

Objectives of the Course

The main aim of this course is to develop first-year students’ listening and speaking skills in English at a B1 level, with a focus on academic and real-life communication contexts. Through exposure to authentic listening materials and interactive speaking tasks, students will learn to understand main ideas and details, express opinions, give explanations, and participate effectively in group discussions and presentations. The course also aims to foster students’ confidence in oral communication, improve their academic vocabulary, and support their overall language learning process in line with lifelong learning and professional development goals.

Course Contents

This course provides practice in listening and speaking skills at the B1 level through academic and real-life topics. Students are introduced to strategies for listening for gist, details, examples, contrasts, emphasis, and time references. Speaking activities include pair and group discussions, role-plays, interviews, and short presentations designed to improve fluency, accuracy, and interactional competence. Each unit integrates vocabulary development, grammar support, and pronunciation practice with communicative tasks. Throughout the semester, students will work on four main thematic units: Society, Food, Business, and Trends, which provide opportunities to analyze authentic materials, expand academic vocabulary, and develop effective oral communication skills in academic and professional contexts.

Recommended or Required Reading

Skillful Third Edition L2 Listening & Speaking/ Macmillan Publishing

Planned Learning Activities and Teaching Methods

The course will be conducted through a combination of communicative, interactive, and learner-centered approaches. Planned activities include: Lectures and demonstrations for introducing listening strategies and speaking skills Pair and group work to encourage collaboration and interaction Role-plays and simulations to practice real-life communication scenarios Class discussions and debates to enhance critical thinking and oral fluency Listening exercises using authentic audio-visual materials to improve comprehension of gist, details, and academic content Presentations to foster public speaking skills, organization of ideas, and confidence Pronunciation and vocabulary practice integrated into listening and speaking tasks Feedback and reflection sessions to support learner autonomy and continuous improvement

Recommended Optional Programme Components

Students are encouraged to complement this course with the following optional activities and resources: Participation in English conversation clubs and extracurricular speaking workshops Following online platforms such as BBC Learning English, TED Talks, and Macmillan Education practice resources for additional listening and speaking practice Watching English-language films, documentaries, and podcasts to increase exposure to authentic language Voluntary engagement in student presentations, debates, and competitions organized by the School of Foreign Languages Using self-access resources such as dictionaries, vocabulary-building apps, and pronunciation software Attending seminars or webinars in English on academic and professional topics

Presentation Of Course

On site

Dersi Veren Öğretim Elemanları

Inst. Uğur Ünalır

Program Outcomes

- 1. To be able to recognize and apply listening strategies such as identifying main ideas, details, examples, contrasts, emphasis, and time references
- 2. To be able to demonstrate understanding of academic and real-life spoken English in B1-level contexts
- 3. To be able to acquire and use academic and thematic vocabulary related to society, food, business, and trends
- 4. To be able to express opinions, provide explanations, and support ideas in oral communication
- 5. To be able to participate effectively in pair, group, and class discussions by applying appropriate interactional strategies
- 6. To be able to prepare and deliver short oral presentations with clarity, coherence, and correct pronunciation
- 7. To be able to improve fluency and accuracy through integrated practice of listening and speaking tasks
- 8. To be able to communicate confidently and appropriately in academic and social settings
- 9. To be able to reflect on their own performance and apply feedback to improve oral communication skills
- 10. To be able to demonstrate learner autonomy and responsibility in practicing English outside the classroom (e.g., self-access resources, extracurricular activities)

Weekly Contents

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	Students are expected to read the introduction part of the unit before class, review the assigned vocabulary list, and think of one example of community service to share.	Lecture, discussion, interactive Q&A, listening tasks with audio-visual materials, small-group activities	Introduction to Society and Community Service; Academic Listening and Speaking Strategies	Extracting main ideas from authentic listening texts Group discussion on examples of community service Pair dialogues (expressing opinions and giving reasons) Short exercises with the academic vocabulary list	

