



REPUBLIC OF TÜRKİYE
FIRAT UNIVERSITY
COURSE SYLLABUS FORM

Document No	EGTM - 0001
Publication Date	13.09.2021
Revision Date	-
Revision No	0

Code and Title:	HZR111 English Preparatory Program					
Unit:	School of Foreign Languages					
Details:	Semester: 2026-2027	Status: Compulsory	Class: Prep	Credits: -	ECTS: -	Instruction Medium: English

COURSE INSTRUCTOR	
Title, Name and Surname:	Metin girmek için buraya tıklayın veya dokunun.
Phone:	-
E-mail:	Metin girmek için buraya tıklayın veya dokunun.
Social Media Account:	-
Office Hours:	Metin girmek için buraya tıklayın veya dokunun.

COURSE ASSISTANT	
Title, Name and Surname:	
Phone:	
E-mail:	
Social Media Account:	
Office Hours:	

Weekly Course Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Delivery Mode:	Face-to-Face					
Venue:	FTF: School of Foreign Languages Classrooms	DE:	Metin girmek için buraya tıklayın veya dokunun.			

Aim:	To develop and progressively strengthen students' English language skills in accordance with the CEFR A1, A2, B1, and B1+ level descriptors by enabling them, at the A1 level, to understand and produce simple spoken and written language, use basic vocabulary, grammatical structures, and everyday expressions, exchange basic personal and routine information, communicate effectively in familiar and predictable situations, and develop confidence and basic learning strategies for using English in everyday contexts; at the A2 level, to reinforce their ability to use English independently by expanding their vocabulary and grammatical knowledge, understanding and responding to simple spoken and written texts, expressing personal opinions, needs, experiences, and preferences, participating in everyday, social, academic, and professional interactions, and communicating effectively in a wider range of familiar situations while developing appropriate learning and critical thinking strategies; at the B1 level, to further develop students' independent language use by enabling them to understand the main points and relevant details of clear standard speech and written texts on familiar topics, communicate with greater fluency and spontaneity, describe experiences, events, ambitions, and plans, explain and justify their opinions and viewpoints, produce coherent and appropriately structured written and spoken texts, participate effectively in social, academic, and professional contexts, and use a range of communication, problem-solving, and learning strategies with increasing confidence; and at the B1+ level, to consolidate and extend these independent language skills by enabling students to understand more complex spoken and written texts, identify, interpret, and evaluate main ideas and relevant details, express and support their opinions and experiences clearly and coherently, participate confidently and effectively in academic, professional, and social contexts, communicate appropriately through both spoken and written English for different purposes and audiences, make comparisons, establish cause-and-effect relationships, solve problems, evaluate information and ideas, and apply critical thinking, communication, and independent learning strategies in order to use English accurately, effectively, appropriately, and with increasing fluency and confidence.
-------------	--

Materials:	Language Hub (A1, A2, B1, B1+) Coursebooks (Macmillan Education), Firat University LMS, Scribo AI-Powered Writing Platform, Video Hub Authentic Materials
-------------------	---

Student Responsibilities:	Actively participating in the learning process, taking responsibility for regular practice and completion of assigned tasks, and making consistent efforts to develop basic English communication skills.
----------------------------------	---

Prerequisites & Co-requisites:	Being placed in the appropriate language level according to the placement score on the Placement Exam.
---	--

Weekly Course Plan	Week	Topic	Method
	1	Language Hub Beginner - Units 1-2, pp. 2-16	FTF
	2	Units 3-4, pp. 18-32	FTF
	3	Units 5-6, pp. 34-48	FTF
	4	Revision & PROGRESS TEST (Units 1-6)	FTF
	5	Units 7-8, pp. 50-64	FTF
	6	Unit 9, pp. 66-72	FTF
	7	Units 10-12, pp. 74-96	FTF
	8	Revision & End of Module Exams (Units 1-12)	FTF
	9	Language Hub Elementary - Units 1-2, pp. 2-20	FTF
	10	Units 3-4 pp. 22-40	FTF
	11	Units 5-6 pp. 42-60	FTF
	12	Revision & Progress Test (Units 1-6)	FTF

