



**ANTALYA BİLİM UNIVERSITY SCHOOL OF
FOREIGN LANGUAGES PREPARATORY CLASS
A1 LEVEL SYLLABUS (2025 – 2026)**

COURSE INFORMATION																																																													
Course Level	A1																																																												
Credits	Non-credit preparatory course (0 ECTS)																																																												
Term	Fall and Spring Semester 2025–2026 Academic Year																																																												
Prerequisite	New Students are required to take a placement test. Students whose placement test results indicate an A1 level of English proficiency will be placed in the A1 programme. *Students who have not taken the placement test will be automatically placed in the A1 level.																																																												
Co-requisite	None																																																												
ACADEMIC STAFF																																																													
Level Coordinator	Gözde PARTAL Email: gozde.partal@antalya.edu.tr Office: 209																																																												
Instructor(s)	A1 Level Instructors																																																												
Contact Information	There are two ways to contact the instructors: via email and through Microsoft Teams chat. The email addresses and office numbers of the relevant level instructors are shared with students by the main class instructors on the first day of the semester. The Microsoft Teams classes are also created by the main class instructors, and students can use the chat option on Microsoft Teams to contact the relevant instructor.																																																												
COURSE DELIVERY																																																													
Course Location	Güllük Campus																																																												
Course Duration	One academic year at Antalya Bilim University School of Foreign Languages Preparatory Classes consists of four modules offered throughout the Fall and Spring Terms. Each module lasts approximately 8–9 weeks, depending on the academic calendar, national holidays, and other scheduled breaks.																																																												
Course Hours	<p>Each module, students will be informed in advance about their assigned timetable. Two alternative schedules may be implemented depending on group allocation.</p> <p style="text-align: center;">Schedule A (09:00–15:00)</p> <table border="1" style="width: 100%;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td></tr><tr><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td></tr><tr><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>13:15-14:00</td><td>13:15-14:00</td><td>13:15-14:00</td><td>12:00-12:45</td><td></td></tr><tr><td>14:15-15:00</td><td>14:15-15:00</td><td>14:15-15:00</td><td></td><td></td></tr></tbody></table> <p style="text-align: center;">Schedule B (09:30–15:30)</p> <table border="1" style="width: 100%;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td></tr><tr><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td></tr><tr><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td></tr><tr><td>13:45-14:30</td><td>13:45-14:30</td><td>13:45-14:30</td><td>12:30-13:15</td><td></td></tr><tr><td>14:45-15:30</td><td>14:45-15:30</td><td>14:45-15:30</td><td></td><td></td></tr></tbody></table>	Monday	Tuesday	Wednesday	Thursday	Friday	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	13:15-14:00	13:15-14:00	13:15-14:00	12:00-12:45		14:15-15:00	14:15-15:00	14:15-15:00			Monday	Tuesday	Wednesday	Thursday	Friday	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	13:45-14:30	13:45-14:30	13:45-14:30	12:30-13:15		14:45-15:30	14:45-15:30	14:45-15:30		
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Class Attendance	To successfully complete the A1 level, students must attend at least 80% of the classes and achieve a minimum of 70% success in the exams. Students who fail to meet the 80% attendance requirement—whether excused or unexcused—are not allowed to take the Final exam of the level and must repeat the same module/level. Students who fail due to attendance may continue attending classes until the end of																																																												



	the module if they wish; however, they are not permitted to take the Final exam. Students who arrive late to class are marked absent regardless of how late they are. Students can check their absenteeism daily via the OBS system.
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COURSE OVERVIEW

