaks slowly and repeats when necessary.

Reading (Reception)

- Can recognize familiar names, words, and short phrases in everyday materials such as notices, posters, or catalogues.
- Can locate specific information (e.g., prices, times, dates) in short texts.

Writing (Production)

- Can write short, simple sentences about personal details, habits, and surroundings.
- Can complete basic forms and compose brief personal messages (emails, notes, or postcards).

Mediation (Digital & Multimodal)

- Can share basic information from simple texts or visuals (e.g., classroom posters, timetables).
- Can translate or paraphrase short, familiar phrases into their own words for peers.
- Can use digital learning platforms (AYBUZEM, coursebook apps) to complete short tasks or share information.
- Can follow simple multimodal input (images, icons, or short videos) to understand or perform classroom activities.

Vocabulary & Functions

Personal information, family, countries and nationalities, daily routines, time and dates, classroom objects, food and drink, colors, clothes, transport, basic adjectives, and simple prepositions, polite expressions.

A+ Level (A2 – Basic User)

Listening

- Can understand phrases and high-frequency vocabulary related to familiar topics (shopping, work, travel, local area).
- Can follow the main idea of short messages, announcements, or recorded prompts.

Speaking

- Can communicate in simple, routine exchanges, asking and answering predictable questions.
- Can describe people, places, and daily activities in short, connected speech.
- Can handle brief social interactions using appropriate functional expressions.

Reading

- Can understand short, factual texts such as advertisements, menus, or brochures.
- Can find specific information in practical materials (timetables, notices, or instructions).

Writing

- Can write short, connected sentences on familiar matters, using simple connectors (*and, but, because*).
- Can produce personal letters or brief descriptions of experiences or events.



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Mediation (Digital & Multimodal)

- Can simplify information from short written or spoken sources for peers.
- Can summarize the main idea of a simple text in basic language.
- Can share simple digital content (e.g., posting a short response or image on a class forum).
- Can use visual or audio prompts to support comprehension and classroom communication.

Vocabulary & Functions

Everyday activities & daily routines, jobs and workplaces, leisure and hobbies, travel and holidays, shopping and services, weather, directions, health, and basic functional expressions (requests, offers, invitations, apologies, and directions).

B Level (B1 – Independent User)

Listening

- Can understand the main points and details of clear standard speech on familiar matters.
- Can follow classroom discussions, news reports, or podcasts on general interest topics.

Speaking

- Can handle most communication situations during travel or study.
- Can produce connected speech on familiar or academic topics.
- Can explain opinions, experiences, and plans with short supporting reasons..

Reading

- Can identify key information and arguments in factual texts, articles, or online materials.
- Can understand main ideas and details in short academic passages.

Writing

- Can write structured paragraphs and reports describing experiences or expressing opinions.
- Can produce short essays following a clear organizational plan.

Mediation (Digital & Multimodal)

- Can relay information and summarize ideas from short texts or visuals for others.
- Can facilitate understanding in small-group tasks, explaining key points clearly.
- Can use AI-supported tools responsibly for drafting, reviewing, or paraphrasing texts under guidance.

Vocabulary & Functions

Education and study habits, work and careers, travel and culture, media and technology, describing experiences and preferences, expressing opinions, making suggestions, giving advice, and comparing alternatives.

B+ Level (B1+ – Independent User)

Listening

- Can understand main ideas and supporting details of extended speech or academic lectures in standard English.
- Can follow seminar-style discussions or presentations on familiar topics.

Speaking

- Can initiate, maintain, and conclude conversations with relative fluency.
- Can justify opinions, elaborate on ideas, and present viewpoints with supporting arguments.
- Can give short presentations using visuals or notes and respond to questions.

Reading

- Can understand argumentative and informational texts, identifying attitude and intent.
- Can synthesize ideas from multiple short texts.
- Can recognize the author's opinion or attitude in straightforward argumentative texts.

Writing

- Can produce clear, cohesive, and well-organized essays or reports on familiar or academic topics.
- Can revise texts for clarity, tone, and coherence with feedback.



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Mediation (Digital & Multimodal)

- Can reformulate ideas from a variety of sources in their own words.
- Can summarize and integrate information from multiple short texts or visuals.
- Can facilitate group discussions, helping peers understand or express opinions.

Vocabulary & Functions

Academic topics, social issues, expressing argument and counter-argument, giving reasons and examples, outlining causes and effects, describing advantages and disadvantages, summarizing information, supporting opinions, and linking ideas coherently.

C Level (B2 – Upper-Independent User)

Listening

- Can understand extended lectures, debates, and complex arguments, even when abstract or unfamiliar.
- Can follow most news, documentaries, and films in standard speech.

Speaking

- Can communicate fluently and spontaneously with precision and flexibility in academic or professional contexts.
- Can present clear, detailed explanations and arguments on complex subjects, evaluating alternatives and perspectives.

Reading

- Can read and interpret specialized and argumentative texts, identifying stance, tone, and implicit meaning.
- Can process disciplinary or semi-academic texts, synthesizing key ideas.

Writing

- Can produce well-structured essays and academic response texts, demonstrating appropriate register and cohesion.
- Can argue a point logically and persuasively, supporting ideas with evidence.

Mediation (Digital & Multimodal)

- Can reformulate ideas from a variety of sources in their own words.
- Can summarize and integrate information from multiple short texts or visuals.
- Can facilitate group discussions, helping peers understand or express opinions.

Mediation (Digital & Multimodal)

- Can summarize, synthesize, and evaluate complex information from diverse texts.
- Can mediate group discussions or projects, helping others clarify ideas and reach consensus.
- Can adapt register and tone to suit audience and context, bridging understanding across perspectives or cultures.

Vocabulary & Functions

Abstract and academic vocabulary, persuasion and argumentation, comparing and contrasting, hypothesizing, summarizing, stance expression with certainty or doubt, intercultural communication, and maintaining academic register, formal tone and cohesion.