13	Units 7-8 pp. 62-80	FTF
14	Units 9-10 pp. 82-100	FTF
15	Units 11-12 s pp. 102-120	FTF
16	Revision & End of Module Exams (Units 1-12)	FTF
17	Language Hub Intermediate - Units 1-2, pp. 2-20	FTF
18	Units 3-4, pp. 22-40	FTF
19	Units 5-6, pp. 42-60	FTF
20	Revision & Progress Test (Units 1-6)	FTF
21	Units 7-8, pp. 62-80	FTF
22	Units 9-10, pp. 82-100	FTF
23	Units 11-12, pp. 102-120	FTF
24	Revision & End of Module Exams (Units 1-12)	FTF
25	Language Hub Upper-Intermediate - Unit 1: Communication & Unit 2: Experiences (pp. 2-34)	FTF
26	Unit 3: On the Move & Unit 4: Change (pp. 35-48)	FTF
27	Unit 5: Work / Business & Unit 6: Sports / Hobbies (pp. 50-72)	FTF
28	Revision & Progress Test (Units 1-6)	FTF
29	Unit 7: Food & Unit 8: Innovation (pp. 74-96)	FTF
30	Unit 9: The Arts (pp. 98-108)	FTF
31	Unit 10: Psychology (pp. 110-120)	FTF
32	Revision & End-of-course Exam (Units 1-10) & Speaking Exam	FTF

	Method			Count	Weight
Exams	Progress Test	Paper-based multi-skill examination consisting of multiple-choice and open-ended questions.	1	25%	
	End-of-Course Test	Paper-based multi-skill examination consisting of multiple-choice and open-ended questions.	1	35%	
	Speaking Exam	Speaking examination covering all learning outcomes acquired throughout the module.	1	10%	
	Presentation Performance	Prepared 5–10-minute monologue/presentation on a topic aligned with the outcomes acquired throughout the module.	1	10%	
	Writing Portfolio	Formative evaluation conducted through process-oriented writing and the AI-powered Scribo platform.	1	10%	
	Online Portfolio	Digital performance tracking supporting learner autonomy and continuous practice.	1	10%	

Course Learning Outcomes	1	Listening L1: Can understand simple greetings, personal introductions, and basic polite exchanges when spoken slowly and clearly. L2: Can extract spelling details, numbers, and basic contact information such as telephone numbers and ages from clear, slow-paced dialogues. L3: Can identify colors and names of everyday personal objects in short descriptions. L4: Can understand simple descriptions of family members and their relationships. L5: Can follow simple descriptions of daily routines and identify specific time expressions such as telling the time and referring to days of the week. L6: Can identify key details in slow-paced conversations about food, eating habits, and common free-time activities. L7: Can understand simple descriptions of people's abilities, clothing, and immediate surroundings. L8: Can follow the main ideas and key information in short spoken texts on familiar personal and social topics. L9: Can extract specific information from conversations, announcements, interviews, and short talks on familiar topics. L10: Can follow simple instructions, directions, and procedures when delivered clearly at a moderate pace. L11: Can identify speakers' opinions, preferences, invitations, suggestions, and requests in familiar contexts. L12: Can understand the main ideas of clear, standard speech on familiar topics related to everyday life, work, travel, and study. L13: Can follow the key points of short presentations, interviews, and discussions delivered at a clear, moderate pace. L14: Can understand detailed instructions, directions, and practical information in everyday situations, such as travelling and using public services. L15: Can identify speakers' opinions, attitudes, and feelings in conversations on familiar and semi-familiar topics. L16: Can extract specific information and relevant details from clear spoken texts related to personal, social, everyday, and introductory academic contexts. L17: Can follow the main ideas and key points of short presentations, talks, and lectures on familiar and some less familiar topics. L18: Can extract specific facts, numerical information, and key details from recorded interviews, podcasts, and news reports. L19: Can identify points of agreement, disagreement, and different viewpoints in structured discussions and conversations.
---------------------------------	----------	---

