



ÇANAKKALE ONSEKİZ MART UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAMME (EPP)

2024 - 2025 ACADEMIC YEAR
B1
LISTENING & SPEAKING COURSE CONTENT



Course Description:

This course is designed for intermediate-level (B1) learners aiming to enhance their listening and speaking skills in English. Throughout the course, students will engage in a variety of activities, including interactive discussions, role-plays, and focused listening exercises. The program is structured to improve students' ability to comprehend spoken English while increasing their speaking fluency and confidence. By the end of the course, participants will be better equipped to communicate effectively in everyday conversations and more complex interactions.

Goal

The primary goal of this course is to develop students' listening and speaking abilities at a B1 level. By the end of the course, students will be able to understand the main ideas in clear, standard spoken English on familiar subjects, and confidently express themselves in a variety of conversational contexts.

Objectives

This program aims to

- improve students' listening comprehension of spoken English in various contexts.
 - provide listening activities to improve students' note taking skills.
 - develop students' fluency and accuracy in spoken English.
 - enhance students' pronunciation, intonation, and overall speaking confidence.
 - expand students' vocabulary and use of idiomatic expressions.
 - help students practise effective conversational strategies in diverse scenarios.
-

Outcomes

By the end of this course, students will be able to

1. present their ideas with an improved fluency in spoken English by speaking confidently and smoothly with minimal pauses or hesitations.
2. improve listening skills by identifying main ideas, key information, and details in spoken passages, conversations, and audio recordings, leading to enhanced language proficiency.
3. demonstrate effective note-taking skills by applying active listening strategies during lectures, interviews, and other spoken formats to improve overall language comprehension and retention.



4. determine a consistent pace of speech with correct pronunciation and a variety of words and phrases relevant to everyday conversations and B1-level topics.

5. discuss various everyday life situations, such as education, technology, and leisure, using appropriate vocabulary.

CEFR Equivalence:

This course corresponds to the B1 level of the Common European Framework of Reference for Languages (CEFR), which indicates an intermediate level of proficiency.

Coursebook:

Textbook: Pathways 2 Listening, Speaking and Critical Thinking Third Edition, National Geographic

Audio Resources: Access to selected podcasts, interviews, and video materials.

Online Platform: <https://www.eltngl.com/spark>

Supplementary Materials

- Online materials for presentation instruction
- Selected discussion materials
- Selected note-taking materials
- English Dictionary

Attendance

Attendance is monitored by the instructors through roll calls taken during each class hour and recorded in the relevant system. In the Foreign Language Preparation Program, students are required to attend at least 85% of the total class hours in each level. If a student fails to meet the attendance requirement, they must repeat the same level.

For courses with 20 hours of instruction per week over a 7-week period, students who exceed 21 hours of absence will be considered unsuccessful in the preparation program.

Plagiarism Policy

Plagiarism is the act of using another individual's thoughts and work as if they were your own, without proper attribution. This includes material from other sources, including AI-generated content, that is not correctly cited. Assignments and projects found to contain plagiarized material, or work that is determined not to be the student's own, will not be evaluated. The student will receive a zero for the assignment or project and will be given a verbal warning. If plagiarism occurs more than once, or if it is detected in assignments that serve as an exam, disciplinary procedures will be initiated.



Assessment

Success Grade:

- For students of English Language and Literature and English Language Teaching, the success grade is 70.
- For students of all other departments, the success grade is 60.

Calculation of Success Grade:

The success grade is calculated through integrated exams that cover all lessons. There will not be separate assessments for individual courses within the program. Project and performance tasks are assigned from listening & speaking and reading & writing courses with a common percentage.

INTEGRATED PROGRESS TEST	PROJECT and PERFORMANCE TASKS	LEVEL COMPLETION TEST
30%	20%	50%

Integrated Progress Test: 30%

- o This test assesses listening, reading, grammar, writing, and speaking skills, and is conducted in the 4th week of the course. The test is comprehensive and designed to measure students' progress. It is not repeatable.
- **Project and Performance Tasks: 20%**
Students will complete a project/performance as detailed below:
 - o The project assignment for the reading&writing course accounts for 10% of the total performance grade.
 - o The project assignment for the listening&speaking course accounts for 10% of the total performance grade.
- **Level Completion Exam: 50%**
 - o The exam consists of three parts: integrated skills (listening, reading, grammar, and vocabulary), writing, and speaking. The integrated skills test is a 50-question multiple-choice exam. The writing section requires students to write a paragraph or essay appropriate to their level, and the speaking section involves oral questions assessed out of 25 points each.

Presentation Task: 10%

Presentation Title: Give a presentation about a topic.

Presentation Description: Students will create a 5-minute presentation on a topic of their choice within the framework of the content of the coursebook. The project will allow students to showcase their listening and speaking skills by preparing and presenting content that is both engaging and informative.



Preparation:

1. **Topic Selection:** Students will choose a topic that interests them and is appropriate for a podcast format. Topics could include topics on current events, or educational content.
2. **Research:** Students will gather relevant information and ideas to support their chosen topic. This might involve conducting interviews, listening to existing podcasts for inspiration, or researching facts and opinions.
3. **Script Writing:** Students will write a script that includes an introduction, main content, and a conclusion. The script should be well-organized and reflect natural spoken language.
4. **Practice:** Students will practise their script to ensure smooth delivery and to work on pronunciation, intonation, and pacing.

Implementation:

1. **Submission:** The final presentation will be presented in the class and the script of the presentation will be handed in to the instructor of the course.

