



ÇANAKKALE ONSEKİZ MART UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAMME (EPP)

2025 - 2026 ACADEMIC YEAR

B2+

LISTENING AND SPEAKING COURSE CONTENT

1.Course Description

This course is designed for pre-advanced level (B2+) learners aiming to enhance their listening and speaking skills in English. It aims to equip students with the skills necessary to effectively participate in an English-speaking academic environment. The lessons offer a range of visual and audio activities based on a variety of themes enhancing students' comprehension, providing effective note-taking strategies along with strengthening their critical thinking and presentation skills. The course additionally intends to nurture students' language development through vocabulary, grammar, and pronunciation tasks.

2. Goal

The primary goal of this course is to enable students to **comprehend** what they listen to or watch followed by **oral reflections** using appropriate **vocabulary**.

3. Objectives

This program aims to

1. provide various listening tracks and videos where students are guided on how to use targeted language and vocabulary in their speaking tasks.
 2. nurture students' critical thinking ability by bringing up discussions in class.
 3. direct students to take notes effectively by teaching note-taking strategies.
 4. train students to understand the elements of strong verbal communication and give feedback to enhance their presentation skills.
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4. Outcomes

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

1. **deconstruct an audio passage** to identify key points, similarities, and differences by detecting how relevant, important, or useful the source of information or the reasons provided is.
 2. synthesize appropriate information and ideas from more than one source to make a **judgment, summary, or conclusion** based on the evidence.
 3. participate actively in **discussions**, presenting and defending viewpoints with well-structured arguments.
 4. demonstrate **presentational or interactional speaking tasks** in class
 5. deliver **presentations** confidently using appropriate body language, eye contact, and vocal variety.
 6. take comprehensive and **organized notes** from lectures, presentations, discussions and reports capturing both main ideas and finer details.
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5. CEFR Equivalence

This course corresponds to a level between B2 and C1 level of the Common European Framework of Reference for Languages (CEFR), which indicates a pre-advanced level(B2+) of proficiency.

6. Course Materials

Textbook: Pathways 3 Listening, Speaking and Critical Thinking – 3rd Edition, National Geographic

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

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

7. Supplementary Materials

- Online materials for presentation instruction
 - Selected discussion materials
 - Selected note-taking materials
 - An English-English Dictionary
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8. 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 22 hours of instruction per week over a 7-week period, students who exceed 24 hours of absence will be considered unsuccessful in the preparation program.

9. 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.

10. Assessment

* There are no separate assessment criteria for each lesson within a module. Integrated Progress Test (on the 4th week of the module) and the Level Completion Test (on the 8th week of the module) are designed to include all the courses within the module. Project and performance tasks are assigned from listening & speaking and reading & writing courses with a common percentage.

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.

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

Integrated Progress Test: 30%

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%**

The exam consists of three parts: integrated skills (listening, reading, grammar, and vocabulary), writing, and speaking. The integrated skills test is a 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: Present a research report.

Presentation Description: Students will create a 5-minute presentation based on a research report. Research reports are searched in the computer laboratory under the supervision of the teacher. Upon the teacher's approval that the report is suitable for a presentation, students prepare their presentations in accordance with the provided guidelines. The project will allow students to understand how to gather, evaluate, and synthesize information from various sources. Moreover, presenting research fosters public speaking skills, confidence, and the ability to communicate complex ideas clearly. These activities will simulate real academic and professional tasks.

Preparation:

1. **Topic Selection:** Students will decide on their topic.
2. **Research:** Students will gather relevant information and ideas to support their chosen topic.
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.

Submission: The final presentation will be presented in the class.

Assessment Criteria: Evaluation of the presentation is going to be performed according to the rubric below. Following the presentation, teachers will provide feedback to the students. They may revisit and revise their initial evaluations after the lesson, and announce the finalized scores afterwards.

	Needs Improvement	Satisfactory	Excellent
Content (20 points)	0-8	9-14	15-20
Organization (20 points)	0-8	9-14	15-20
Delivery (20 points)	0-8	9-14	15-20
Language Accuracy (20 points)	0-8	9-14	15-20
Pronunciation / Fluency (20 points)	0-8	9-14	15-20
Presentation grade / 100		

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

Due Date: 7th Week

The presentations submitted after the specified deadline will not be evaluated.

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

11. 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.