	L20: Can distinguish between a speaker's main points and the examples, details, or explanations used to support them. L21: Can use stress, intonation, and tone of voice to identify a speaker's feelings, intentions, and attitudes. L22: Can follow multi-step instructions or procedures when they are clearly explained in standard spoken language.
2	Reading R1: Can read and understand very short, simple personal profiles and basic registration forms. R2: Can identify specific details such as names, occupations, and nationalities in short texts about people and everyday topics. R3: Can understand simple descriptive texts about everyday objects, clothing, colors, and physical appearances. R4: Can understand the main purpose and key information in everyday texts such as menus, advertisements, signs, and simple online listings. R5: Can identify key details in short descriptions of rooms, accommodation listings, and basic household items. R6: Can locate and extract specific information from notices, advertisements, emails, simple online texts, menus, schedules, and brochures. R7: Can understand short narratives, descriptions, articles, and personal messages about everyday experiences and familiar topics. R8: Can identify the purpose, audience, and overall organization of simple written texts. R9: Can follow written instructions, directions, and procedures to complete everyday tasks. R10: Can understand the main ideas and supporting details in straightforward factual texts on familiar topics. R11: Can locate and compare specific information across a range of everyday texts, including emails, advertisements, articles, and online posts. R12: Can infer the meaning of unfamiliar vocabulary from context in level-appropriate written texts. R13: Can recognize the writer's purpose, opinions, tone, and attitudes in a variety of written texts. R14: Can read and interpret longer straightforward texts on familiar personal, social, and general interest topics R15: Can skim texts to identify the main topic, purpose, and organization, and scan them for specific information. R16: Can identify the main points, supporting information, and the writer's opinions in opinion-based texts. R17: Can understand and compare different viewpoints, perspectives, and advantages and disadvantages presented in comparative texts. R18: Can identify, select, and combine relevant information from different parts of a text or from multiple short texts to complete a practical task. R19: Can infer the meaning of unfamiliar words and expressions from context and identify the writer's attitude in texts.
3	Speaking S1: Can greet people, introduce themselves and others, and ask and answer questions about basic personal details such as names, ages, and phone numbers. S2: Can describe their own physical appearance, family members, and refer to everyday objects by name and color. S3: Can describe their daily routine, tell the time, and ask and answer questions about regular habits or yearly events. S4: Can talk about free-time activities using simple vocabulary and sentences. S5: Can ask for and give basic information in routine everyday transactions. S6: Can make brief statements about past events, weekend activities, and personal experiences. S7: Can express likes, dislikes, and simple opinions, showing basic agreement or disagreement. S8: Can participate in simple conversations about familiar topics such as personal information, family, education, work, hobbies, travel, and daily life. S9: Can describe people, places, objects, and everyday events using simple, connected sentences. S10: Can ask for and give information about quantities, numbers, prices, and time in everyday contexts. S11: Can talk about past experiences, present situations, and future plans using simple connected sentences. S12: Can express likes, dislikes, preferences, simple opinions, and feelings using familiar vocabulary and expressions. S13: Can participate effectively in spontaneous conversations on familiar topics by exchanging information, expressing opinions, and responding appropriately. S14: Can describe people, places, experiences, events, and future plans using connected, well-organized speech. S15: Can give short, prepared presentations on familiar topics with appropriate logical organization and supporting details. S16: Can ask for and give advice, directions, explanations, and practical information in diverse everyday situations. S17: Can express and justify personal opinions, compare alternatives, and collaborate in discussions to solve problems or reach decisions S18: Can take part in spontaneous conversations on familiar topics by exchanging information, giving opinions, and responding to others. S19: Can describe people, places, experiences, events, and future plans using connected speech. S20: Can give short, prepared presentations on familiar topics, explaining the main points and giving relevant details and examples. S21: Can ask for and give advice, directions, explanations, and practical information in everyday situations. S22: Can give reasons for personal opinions, agree or disagree with others, and compare different options in discussions.

