



Module 1 Regular (M1)

Course Syllabus

CEFR Level: A2

Prerequisites and/or Core-requisites: None

Instructors	
E-mails	
Office Info	
Office Hours	

Course Description

This course aims to teach general English. It is a course for students who have a limited knowledge of the language. The objective of the course is to help learners to achieve an overall English language proficiency of A2 level and enhance their knowledge of English by attaining the objectives specified in Global Scale of English (GSE). It enhances four skills – reading, listening, writing and speaking through challenging tasks and thus enables students to become active and autonomous learners.

Overall Goal

The course aims to;

- encourage students to develop positive attitudes to language learning
- increase students' awareness to the cultures where English is spoken
- enable students to communicate in English confidently and clearly
- to understand on a basic level how English functions as a language
- to present grammar through texts which are authentic reading and listening texts in appropriate linguistic contexts
- develop the ability to understand the target language in various registers
- support the use of digital tools such as online dictionaries, grammar platforms, and vocabulary games to reinforce classroom learning
- encourage learners to engage with multimedia content (videos, online exercises, interactive quizzes) to enhance language input
- expose students to culturally diverse contexts through authentic or semi-authentic materials such as dialogues, short stories, and videos
- develop awareness of culturally appropriate language use in basic social interactions, such as greetings, politeness, and turn-taking
- foster students' ability to collaborate with peers through pair and group work activities in class
- promote critical thinking through structured tasks that require comparing, classifying, and giving reasons for opinions



Overall Course Objectives

By the end of Module 1, students will be able to:

- identify and extract specific information from simple written and spoken texts on familiar topics, such as personal experiences, daily activities, and common social interactions.
- write short, structured texts such as emails, descriptions, and short narratives using basic grammatical structures and vocabulary.
- describe and follow the main ideas of slow and clear speech related to everyday situations, personal information, and basic social interactions.
- practice simple spoken interactions by asking and responding to questions about personal details, daily routines, and familiar topics.
- use a limited range of vocabulary and expressions to describe people, places, events, and experiences in spoken and written communication.
- apply fundamental grammatical structures, including present simple, past simple, present continuous, and basic modal verbs, to convey meaning accurately.
- develop strategies for inferring meaning from context, recognizing keywords, and making basic inferences in written and spoken texts.
- participate in structured conversations, expressing opinions, preferences, and intentions using simple sentences.
- identify and apply functional language for everyday situations such as making requests, offering suggestions, and giving compliments.
- demonstrate understanding of cultural differences in communication and daily life through exposure to diverse texts and listening materials.

Overall Learning Outcomes

At the end of this module, students will:

- demonstrate control of basic structures such as the present simple, present continuous, past simple, possessives, comparatives, superlatives, and modals like "can," "have to," and "should."
- apply level-appropriate vocabulary related to personal information, daily life, family, food, travel, work, and entertainment in meaningful contexts.
- identify key details and main ideas in short, authentic or adapted reading texts, such as emails, social media posts, advertisements, and biographies.
- identify main ideas and specific details in slow, clear dialogues, recordings, and real-life conversations in different contexts.
- introduce themselves and others, describe people and places, express opinions, ask and answer common questions, and participate in simple discussions.
- produce clear and basic written communication, such as emails, descriptions, and blog posts, using appropriate structures and vocabulary.
- recognize language use in formal and informal contexts, distinguishing between casual conversations, instructions, and brief narratives.
- develop awareness of cultural norms, customs, and everyday life in countries where English is spoken.
- provide and understand directions, simple explanations, and step-by-step processes in various settings.
- communicate in everyday situations with increasing fluency, clarity, and accuracy, fostering a positive attitude toward language learning.

**Course Materials:**

The books will be announced at the beginning of the academic year.

Grammar, Vocabulary, Listening, Reading and Speaking Materials prepared by CDU

Suggested Materials:

The materials will be announced at the beginning of the academic year.

Course Hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00-09:50					
10:00-10:50					
11:00-11:50					
12:00-12:50					
13:00-13:50	LUNCH				
14:00-14:50					
15:00-15:50					
16:00-16:50					



Instructional Technologies and AI Integrated Tools

In Module 1 of the English Preparatory Program, instructional technologies and AI-supported tools are meaningfully integrated into the curriculum to support students at the A2 level. As part of the digital component of the coursebook, students are assigned online homework, which is graded and serves to reinforce the language input presented in class. These tasks allow students to review and practice the core content in a structured and interactive format.

All instructors actively use the institutional Learning Management System (ÖYS) to manage course content and communication. Through ÖYS, instructors share weekly resources, materials, and announcements. They can also assign homework and provide feedback on student work within the platform, allowing for organized tracking of student progress and increased accessibility of materials.

To help students prepare for the Module 1 speaking task—answering basic daily life questions and describing a given picture—AI-generated videos have been developed. These videos provide examples of both strong and weak performances, giving students a clear understanding of expectations. The sample videos guide students on how to organize their ideas, use basic vocabulary, and maintain fluency and coherence appropriate for their level.

In terms of writing and language accuracy, AI-integrated practice materials have been created to help students improve their foundational skills. These include activities focused on error correction in basic sentence structures, tense transformation, spelling, punctuation, and capitalization. Additional tasks support students in building stronger sentences using simple linkers. These materials are hosted on AI-supported platforms such as Padlet and Wordwall, offering students a more interactive and engaging way to reinforce what they’ve learned in class.

Moreover, gamification is used to further enhance student motivation and vocabulary retention. In Module 1, instructors use Blooket, an online game-based learning platform, to help students review and practice vocabulary in a fun and competitive format. This tool supports formative learning while promoting engagement through friendly classroom competition.

Privacy and Copyright

Students are expected to respect copyright laws and intellectual property rights throughout their studies. As part of this commitment, students must purchase the official coursebook through the authorized publishing house. The use of pirated or photocopied versions of the coursebook is strictly discouraged, as it violates copyright regulations and undermines the integrity of the educational process. Promoting the ethical use of materials ensures fairness and supports the continued development of high-quality academic resources.