Course Description	<p>This syllabus has been designed for A1-level learners in English Preparatory Class and forms part of an 8–9-week module. The course focuses on developing basic reading, listening, speaking, and writing skills through familiar topics and everyday contexts.</p> <p>Students practice understanding the general meaning and key details in short spoken and written texts, learning and using common vocabulary, and applying basic grammar structures in meaningful situations. Grammar and vocabulary are introduced through reading and listening activities and practised through guided and controlled tasks.</p> <p>Writing activities support students in producing simple sentences, short paragraphs, emails, and notes using familiar language. Speaking activities provide opportunities for students to ask and answer questions, exchange simple information, describe people, places, and experiences, and participate in short conversations. Pair work, group work, role plays, and interactive classroom activities help students build confidence in using English for basic communication.</p>
Course Objectives	The aim of this course is to enable students to develop basic English language skills primarily in line with CEFR A1 descriptors while introducing selected higher-level skills that support progression towards A2. By the end of the course, learners will be able to understand and use familiar everyday expressions and simple phrases, exchange basic information about themselves and their surroundings, communicate in simple and routine situations using familiar vocabulary and structures, and convey and share simple information through spoken, written, and visual forms.

Skill Area	Sub-Skill	Goals and CEFR Alignment
RECEPTION	READING	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify the main ideas of short, simple texts. • Can extract specific information from simple everyday texts (e.g. advertisements, menus, emails, timetables). • Can use information from simple texts to complete familiar tasks.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. • Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). • Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. • Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet). • Can understand short narratives and descriptions of someone’s life that are written in simple words.



RECEPTION	READING	<ul style="list-style-type: none"> • Can understand short texts describing people, places, everyday life, and culture, provided that they are written in simple language. • Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.
	LISTENING	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify the main idea of short, clear spoken messages. • Can extract specific information from short, simple spoken texts. • Can follow simple spoken instructions in familiar contexts. <hr/> <p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can understand some words and expressions when people are talking about themselves, family, school, hobbies or surroundings, provided they are talking slowly and clearly. • Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. • Can catch the main point in short, clear, simple messages and announcement. • Can understand instructions addressed carefully and slowly to them and follow short, simple directions. • Can understand simple directions relating to how to get from X to Y, by foot or public transport.
PRODUCTION	SPEAKING	<p>Goals:</p> <ul style="list-style-type: none"> • Can present and describe familiar people, places, experiences, and plans using simple language. • Can express simple opinions and preferences on familiar topics using basic phrases and short sentences. • Can compare familiar people, places, activities, and routines using simple language. <hr/> <p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can describe themselves, what they do and where they live. • Can describe their family, living conditions, educational background, present or most recent job. • Can say what they are good at and not so good at (e.g. sports, games, skills, subjects). • Can give short, basic descriptions of events and activities.
	WRITING	<p>Goals:</p> <ul style="list-style-type: none"> • Can write short texts and paragraphs on familiar topics using simple sentences and basic verb tenses. • Can link ideas using basic connectors to create short, coherent texts. • Can support simple ideas with basic reasons and examples.



<p>PRODUCTION</p>	<p>WRITING</p>	<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can ask for or pass on personal details in written form. • 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. • Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. • Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. • Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). • Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. • Can write simple texts on familiar subjects of interest, linking sentences with connectors like ‘and,’ ‘because,’ or ‘then.’
<p>INTERACTION</p>	<p>SPEAKING</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can exchange basic information in simple conversations on familiar topics. • Can ask and answer questions using simple language and familiar expressions. • Can maintain short interactions by responding appropriately and using familiar language. <p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. home country, family, school). • Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. • Can say what they like and dislike. • Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions. • Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. • Can ask and answer questions about themselves and other people, where they live, people they know, things they have. • Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
<p>MEDIATION</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can convey simple information about people, places, routines, and familiar topics using basic language. • Can relay the main points of simple spoken or written texts to others. • Can collect, organize, and present simple information using visuals, notes, or short presentations. 	



