

IKCU SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAM PROGRAM DELIVERY PRINCIPLES

The curriculum of English Preparatory Program at İzmir Katip Çelebi University School of Foreign Languages is delivered in accordance with the following principles:

- **Skill-Oriented Curriculum:** The General Learning Outcomes List for the English Preparatory Program is announced on the School's website at the beginning of each academic year. The General Learning Outcomes List includes:
 - Text descriptions for the levels, namely Elementary, Pre-Intermediate, and Intermediate
 - Learning outcomes related to reading, writing, listening, and speaking skills for each level
 - Vocabulary and grammar learning outcomes listed in accordance with the scope of the main material to be used throughout the academic year

The syllabi, showing the distribution of learning outcomes on weekly basis for each level throughout the module, are announced on the School's website at the beginning of each module. The syllabi include information such as the learning outcomes to be covered each week, sections to be followed asynchronously by the students, materials to be used, and information on assignments/exams.

- **Outcome-Oriented Course Design:** Instructors design their courses to achieve the learning outcomes specified in the curriculum.
- **Communicative Language Teaching Approach:** Lessons are conducted using a communicative approach that emphasizes the practical use of language for effective communication. The communicative language teaching approach includes various interactive and communication-based activities to help students develop their language skills. For instance, activities like role-plays, discussions, group work, simulations, and real-world tasks form the foundation of this approach. These activities help students understand how to use the language in real-world contexts.
- **Student-Centeredness:** Classes are conducted with the student at the center. The aim is to ensure that students learn more actively, participatively, and effectively. This method is an educational model that aims to respond more sensitively to students' individual needs and to use various learning strategies to help them succeed.
- **Feedback:** Instructors regularly provide constructive feedback on what extent students develop their language skills in class. This feedback clarifies the areas students need to improve. It also guides students in evaluating their own performance in class and making improvements.
- **Outcome-Oriented Assessment:** The expected outcomes from students at the end of the program are assessed skill-based using formative (monitoring) and summative (evaluative) assessment tools.
- **Autonomous Learning:** The aim is for students to actively participate in their learning processes and monitor their development. This approach increases students' self-awareness, helps them develop learning strategies, and assists them in managing themselves more effectively. This, in turn, enhances students' success and develops their lifelong learning skills.
- **Continuous Improvement:** Level coordinators hold meetings throughout the module to note instructors' opinions and suggestions regarding the curriculum. Feedback from both students and instructors on the curriculum and learning outcomes is collected at specific intervals, and the following academic year's curriculum is reviewed in light of this feedback.