

KARABUK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
LEVEL 1 LEARNING OUTCOMES

COMPONENT	DESCRIPTOR
1.1. Overall listening comprehension	1.1.1. Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. 1.1.2. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech. 1.1.3. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. 1.1.4. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
1.2. Overall reading comprehension	1.2.1. Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required. 1.2.2. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. 1.2.3. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
1.3. Overall spoken interaction	1.3.1. Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
1.4. Conversation	1.4.1. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. 1.4.2. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.

	1.4.3. Can make an introduction and use basic greeting and leave-taking expressions. 1.4.4. Can ask how people are and react to news.
1.5. Overall spoken production	1.5.1. Can produce simple mainly isolated phrases about people and places. 1.5.2. Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
1.6. Overall written production	1.6.1. Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. 1.6.2. Can write simple isolated phrases and sentences. 1.6.3. Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.
1.7. Grammatical accuracy	1.7.1. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. 1.7.2. Uses some simple structures correctly, but still systematically makes basic mistakes e.g. mixes up tenses and forgets to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
1.8. Phonological control	1.8.1. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases. 1.8.2. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. 1.8.3. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
1.9. Orthographic control	1.9.1. Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. 1.9.2. Can spell his/her address, nationality and other personal details. 1.9.3. Can use basic punctuation (e.g. full stops, question marks).

	1.9.4. Can copy short sentences on everyday subjects –e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.
1.10. Sociolinguistic appropriateness	1.10.1. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. 1.10.2. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies etc.
1.11. Information exchange	1.11.1. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. 1.11.2. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. 1.11.3. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. 1.11.4. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. 1.11.5. Can express numbers, quantities and cost in a limited way. 1.11.6. Can name the colour of clothes or other familiar objects and can ask the colour of such objects. 1.11.7. Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. 1.11.8. Can ask and answer questions about habits and routines. 1.11.9. Can ask and answer questions about pastimes and past activities. 1.11.10. Can communicate in simple and routine tasks requiring a simple and direct exchange of information.
1.12. Vocabulary range	1.12.1. Has a basic vocabulary repertoire of words and phrases related to particular concrete situations. 1.12.2. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
1.13. Mediation- Relaying specific information in speech	1.13.1. Can relay simple, predictable information about times and places given in short, simple statements.

1.14. Goal-oriented cooperation	1.14.1. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. 1.14.2. Can act on basic instructions that involve times, locations, numbers etc. 1.14.3. Can ask people for things, and give people things.
1.15. Obtaining goods and services	1.15.1. Can ask people for things and give people things. 1.15.2. Can ask for food and drink using basic expressions. 1.15.3. Can handle numbers, quantities, cost and time.
1.16. Mediation- Facilitating collaborative interaction with peers	1.16.1. Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand. 1.16.2. Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time. 1.16.3. Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.
1.17. Reading for information and argument	1.17.1 Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 1.17.2. Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. 1.17.3. Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 1.17.4. Can identify specific information in simpler written material he/she encounters such as letters or short newspaper articles describing events.
1.18. Interviewing and being interviewed	1.18.1. Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 1.18.2. Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. 1.18.3. Can answer simple questions and respond to simple statements in an interview.

	1.18.4. Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.
1.19. Notes, messages and forms	1.19.1. Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. 1.19.2. Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').
1.20. Creative writing	1.20.1. Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. 1.20.2. Can describe in very simple language what a room looks like. 1.20.3. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small). 1.20.4. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. 1.20.5. Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
1.21. General linguistic range	1.21.1. Has a very basic range of simple expressions about personal details and needs of a concrete type. 1.21.2. Can use some basic structures in one-clause sentences with some omission or reduction of elements. 1.21.3. Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. 1.21.4. Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. 1.21.5. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

1.22. Spoken fluency	1.22.1. Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
1.23. Mediation- Relaying specific information in writing	1.23.1. Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.
1.24. Mediation- Collaborating to construct meaning	1.24.1. Can express an idea with very simple words and ask what others think. 1.24.2. Can make simple remarks and pose occasional questions to indicate that he/she is following. 1.24.3. Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.
1.25. Coherence and cohesion	1.25.1. Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
1.26. Mediation- Processing text in speech	1.26.1. Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes. 1.26.2. Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so. 1.26.3. Can report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables.
1.27. Processing text	1.27.1. Can copy out single words and short texts presented in standard printed format. 1.27.2. Can pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience.
1.28. Mediation- Relaying specific information in speech	1.28.1. Can relay simple, predictable information about times and places given in short, simple statements.
1.29. Sustained monologue: describing experience	1.29.1. Can describe him/herself, what he/she does and where he/she lives. 1.29.2. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.
1.30. Reading correspondence	1.30.1. Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.
1.31. Mediation- Expressing a personal response to creative texts (including literature)	1.31.1. Can use simple words and phrases to say how a work made him/her feel.

1.32. Listening to announcements & instructions	1.32.1. Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
1.33. Mediation- Encouraging conceptual talk	1.33.1. Can use simple isolated words and non-verbal signals to show interest in an idea.
1.34. Listening to radio audio & recordings	1.34.1. Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
1.35. Identifying cues & inferring (spoken & written)	1.35.1. Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
1.36. Vocabulary control	1.36.1. Can control a narrow repertoire dealing with concrete everyday needs.
1.37. Flexibility	1.37.1. Can expand learned phrases through simple re-combinations of their elements. 1.37.2. Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.
1.38. Spoken fluency	1.38.1. Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. 1.38.2. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
1.39. Thematic development	1.39.1. Can tell a story or describe something in a simple list of points.
1.40. Understanding interaction between native speakers	1.40.1. Can generally identify the topic of discussion around her that is conducted slowly and clearly.
1.41. Mediation- Acting as intermediary in informal situations	1.41.1. Can communicate the main point of what is said in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.
1.42. Taking the floor (turn-taking)	1.42.1. Can use simple techniques to start, maintain, or end a short conversation and face-to-face conversations. 1.43.2. Can initiate, maintain and close simple, face-to-face conversation.
1.43. Planning	1.43.1. Can recall and rehearse an appropriate set of phrases from his repertoire.
1.44. Mediation- Analysis and criticism of creative text (including literature)	1.44.1. Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.