4

Writing

- W1:** Can fill in simple registration forms and questionnaires with personal details such as their name, address, nationality, and marital status.
- W2:** Can write a short self-introduction providing basic personal information.
- W3:** Can write a short, simple email to a friend describing their daily routine, using basic time markers and connectors.
- W4:** Can write short, simple texts such as messages, posts, or reviews about familiar everyday topics.
- W5:** Can write a short, simple account of a past event using basic past-tense forms and common time expressions.
- W6:** Can write a short personal message describing a recent experience, journey, or current situation.
- W7:** Can write short, connected texts about familiar topics such as daily routines, hobbies, travel experiences, and future plans.
- W8:** Can write informal emails, messages, and notes using appropriate formats and expressions.
- W9:** Can produce short, organised descriptions of people, places, objects, and events using appropriate vocabulary.
- W10:** Can link sentences and ideas using simple cohesive devices such as and, but, because, and so.
- W11:** Can check and improve written work by correcting basic grammar, spelling, punctuation, and capitalisation.
- W12:** Can write coherent paragraphs and short texts on familiar topics using appropriate logical organization and common linking devices.
- W13:** Can produce functional texts such as emails, blog posts, reviews, and short reports for a range of communicative purposes.
- W14:** Can describe experiences, narrate real or imagined events, and express personal opinions with supporting reasons and explanations.
- W15:** Can write formal and informal correspondence appropriate to the intended audience, register, and purpose.
- W16:** Can use a varied range of everyday vocabulary and grammatical structures with sufficient control and accuracy to communicate effectively in writing.
- W17:** Can write short, well-organized texts expressing personal opinions and supporting them with reasons and relevant examples.
- W18:** Can write straightforward reports and summaries that present and organize relevant factual information and describe simple trends or possible solutions.
- W19:** Can write formal correspondence, such as professional emails, complaint letters, or job applications, using language appropriate to the purpose and context.
- W20:** Can link sentences and paragraphs logically using a range of common linking words, transition signals, and discourse markers.
- W21:** Can write with sufficient grammatical control, using a range of appropriate grammatical structures and vocabulary to communicate ideas clearly and accurately.

Course Notes & Specific Remarks:

DE: Distance Education; **FTF:** Face-to-Face Learning

Course Objectives: To develop and progressively strengthen students' English language skills in accordance with the CEFR A1, A2, B1, and B1+ level descriptors by enabling them, at the A1 level, to understand and produce simple spoken and written language, use basic vocabulary, grammatical structures, and everyday expressions, exchange basic personal and routine information, communicate effectively in familiar and predictable situations, and develop confidence and basic learning strategies for using English in everyday contexts; at the A2 level, to reinforce their ability to use English independently by expanding their vocabulary and grammatical knowledge, understanding and responding to simple spoken and written texts, expressing personal opinions, needs, experiences, and preferences, participating in everyday, social, academic, and professional interactions, and communicating effectively in a wider range of familiar situations while developing appropriate learning and critical thinking strategies; at the B1 level, to further develop students' independent language use by enabling them to understand the main points and relevant details of clear standard speech and written texts on familiar topics, communicate with greater fluency and spontaneity, describe experiences, events, ambitions, and plans, explain and justify their opinions and viewpoints, produce coherent and appropriately structured written and spoken texts, participate effectively in social, academic, and professional contexts, and use a range of communication, problem-solving, and learning strategies with increasing confidence; and at the B1+ level, to consolidate and extend these independent language skills by enabling students to understand more complex spoken and written texts, identify, interpret, and evaluate main ideas and relevant details, express and support their opinions and experiences clearly and coherently, participate confidently and effectively in academic, professional, and social contexts, communicate appropriately through both spoken and written English for different purposes and audiences, make comparisons, establish cause-and-effect relationships, solve problems, evaluate information and ideas, and apply critical thinking, communication, and independent learning strategies in order to use English accurately, effectively, appropriately, and with increasing fluency and confidence.

Course Content: Integrated development of the four language skills—listening, speaking, reading, and writing—together with the systematic development of grammar, vocabulary acquisition, and pronunciation, through a progression of familiar, everyday, academic, social, and professional contexts and themes including personal information, family and relationships, daily routines, home and surroundings, food and drink, shopping, leisure activities, travel, communication, personal experiences, change, business and work, sports and hobbies, innovation, arts, and psychology, enabling students to expand their linguistic repertoire, communicate effectively in a variety of contexts, develop greater fluency and accuracy, and apply their language knowledge and skills with increasing independence and confidence.

Teaching Methods and Techniques:

Communicative Language Teaching (CLT), Action-Oriented Approach, Task-Based Learning, Pair and Group Work, Presentation Preparation, Project/Problem-Solving Tasks.



REPUBLIC OF TÜRKİYE
FIRAT UNIVERSITY
COURSE SYLLABUS FORM

Document No	EGTM - 0001
Publication Date	13.09.2021
Revision Date	-
Revision No	0

*Prepared by
and Date of
Preparation*

School of Foreign Languages, Education Committee, September 2026