Order	PreparationInfo	Laboratory TeachingMethods	Theoretical	Practise
2	Students are expected to preview the assigned listening material (podcast/video), take notes, and prepare brief ideas about a social problem they observe in their own community.	Case study analysis, interactive listening exercises, discussion sessions, role-plays	Case studies in community service; detailed listening strategies and reasoning in speaking	Listening for details and taking notes from an audio text Group discussion on examples such as "Doctors Without Borders" Pair work: Identifying a community problem and suggesting solutions Vocabulary practice (academic words related to social service)
3	Students are expected to prepare a short group presentation on a selected community service project, using visuals or simple slides, and rehearse their delivery before class.	Case presentations, peer feedback, discussion leadership, role-play, small group projects	Success stories in community service; integrating gist and details; techniques for short presentations	Synthesizing main ideas and details from listening texts Group presentation: designing a community service project and presenting to the class Peer evaluation with feedback forms Taking leadership roles in class discussions
4	Students are expected to read a short article on "food waste" before class, review the vocabulary list, and think of examples of waste they observe in their daily lives.	Lecture, video listening activities, Q&A, group discussions, case study analysis	Food and Society: Waste, Health, and Nutrition; Listening for Gist and Emphasis	Identifying gist and emphasis in listening tasks Note-taking from a video on "food waste" Group discussion: the social impact of food waste Pair work: developing solutions to reduce waste in daily life Vocabulary practice (nutrition, consumption, sustainability)
5	Students are expected to research "food banks" and "hunger relief organizations" before class and prepare at least three solution ideas in their notes.	Case study, detail-focused listening tasks, problem-solving activities, small-group discussions, role-play	Food Waste and Solutions; Detailed Listening and Problem-Solution Approach	Listening task: "Food banks / hunger vs. abundance" → note-taking for details Group discussion: creating social solutions to reduce waste Pair work: preparing practical solutions for their local context Role-play: presenting solutions in a "council meeting" scenario Vocabulary practice: solution-oriented academic expressions (reduce, eliminate, distribute, efficiency)
6	Students are expected to research brain foods (e.g., walnuts, fish, leafy greens) before class and prepare a 2-minute mini presentation on "healthy eating for students."	Listening analysis, presentation skills training, group work, peer feedback, discussion sessions	Brain Food and Performance; Synthesizing Listening Strategies; Mini Presentation Techniques	Listening task: "Brain food and concentration" → synthesizing gist and details Mini presentation: "Healthy eating tips for students" Group work: discussing the relationship between nutrition and learning performance Peer evaluation: completing check-lists for presentations Academic vocabulary list: nutrition, focus, improvement, memory, performance
7	Students are expected to review the academic vocabulary lists from the first two units (Society & Food), reflect on the sample discussion questions provided, and prepare their short presentation topics in advance.	Individual exam sessions, group exam tasks, use of assessment rubrics	Midterm Exam: Assessment of Listening and Speaking Skills	Ders Konu Başlığı-EN (Practice) Listening section: Multiple-choice & short-answer questions on gist, details, emphasis, and examples Mini note-taking and summarizing tasks Speaking section: Pair dialogue (expressing opinions & giving reasons) Group discussion (on a social issue or food waste) Short individual presentation (2 minutes on a pre-assigned thematic topic)
8	Students are expected to read a short article on "modern co-working spaces" before class, review the vocabulary list, and bring one example of a workplace from their own experience or observation.	Lecture, authentic listening tasks, case study analysis, group discussions, interactive Q&A	Introduction to Business: Workspaces and Work Environment; Listening for Contrasts	Listening task: "Traditional offices vs. modern co-working spaces" → identifying contrasts Group discussion: which workplace is more productive? Pair work: sharing ideas on designing the ideal workplace Academic vocabulary practice (workspace, productivity, innovation, efficiency)

