



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year A2 Module
Learning Objectives & Competences
Checklist for Students



1. RECEPTION

Oral Comprehension (Listening):

- ☐ I can understand enough to manage simple, routine exchanges without too much effort.
- ☐ I can identify the main point of TV news items or short recorded passages on familiar matters.
- ☐ I can understand basic statistics or data when presented in simple infographics.

Reading Comprehension:

- ☐ I can understand short, simple texts on familiar matters of a concrete type.
- ☐ I can find specific, predictable information in everyday material (e.g., advertisements, menus, timetables).

2. PRODUCTION

Oral Production:

- ☐ I can give a simple description of my family, living conditions, educational background, or current job.
- ☐ I can describe plans and arrangements or explain why I like or dislike something.

Written Production:

- ☐ I can write a series of simple phrases and sentences linked with connectors like "and," "but," and "because."
- ☐ I can write 2 sentences about how a character feels in a story and justify my opinion with adjectives.

3. INTERACTION

Oral Interaction:

- ☐ I can interact with reasonable ease in structured situations and short conversations.

☐ I can manage simple, routine tasks (e.g., shopping, making appointments).

☐ I can communicate in simple and routine tasks requiring a simple exchange of information on familiar matters.

Written Interaction:

☐ I can write short, simple notes and messages relating to matters in areas of immediate need.

Online Interaction:

☐ I can post simple personal updates or information and respond to classmates' posts on a digital platform.

4. MEDIATION

Relaying Information & Facilitating:

☐ I can simplify a complex word or concept (e.g., "Honesty") into "Simple English" for a child.

☐ I can summarize 3-4 key statistics from a visual chart into bullet points.

☐ I can act as a "Mediation Leader" in a group to help the team reach a consensus decision (e.g., the "Survival" camping task).

5. METACOGNITION

Self-Monitoring & Learner Autonomy:

☐ I can check my partner's understanding during a task by asking: "Do you understand this part?".

☐ I use this checklist to identify which skills I need to practice before the Midterm and Final exams.

LANGUAGE COMPETENCES

Linguistic Competence

☐ Vocabulary: I have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

☐ Grammar: I use some simple structures correctly, though I still systematically make basic mistakes.

Pragmatic Competence

☐ Functional: I can perform a limited number of functions (e.g., giving information, making suggestions, expressing feelings).

☐ Connectivity: I can link groups of words with simple connectors like "and," "but," and "because."

Sociolinguistic Competence

☐ Social Formulas: I can handle very short social exchanges, using everyday polite forms of greeting and address.

☐ Register: I can use a basic neutral register in the classroom and online discussion boards.

Plurilingual and Pluricultural Competence

☐ Cultural Reaction: I can express a personal response to creative texts (stories, poems, comics) and justify it using high-frequency adjectives.

☐ Cultural Mediation: I can show interest and empathy when discussing different worldviews or simple cultural narratives.

Assessment Weightings

Project (20%): Focuses on Mediation, Character Interviews, and Survival Decisions.

Midterm (30%) & End-of-Course Exam (40%): Tests all Reception and Production skills.

In-class Assessment (5%) & Online Activities (5%): Rewards daily participation and digital citizenship.