



**ANTALYA BİLİM UNIVERSITY SCHOOL OF
FOREIGN LANGUAGES PREPARATORY CLASS
B2 LEVEL SYLLABUS (2025 – 2026)**

COURSE INFORMATION																																																													
Course Level	B2																																																												
Credits	Non-credit preparatory course (0 ECTS)																																																												
Term	Fall Semester 2025–2026 Academic Year																																																												
Prerequisite	Successful completion of B1 Level *New students are required to take a placement test. Those who meet the B2 proficiency requirements will be placed in the B2 level.																																																												
Co-requisite	None																																																												
ACADEMIC STAFF																																																													
Level Coordinator	Gonca Nur ÖLMEZ Email: gonca.olmez@antalya.edu.tr Office: 209																																																												
Instructor(s)	B2 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	Each module, students will be informed in advance about their assigned timetable. Two alternative schedules may be implemented depending on group allocation. <p style="text-align: center;">Schedule A (09:00–15:00)</p> <table border="1" style="width: 100%; text-align: center;"><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%; text-align: center;"><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 B2 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.																																																												



COURSE OVERVIEW

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Course Description	<p>This syllabus has been designed for B2-level learners in English Preparatory Class and forms part of an 8-9 week module intended to prepare students for academic study through the medium of English. The course focuses on developing students' receptive, productive, interactive, and mediation skills while improving comprehension, vocabulary, and critical thinking through a variety of written and spoken texts related to contemporary and global topics, including themes aligned with the sustainable development goals. Teaching and learning are based on interactive and communicative activities, including reading tasks, listening to lectures and taking notes, paired and group discussions, and collaborative mediation tasks. Lexical and grammatical structures are introduced through reading and listening texts and then practised through speaking and writing tasks. In writing, students develop their academic writing skills by producing argumentative and problem–solution essays, supported through planning, modelling, and guided practice. Students also develop their speaking skills through paired discussions, group interactions, and an individual presentation supported by ongoing teacher feedback throughout the module. Upon successful completion of the B2 level, students will have the language proficiency necessary to follow English-medium courses in their departments.</p>	
Course Objectives	<p>The aim of this course is to enable students to develop academic language skills in line with CEFR B2 level descriptors. By the end of the course, learners will be able to interpret complex spoken and written texts across a variety of academic topics, justify their ideas and viewpoints, and interact with a degree of fluency and spontaneity.</p>	
Skill Area	Sub-Skill	Goals and CEFR Alignment
RECEPTION	READING	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify relevant information in complex academic texts using appropriate reading strategies (e.g. skimming, scanning). • Can identify referential relationships and cohesive devices in complex academic texts. • Can infer the meaning of unfamiliar lexical items in complex academic texts. • Can analyse the author’s purpose, stance, and organisation of arguments in different text types. • Can interpret implicit meanings and writer attitude in complex academic texts. • Can evaluate information, viewpoints, and supporting evidence in complex academic texts.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms. • Can scan quickly through long and complex texts, locating relevant details. • Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. • Can recognize when a text provides factual information and when it seeks to convince readers of something. • Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation, and cause-effect relationships.



<p style="text-align: center;">RECEPTION</p>		<ul style="list-style-type: none"> • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
	<p>LISTENING</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can identify main ideas and supporting details in extended spoken texts. • Can take notes from extended spoken texts by recording key ideas using symbols, abbreviations, and headings. • Can distinguish organizational patterns and relationships (e.g. cause-effect, contrast) in extended spoken texts. • Can interpret speaker attitude and implied meaning in extended spoken texts. • Can evaluate arguments, solutions, and recommendations presented in extended spoken texts. <p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. • Can follow extended speech and complex lines of argument, provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. • Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. • Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. • Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language. • Can recognize the speaker's point of view and distinguish this from facts that they are reporting. • Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.
<p>PRODUCTION</p>	<p>SPEAKING</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can organise extended spoken discourse with a logical progression of ideas. • Can compare viewpoints and proposed solutions on academic topics in spoken discourse. • Can evaluate different viewpoints and proposed solutions in spoken discourse. • Can create arguments and viewpoints supported by relevant reasons, examples, and details. • Can present a prepared argument on an academic topic with relevant supporting details and examples.



