BAŞKENT UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
ENGLISH PREPARATORY UNIT

BAŞKENT ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU
İNGİLİZCE HAZIRLIK BİRİMİ

Module 1 Repeat (M1)

Course Syllabus

CEFR Level: A2

Prerequisites and/or Core-requisites: Module 1 (Regular)

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 basic 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 advances 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

- promote students' autonomy to become independent learners and take responsibility in their own learning process

- enable students to comprehend and produce language in real time

- 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 Repeat, students will be able to:

- identify the main ideas and specific details in short, simple texts (e.g., personal emails, advertisements, brochures) related to familiar topics
- write simple personal details, informal emails, and short descriptions (e.g., about people, places, or past events) using correct punctuation and basic sentence structures
- extract key information from short, simple conversations and identify details about daily routines, personal information, and familiar topics (e.g., hobbies, food, and free-time activities)
- provide personal information, describe familiar topics, and participate in basic conversations about routines, family, and past experiences using simple language
- ask and answer simple questions related to daily activities, preferences, and familiar topics in clear, simple language
- construct simple, correct sentences using basic grammatical structures (e.g., verb "be," possessive forms, quantifiers)
- locate specific information in simple texts supported by visuals (e.g., posters, leaflets, blogs) to understand everyday topics and simple narratives
- write short emails or letters accepting/declining invitations and offering information or thanks in a basic, structured manner
- describe familiar people, places, and events using simple language and appropriate linking words
- recognize the main points and extract key facts from short, slow conversations and recordings on familiar topics

Overall Learning Outcomes

At the end of this module, students will:

- use basic grammatical structures to describe people, events, and objects in both written and spoken forms
- demonstrate understanding and appropriate use of level-specific vocabulary related to personal details, family, routines, hobbies, food, and other everyday topics in spoken and written communication

- identify key information and extract specific details from simple factual texts (e.g., posters, leaflets, personal emails, advertisements) and short narratives with visual support.
- recognize simple, slow-paced spoken language on familiar topics, such as personal information, daily routines, and past activities
- identify key details in conversations and narratives
- participate in simple conversations, ask and answer questions about personal information, daily routines, family, and past activities using clear, basic phrases and vocabulary
- write short, clear texts (e.g., emails, letters, descriptions) using correct punctuation and basic connectors, while ensuring coherence and appropriate language use for everyday topics
- demonstrate an awareness of cultural differences and context when discussing topics such as food, places, nationalities, and personal experiences, adapting language use to suit the situation

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

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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					

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Instructional Technologies and AI Integrated Tools

In Module 1 Repeat 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 Repeat 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 Repeat, 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.