12. 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

Weeks	Contents from Sourcebook (Pathways LS & SP 3)	Discussion	Note-Taking Skill	Presentation Skill	Tasks & Assignments and Exams
Week 1	Unit 5: RISE TO THE TOP Lesson A: A Business Leader I Admire Lesson B: Moving up In Your Career	Further Discussion: Professional Networking How to Do It Online	Show a Sequence of Events (p. 87) Further Practice: Use a Visual Form (LR2 p. 59-61)	Pay Attention to Body Language (p.100)	
Week 2	Unit 6: DESIGN WITH PURPOSE Lesson A: What is Good Design? Lesson B: The Design Process	Further Discussion: Qatar Reveals Plans for Grand Island Art Museum	Use Abbreviations and Symbols (p.115) Further Practice: Use Abbreviations and Symbols (LR2 45-47)	Present a Research Report *Extra Handout	
Week 3	Unit 7: INSPIRED TO PROTECT Lesson A: Fighting Environmental Fatigue Lesson B: Hope for the Future	Further Discussion: Want to Protect the Environment? Stop Eating Meat and Dairy	Divide Your Notes Further Practice: Use Numbered Lists to Organize Information. (LR3 97-99)	Speak Persuasively (p.139)	
Week 4	Unit 8: TRADITIONAL AND MODERN MEDICINE Lesson A: Plant Based Medicines Lesson B: The Placebo Effect	Further Discussion: What is the Placebo Effect?	Add Questions to Your Notes (p. 146) Further Practice: Annotate Your Notes During a Lecture (LR2 p.97-99)	Handle Questions (p.160)	Progress Test on integrated skills. Content: <ul style="list-style-type: none"> • UNIT 5 • UNIT 6 • UNIT 7
Week 5	Unit 9: UNCOVERING THE PAST Lesson A: Was It a Toy? Lesson B: Why Care About Archaeology?	Further Discussion: The Story of How the Days of the Week Got Their Names	Note Questions and Answers (P.174) Further Practice: Use a Split-Page Format (LR3 45-47)		
Week 6	Unit 10: FEELINGS & EMOTIONS Lesson A: Are Emotions Universal? Lesson B: How Does It Make You Feel?	Further Discussion: Schadenfreude: Why We Enjoy Seeing Others Fail		Interact with the Audience (p.200)	
Week 7					PRESENTATION TASK
Week 8	LEVEL COMPLETION TEST				

Notes for instructors:

1. Encourage Active Listening Practices:

- **Use Pre-Listening Questions:** Before each listening exercise, provide a few guiding questions to focus students' attention on key points. This helps them actively engage and better anticipate content.
- **Highlight Note-Taking Strategies:** Encourage students to explore different note-taking methods, such as Cornell notes or mind mapping. Reinforce this by modeling note-taking during practice exercises.

2. Foster a Positive Speaking Environment:

- **Promote a Safe and Supportive Classroom:** Create an environment where students feel comfortable expressing themselves without fear of mistakes. Encourage participation by acknowledging students' efforts rather than just their accuracy.
- **Practice Error Correction Sensitively:** Rather than correcting mistakes immediately, which can disrupt fluency, encourage self-correction or provide feedback after the student has finished speaking.

3. Develop Conversational Fluency and Confidence:

- **Use Pair and Group Work:** Incorporate frequent pair and small group discussions to give students more speaking time. Rotate groups to expose students to diverse accents and conversational styles.
- **Introduce Role-Playing Exercises:** Create real-life scenarios that encourage students to practice conversational strategies (e.g., agreeing/disagreeing politely, asking questions), which build confidence in various contexts.

4. Support Vocabulary Expansion and Retention:

- **Focus on Contextual Learning:** Introduce vocabulary within the context of each unit's theme and encourage students to use these words in discussions to reinforce learning.
- **Reinforce Idiomatic Expressions:** Regularly introduce and review idiomatic expressions relevant to everyday conversations. Have students use these expressions in their responses or group activities to enhance practical usage.

5. Develop Pronunciation and Intonation:

- **Integrate Pronunciation Practice into Class:** Dedicate time to pronunciation, stressing sounds, and intonation. Simple activities like echo reading (students repeat after you) and practicing sentence stress can make a significant impact.
- **Use Audio-Visual Tools:** Supplement textbook material with audio clips, podcasts, and video snippets to expose students to various accents and pronunciation styles, helping them become comfortable with real-world English.

6. Improve Public Speaking Skills through Presentations:

- **Break Down Presentation Preparation:** Support students by offering guidance on each stage, from topic selection and research to scriptwriting and delivery practice. Provide templates and examples for each part to help students organize their work effectively.
- **Focus on Key Presentation Skills:** Encourage students to focus on body language, eye contact, and vocal clarity during their presentations. Offer constructive feedback on these areas after each presentation.

8. Foster Active Engagement with Feedback:

- **Provide Timely and Specific Feedback:** After each activity, give individualized feedback to address students' strengths and areas for improvement. Highlight specific examples from their performance.

- **Encourage Peer Feedback:** Allow students to engage in peer review for presentations or speaking tasks. Constructive peer feedback builds critical listening skills and encourages collaborative learning.

9. Emphasize Cultural Contexts and Real-World Applications:

- **Incorporate Cultural Discussions:** Use units on topics like Culture and Identity to facilitate discussions about cultural diversity, which increases relevance and provides context for language usage.
- **Draw Real-World Connections:** Highlight how the skills they develop (e.g., managing stress, discussing technology) are applicable in real-world settings, thus increasing motivation and engagement.

10. Assign Pre-Class Listening to Maximize Classroom Interaction:

- **Use Pre-Class Listening for Engagement:** Assign the primary listening passage as homework before each class. This allows students to familiarize themselves with the material, vocabulary, and context beforehand, freeing up class time for interactive activities, discussions, and deeper engagement.
- **Focus on Interactive Activities During Class:** With the listening already done, use class time for group discussions, debates, and role-plays based on the listening content to reinforce comprehension and encourage active participation.

11. Promote Note-Taking Skills:

- The second listening in each unit is ideal for practicing note-taking skills. Teach students to listen actively and take notes rather than passively re-listen, which strengthens retention and comprehension.
- **Introduce Note-Taking Strategies:** Provide students with strategies such as summarizing key ideas, using symbols, abbreviations, and organizing notes by topic. This practice will build their ability to capture essential information accurately and efficiently.
- **Close-Book Listening and Question Response:** During the second listening, have students close their books and take notes. Afterward, ask questions that require them to rely on their notes, which encourages effective listening and reinforces the note-taking process.