PRODUCTION	SPEAKING	<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. • Can communicate detailed information reliably. • Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. • Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. • Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. • Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience. • Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses.
		<p>Goals:</p> <ul style="list-style-type: none"> • Can apply accurate spelling, punctuation, and academic layout conventions in extended written texts. • Can use cohesive devices and linking expressions to maintain coherence across academic texts. • Can use accurate grammatical structures and academic vocabulary in extended written texts. • Can build logically sequenced paragraphs with clear progression of ideas in extended written texts. • Can write academic argumentative and problem-solution essays with clearly developed arguments and supporting evidence.
	WRITING	<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources. • Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. • Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. • Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. • Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse. • Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. • Can structure longer texts in clear, logical paragraphs. • Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.



<p style="text-align: center;">INTERACTION</p>	<p style="text-align: center;">SPEAKING</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can respond to others' opinions by contributing relevant ideas in academic discussions. • Can justify opinions in academic discussions by providing relevant explanations and arguments. • Can evaluate alternative proposals and contrasting viewpoints in academic discussions. • Can summarise key points reached in a discussion and propose next steps or solutions.
		<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party. • Can participate actively in routine and non-routine formal discussion. • Can contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses. • Can intervene appropriately in discussion, exploiting appropriate language to do so. • Can summarise the point reached at a particular stage in a discussion and propose the next steps. • Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages. • Can create follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.
<p style="text-align: center;">MEDIATION</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Can record key information from spoken and written sources for later use. • Can organise information and arguments from multiple sources to report findings to an audience. • Can interpret complex visual and graphical data to explain findings to an audience. • Can summarise key information and arguments from complex spoken and written sources for an audience. • Can create a group or individual presentation by adapting complex academic content for the intended audience. 	
	<p>Related CEFR Descriptors</p> <ul style="list-style-type: none"> • Can make accurate notes in meetings and seminars on most matters likely to arise within their field of interest. • Can synthesise and report information and arguments from a number of spoken and/or written sources. • Can interpret and describe reliably detailed information contained in complex diagrams, charts, and other visually organised information. • Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, and comparing options for how to achieve them. • Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise. • Can make accessible for others the main contents of a spoken or written text on a subject of interest by paraphrasing in simpler language. 	



<p>Sustainable Development Goals (SDGs)</p>	<p>SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 7 – Affordable and Clean Energy 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 SDG 13 – Climate Action SDG 15 – Life on Land SDG 16 – Peace, Justice & Strong Institutions</p>
<p>Required Texts & Materials</p>	<p>Students are expected to use skills-based coursebooks, a level-specific booklet prepared by the academic team, and supplementary materials. These supplementary materials will be shared regularly via Microsoft Teams. All resources are necessary for full participation in class activities, skill development, and completing assignments. Students are responsible for checking Microsoft Teams frequently to access updates and additional materials.</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.</p> <p>Students are supported through:</p> <ul style="list-style-type: none"> • Writing development and feedback, where students develop their academic writing skills through a structured progression from guided practice to independent production. Writing instruction focuses on organising and developing ideas through argumentative and problem–solution essays, with academic vocabulary and grammatical structures integrated throughout. Students complete a timed writing task before the Midterm Exam and a second timed writing task before the Final Exam, with regular written and oral feedback provided on content, organisation, and language use. • Project-based tasks, where students work collaboratively in groups to investigate, organise, and present information from multiple sources on topics drawn from the weekly unit theme. These tasks develop communication, collaboration, and mediation skills including conveying, interpreting, and organising information through student-centred, meaningful language use. Feedback is provided on content, organisation, language use, and presentation skills throughout the process. • Individual presentation, where students independently research, develop, and deliver a presentation on a topic of academic relevance. This task develops sustained spoken production, audience awareness, and the ability to organise and convey information clearly and cohesively. Students receive ongoing teacher feedback on content, structure, language use, and delivery throughout the module. • 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.



	<ul style="list-style-type: none"> • Academic lecture tasks, where students listen to one academic lecture per week aligned with the unit theme to develop the extended listening and note-taking skills required for English-medium instruction in their departments. Students practise recording key ideas and supporting details from authentic academic input and respond to comprehension and discussion questions. Lecture content supports and extends the weekly listening and speaking objectives. • 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. • 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;">B2 Level Assessment Weighting</p> <ul style="list-style-type: none"> • Final Exam – 50% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing, Speaking • Midterm Exam – 30% Language Use (Grammar & Vocabulary), Reading, Listening, Timed Writing, Speaking • Writing Tasks – 7.5% Timed Writing 1 / Timed Writing 2 • Project – 7.5% 4 Project-Based Mediation Tasks (Group Presentations) Individual Presentation • 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 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.