<p>MEDIATION</p>	<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can convey simple, predictable information about people and places in short, simple statements. • Can convey the main point(s) contained in clearly structured, short, simple spoken or written texts, using simple language. • Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech. • Can describe a character’s feelings and explain the reasons for them. • Can make suggestions in a simple way in order to move the discussion forward. • Can communicate (in Language B) other people’s personal details and very simple, predictable information available (in Language A), provided other people help with formulation. 	
<p>Sustainable Development Goals (SDGs)</p>	<p>Module 1’s SDGs based on the materials used</p> <p>SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 12 – Responsible Consumption and Production</p>	<p>Module 2, 3 and 4’s SDGs based on the materials used</p> <p>SDG 2–Zero Hunger SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 13 – Climate Action</p>
<p>Required Texts & Materials</p>	<p>The materials used in this programme vary according to the module.</p> <p>In Module 1 (Regular Programme), students are expected to use the Integrated Skills Coursebook, the Writing Coursebook, and a level-specific Supplementary Booklet prepared by the academic team. The supplementary booklet provides additional practice to support the development of reading, listening, speaking, and writing skills. Students will also complete video lessons, guided speaking practice, and reading homework designed to reinforce classroom learning.</p> <p>In Modules 2,3 and 4 (Repeat Programme), Students are expected to use the skills-based coursebooks assigned for their level. These materials provide integrated practice in reading, listening, speaking, writing, grammar, vocabulary, and pronunciation through guided classroom activities and independent study tasks.</p> <p>Additional resources and learning materials may be shared through Microsoft Teams when necessary. Students are responsible for accessing course materials regularly and completing assigned tasks to support their learning and progress.</p>	
<p>ASSESSMENT AND EVALUATION</p>		
<p>Assessment Methods and Weighting (%)</p>	<p>Students are assessed through a combination of formative and summative assessment tasks designed to support the development of CEFR-aligned language skills across reception, production, interaction, and mediation. Assessment tasks are connected to the weekly syllabus and are carried out throughout the module. Students are supported through:</p> <ul style="list-style-type: none"> • Writing development and feedback, where weekly writing tasks help students build confidence and develop regular writing habits throughout the module. These tasks provide opportunities for students to practise the target language of each unit in meaningful and familiar contexts. 	



The primary purpose of the weekly writing tasks is formative feedback rather than continuous assessment. Students receive regular written and/or oral feedback on content, organization, vocabulary, grammar, and task completion. This feedback helps learners identify strengths, areas for improvement, and strategies for developing their writing skills over time.

Each task includes clear guidelines, a checklist, and a recommended word limit to support successful completion. Students who successfully meet the task requirements, including the checklist criteria and word limit, receive full credit for the task. This approach aims to encourage active participation, reduce writing anxiety, and promote learner engagement while maintaining a focus on improvement and skill development.

Midterm and Final Exam writing tasks are aligned with the themes, language structures, and text types practised throughout the weekly writing programme. While exam tasks are not identical to the weekly assignments, they require students to apply similar writing skills and language resources in new but familiar contexts. This approach allows learners to transfer and demonstrate the knowledge and skills they have developed through regular writing practice during the module.

- **Project-based tasks and mediation development**, where students participate in project-based tasks designed to develop communication, collaboration, and mediation skills throughout the module. These projects provide opportunities for learners to collect, organize, interpret, and present information using the language and skills practised in each unit.

Projects are primarily intended to support language development through meaningful communication rather than to function as traditional assessment tasks. Students work individually, in pairs, or in groups to complete a variety of projects such as interviews, visual presentations, brochures, role plays, posters, videos, and information-sharing tasks. Throughout the process, students receive guidance and feedback on task completion, language use, collaboration, and presentation skills.

Project tasks are aligned with the themes, language structures, and communicative objectives of each unit. They require students to apply language learned in class to real-life or simulated situations while developing mediation skills such as conveying information, presenting key ideas, interpreting visuals, and collaborating with others. This approach encourages active participation, learner autonomy, creativity, and meaningful language use in a supportive learning environment.

- **Classroom activities and homework tasks**, including pair and group speaking practice, reading and listening comprehension activities, grammar and vocabulary practice, mediation activities, written responses, and writing activities that follow a scaffolded structure from guided writing to independent writing tasks.

- **Speaking development activities**, where students participate in pair and group interaction tasks and receive ongoing formative feedback during classroom communication. Students use speaking checklists for self-assessment and peer feedback, while instructors provide guidance on fluency, accuracy, task completion, and communicative effectiveness. These classroom practices help prepare students for the speaking components of the Midterm and Final Exams.