The presentation will be evaluated based on the following criteria:

Assessment Criteria: Evaluation of the presentation and the script is going to be performed according to the following rubric:

	Needs Improvement	Satisfactory	Excellent
Content and organization of the presentation (20 points)	0-8	9-14	15-20
Language Accuracy / Grammar (20 points)	0-8	9-14	15-20
Topic related vocabulary (20 points)	0-8	9-14	15-20
Pronunciation / Fluency / Speaking (20 points)	0-8	9-14	15-20
Visual Aids (10 points)	0-2	3-6	7-10
Time Limit (10 points)	0-2	3-6	7-10



Total 100 points	/ 100
Presentation grade	

Announcement date for the presentation by the instructors: 2nd Week

Due Date: 7th Week

The **presentations** which are **submitted after the deadline specified by the instructor** will **not be evaluated.**

If **plagiarism** is detected **in any part** of the presentation you submitted, **the part/parts will not be evaluated.**

Accessibility and Support for Students with Disabilities

The School of Foreign Languages is committed to providing equal access and opportunities for all students, including those with disabilities or special needs. We strive to create an inclusive learning environment that accommodates diverse learning styles and needs.

- **Communication:** Students with disabilities or special needs should contact the course instructor and the University's Disability Support Office within the first week of classes to discuss their requirements.
- **Facilities:** The School of Foreign Languages building is equipped with ramps and elevators for accessibility. Classrooms on the ground floor are available for students with mobility issues.
- **Academic Accommodations:** Depending on individual needs, accommodations may include extended time for tests, alternative format materials, note-taking assistance, or sign language interpreters.
- **Assistive Technology:** Screen readers, voice recognition software, and other assistive technologies are available through the University's Disability Support Office.

For more information or to request accommodations, please contact:

Disability Support Office: <https://ekb.comu.edu.tr/>

School of Foreign Languages Accessibility Coordinator: Instructor Aysun ZOR

We are committed to working with each student to ensure their full participation in the course.

Diversity and Inclusion Statement

The School of Foreign Languages at Çanakkale Onsekiz Mart University is committed to fostering a diverse, equitable, and inclusive learning environment. We believe that diversity in all its forms enriches our academic community and enhances the learning experience for all.



In this course, we strive to:

- create a respectful and supportive learning environment for all students
- incorporate diverse perspectives and experiences into our curriculum
- encourage open and respectful dialogue on topics related to diversity and inclusion
- address and prevent any form of discrimination or harassment

We expect all members of our learning community to contribute to an inclusive and respectful classroom environment. If you experience or witness any form of discrimination or harassment, please report it to the instructor or appropriate university authorities.

Your unique experiences and perspectives are valued and essential to the collective learning process. We are committed to ensuring that all students have equal opportunities to succeed in this course.

13. Office Hours Policy

Each instructor will hold regular office hours to provide additional support and guidance to students. Office hours will be as follows:

Instructor 1: [Day(s) and Time(s)]

Instructor 2: [Day(s) and Time(s)]

Office hours will be held in the instructors' office. Students are encouraged to use these times to discuss course material, ask questions, or seek clarification on assignments. If the scheduled times conflict with your timetable, please contact your instructor to arrange an alternative meeting time.

For brief questions or concerns, students may also contact instructors via email. Instructors will strive to respond to emails within 24-48 hours during weekdays.

Weekly Course Outline

Date	Contents	Listening & Note Taking	Speaking	Task, Assignments and Exams
Week 1	Pathways 2 / Unit 1: Healthy Lives <i>Listening A: How to Manage Stress</i> <i>Vocabulary: Meaning from Context</i>	<i>Listen for Main Ideas and Details</i>	<i>Keep a Conversation Going</i> <i>Participate in a Group Discussion</i>	<i>Introduction to the presentation</i>
Week 2	Pathways 2 / Unit 1: Healthy Lives	<i>Take Effective Notes</i>	<i>Participate in a Group Discussion</i>	<i>How to Make a Presentation</i>



	<i>Listening B: Living with Food Allergies</i> <i>Vocabulary: Meaning from Context</i>			Choosing the topic
Week 3	Pathways 2 / Unit 2: Technology Today and Tomorrow <i>Listening A: Artificial Intelligence</i> <i>Listening B: Tech for Good</i> <i>Vocabulary: Collocations</i>	<i>Recognize Opinions</i> <i>Write Key Words and Phrases</i>	<i>Give Reasons</i> <i>Acknowledge Ideas and Disagree Politely</i>	<i>Research and gathering information</i>
Week 4	Pathways 2 / Unit 3: Culture and Identity <i>Listening A: A Mexican Tradition</i> <i>Listening B: Travel and Identity</i> <i>Vocabulary: Noun and Adjective Suffixes</i>	<i>Ask Questions</i> <i>Use Abbreviations and Symbols</i>	<i>Define Unfamiliar Terms</i> <i>Repeat and Emphasize</i>	Integrated Progress Test (Unit 1,2)
Week 5	Pathways 2/ Unit 4: Let's Eat <i>Listening A: Food Psychology</i> <i>Listening B: Culinary Medicine</i> <i>Vocabulary: Part of Speech</i>	<i>Listen for Problems and Solutions</i> <i>Divide the Page into Parts</i>	<i>Participate in a Debate</i> <i>Give and Ask for Opinions</i>	<i>Make outlines</i>
Week 6	Pathways 2/ Unit 5: Inside the Brain <i>Listening A: Making Memories</i> <i>Vocabulary: Words with Multiple Meanings</i>	<i>Listen for Reasons and Explanations</i>	<i>Make Suggestions</i>	<i>Recording and editing</i>
Week 7	Pathways 2/ Unit 5: Inside the Brain <i>Listening B: The Exercise-Brain Connection</i> <i>Vocabulary: Words with Multiple Meanings</i>	<i>Organize Notes by Speaker or Topic</i>	<i>Describe Images</i>	Presentation
Week 8	LEVEL COMPLETION TEST Pathways 2: Unit, 1,2,3,4,5 Speaking Exam			



