



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year B1 Module
Learning Objectives & Competences
Checklist for Students



1. RECEPTION

Oral Comprehension (Listening):

- ☐ I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure.
- ☐ I can understand the main point of many radio or TV programs on current affairs when the delivery is relatively slow and clear.

Reading Comprehension:

- ☐ I can understand texts that consist mainly of high-frequency everyday or job-related language.
- ☐ I can understand the description of events, feelings, and wishes in personal letters or emails.

2. PRODUCTION

Oral Production:

- ☐ I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions.
- ☐ I can briefly give reasons and explanations for my opinions and plans.
- ☐ I can narrate a story or relate the plot of a book or film and describe my reactions.

Written Production:

- ☐ I can write simple connected text on topics which are familiar or of personal interest.
- ☐ I can write personal letters describing experiences and impressions.

3. INTERACTION

Oral Interaction:

- ☐ I can exploit a wide range of simple language to deal with most situations likely to arise while traveling.
- ☐ I can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life.

Written Interaction:

- ☐ I can convey information and ideas on abstract as well as concrete topics and check information with reasonable precision.

Online Interaction:

- ☐ I can interact online with a group that is working on a shared project, provided the language is straightforward.

4. MEDIATION

Facilitating Collaborative Interaction:

- ☐ I can act as a facilitator in a group, inviting others to contribute and summarizing a final agreement.
- ☐ I can give simple instructions to organize a shared task (e.g., "Is that clear?").

Intercultural Mediation:

- ☐ I can act as an intercultural bridge by explaining why a custom in my culture might look strange to someone else.
- ☐ I can ask sensitive questions politely (e.g., "I hope you don't mind me asking, but...").

5. METACOGNITION Self-Correction & Planning: ☐ I can start again using a different tactic when communication breaks down. ☐ I use this checklist to monitor my progress toward the 70/100 threshold.
LANGUAGE COMPETENCES Linguistic Competence ☐ Vocabulary: I have enough vocabulary to express myself with some circumlocution on most topics pertinent to my everyday life. ☐ Grammar: I communicate with reasonable accuracy; I generally have good grammatical control, though with noticeable mother tongue influence.
Pragmatic Competence ☐ Cohesion: I can link a series of shorter, discrete elements into a connected, linear sequence of points. ☐ Fluency: I can keep going comprehensibly, even though pausing for grammatical and lexical planning is very evident.
Sociolinguistic Competence ☐ Politeness: I am aware of the most important polite conventions and act appropriately. ☐ Register: I can use a wide range of language functions in a neutral register.
Plurilingual and Pluricultural Competence ☐ Cultural Awareness: I can discuss practices in different cultures (food, holidays, family) and show awareness of cultural sensitivity. ☐ Mediation of Meaning: I can simplify a Turkish menu or sign for an English speaker using my B1 vocabulary.

Assessment Weightings

Project: 20%

Midterm: 30%

End-of-Course Exam: 40%

In-class Assessment: 5%

Online Platform Activities: 5%