	<ul style="list-style-type: none"> • Teacher feedback cycles, focusing on language accuracy, organization of ideas, task achievement, and communication clarity. <p>These learning and assessment processes are designed to support students in gradually developing accuracy, fluency, confidence, and independence in using English for academic and real-life communication.</p> <p style="text-align: center;">A1 Level Assessment Weighting</p> <ul style="list-style-type: none"> • Final Exam – 45% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing , Speaking • Midterm Exam – 35% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing , Speaking • Weekly Writing Process – 7.5% Weekly writing tasks, drafting, revision, and feedback participation • Project – 7,5 % Project-Based Tasks (Group Presentations) • Homework & Participation – 5% Classroom tasks, homework completion, and active participation
Grading Policy	Students are required to achieve an average score of at least 70% across all assessments in order to pass the course.
Declaration of Grades	Declaration of grades will be made via the university system: obs.antalya.edu.tr
Make-up Exams	<p>No makeup exam will be given unless the student;</p> <ul style="list-style-type: none"> • provides a medical report (received from a fully equipped hospital) that proves his/her incapacity to attend the exam for a minimum of 3 consecutive days, • provides the death certificate of a relative who is 3rd degree at most, • proves to be in custody for the time of the exam, • proves to be officially assigned by the university or other governmental bodies. <p>A makeup exam for the midterm and the writing exam is granted if a student provides a legitimate document to the faculty secretary. Only after the faculty administration approves the document can the student have a makeup exam. Students will be informed of the midterm and the writing exam date and time. For further information, please refer to Section 8, “Make-Up Exam Policy at Antalya Bilim University,” in the Testing Handbook (pp. 14–15).</p>
Late Assignments Policy	Late submissions are not accepted.
ACADEMIC POLICIES	
Academic Honesty and Plagiarism	<p>Plagiarism is intellectual theft and is by no means tolerated by the university. It is the use of somebody else’s ideas, viewpoints, findings, or works in a paper, project, report, or any similar document which is presented as part of a course requirement without proper acknowledgment of the source. Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in receiving a grade of “0” for a particular task or an exam and disciplinary action will be taken.</p> <p>You may use AI tools such as ChatGPT to generate ideas, receive grammar or vocabulary feedback, practice speaking or pronunciation, and get help understanding difficult topics. AI can also support you in taking notes, summarizing information, or rewriting ideas in your own words. If there are parts you do not understand, you should ask your teachers or classmates for</p>



	<p>clarification. In addition, citation tools such as APA or MLA generators may be used to prepare references correctly.</p> <p>However, you should not copy and paste AI-generated answers without understanding or editing them. You must not submit AI-generated texts or projects as if they were entirely your own work. Assignments should not be completed simply by translating them fully from another language. You should also avoid using other people's work, including material from friends, AI, or the internet, without giving proper credit. Slightly changing sentences and presenting them without citation is also unacceptable. Finally, you should not have another person or AI complete your assignment for you, nor should you buy or share assignments found online. For more information, please refer to the Academic Integrity Policy.</p>
Class Citizenship (Participation & Behavior)	<ul style="list-style-type: none">• Students' behavior should not interfere with or disrupt class activities. Therefore, students are expected to arrive at class on time and stay for the entire class period. Late arrivals and exits are disrespectful and distracting and lead to attendance failure.• Students are expected to attend and professionally complete all in-class assignments, tasks, projects, and presentations on the specified dates.• Students are expected to use mobile phones responsibly in line with classroom rules and only when permitted by the instructor for learning purposes. Any misuse of phones during lessons, including off-task activities, may negatively affect Homework and Participation (H&P) grades.• It is important that students are respectful towards instructors and fellow classmates (That includes verbal and physical behavior as well as the language used in e-mail and phone messages). Hate speech, racist comments, and discrimination activities are NOT permitted and are punished according to ABU's rules.