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
9	Students are expected to research an example of a failed business before class, identify at least two reasons for its failure, and prepare short notes with possible solutions.		Case study, detail-focused listening tasks, small-group discussions, problem-solving scenarios, role-play	Turning a Failing Business Around: Case Study and Detailed Listening	Listening task: analyzing reasons for a failing business → note-taking on causes Group work: developing solutions to revive the business Role-play: presenting solutions in a "business consultants" scenario Academic vocabulary practice (strategy, management, customer, profit, sustainability)
10	Students are expected to form small groups, decide on a business idea, prepare a short draft plan, and get ready to present it in class.		Project-based learning, group work, presentation skills training, peer assessment, discussions	Preparing a Business Plan and Presentation Skills; Integrating Gist and Details	Group work: developing a simple business plan (adapted to tourism/service sector) Mini presentation: sharing main elements of the plan in class Listening exercise: watching examples of successful business plan presentations Peer assessment: using a presentation rubric for feedback Vocabulary practice: business plan vocabulary (investment, marketing, target audience, revenue)
11	Students are expected to read a short article on the process of buying a car, review the assigned vocabulary list, and bring one example of a consumer trend they have observed.		Lecture, listening text analysis, group discussions, role-play, interactive Q&A	Introduction to Social and Economic Trends; Understanding Dates and Time References in Listening	Listening task: "Buying a car: past vs. present" → identifying dates and time expressions Group discussion: consumer preferences in the past and today Pair work: sharing trends from their own shopping experiences Vocabulary practice: trend, demand, lifestyle, innovation, consumer
12	Students are expected to read a short news article on city development or urban sprawl, review the vocabulary list, and prepare one example from their own city.		Listening analysis, case study, group work, problem-solution discussions, use of visual materials	Urban Sprawl and City Development; Listening for Timelines and Sequencing Events	Listening task: "The growth of a city" → note-taking on dates and sequences of events Group work: discussing city planning and related problems Pair work: comparing examples of development in their own cities Visual activity: discussing trends with a city map or plan Vocabulary practice: urban, sprawl, infrastructure, development, sustainability
13	Students are expected to select a "trend" topic in groups (city development, consumer behavior, technology, tourism, etc.), prepare a 5-minute mini presentation, and support it with visuals.		Project-based learning, group work, presentation skills, discussion, peer feedback	Synthesizing General Trends; Presenting City and Consumer Trends	Listening task: "Global trends" → synthesizing gist and details Group project: preparing a short presentation on city development or consumer trends Delivering presentations and conducting peer evaluation Discussion: predicting future trends Academic vocabulary practice (forecast, predict, expand, adapt, innovation)
14	Students are expected to review their notes from all previous units, revise vocabulary lists, and start preparing in groups for their final presentation.		Revision sessions, Q&A, group work, role-play, mini quizzes, feedback sessions	General Revision: Review of Units Society, Food, Business, and Trends	Listening drills: answering gist and detail questions from selected recordings of all units Speaking activities: short discussions and dialogues on unit topics Group work: brainstorming and planning for final presentations Mini quiz: revision of vocabulary and listening strategies Teacher & peer feedback
15	Students are expected to review all unit notes before the exam, prepare their chosen tourism-related final presentation topic, and bring visuals or support materials.		Individual presentations, exam sessions, rubric-based assessment, peer feedback	Final Exam: Listening and Speaking Performance; Presentations Related to Tourist Guiding	Listening exam: identifying gist, details, and emphasis from short academic texts (MCQs & short-answer questions) Speaking exam: Pair dialogue (short task based on book themes) Group discussion (tourism-related issues connected to society, food, business, and trends) Individual final presentation: students choose a topic related to tourist guiding (e.g., community service & tourism, gastronomy tourism, tourism trends, sustainable tourism businesses) and deliver it in class Peer assessment: filling in short feedback forms for presentations

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Derse Katılım	14	6,00
Ders Öncesi Bireysel Çalışma	14	2,00
Ders Sonrası Bireysel Çalışma	14	2,00
Ara Sınav Hazırlık	7	3,00
Vize	1	1,00
Final Sınavı Hazırlık	7	3,00
Final	1	1,00

Assesments

Activities	Weight (%)
Vize	40,00
Final	40,00
Araştırma Sunumu	20,00

Turizm Rehberliği Bölümü / TURİZM REHBERLİĞİ X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20	P.O. 21	P.O. 22	P.O. 23	P.O. 24
L.O. 1	5			2																				
L.O. 2	5			2					2										2					
L.O. 3	5			2															2					
L.O. 4	5			3															2					
L.O. 5	5			3																				
L.O. 6	5			3					2															
L.O. 7	5			3																				
L.O. 8	5			3					2										2					
L.O. 9	5			2															2					
L.O. 10	5			2					2										2					

Table :

- P.O. 1 :** Bu bölümü başarıyla tamamlayan öğrenciler: Turizm sektörünün yapısı, işleyişi ve ülke kalkınmasındaki önemi konusunda bilgi sahibi olur,
- P.O. 2 :** İngilizcede Avrupa Dil Portföyü B2 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir.
- P.O. 3 :** İkinci bir yabancı dilde en az Avrupa Dil Portföyü B1 genel düzeyinde okuma, anlama, konuşma ve yazma becerileri gösterir,
- P.O. 4 :** Yazılı, sözlü ve sözsüz olarak etkili iletişim kurar ve sunum becerileri gösterir.
- P.O. 5 :** Grup yönetimi ilkelerini bilir ve uygular.
- P.O. 6 :** Toplumsal ve mesleki etik değerleri bilir, bunları eleştirel bir bakış açısıyla değerlendirir ve uygun davranışları geliştirir.
- P.O. 7 :** Hem temel hem de alanıyla ilgili bilgi ve iletişim teknolojilerini ve yazılımlarını ileri düzeyde kullanır.

- P.O. 8 :** İşletme, iktisat ve sosyal psikoloji alanındaki temel kavramlar, kuramlar, ilkeler ve olgular hakkında bilgi sahibi olur.
- P.O. 9 :** Turist rehberliği mesleği ile ilgili hizmet verme süreçlerini bilir ve ziyaretçi memnuniyeti sağlayacak şekilde yerine getirir.
- P.O. 10 :** Bir seyahat işletmesini etkin bir şekilde yönetebilmek için güncel yönetim teorilerini ve uygulamalarını bilir ve uygular.
- P.O. 11 :** Türkiye’de yaşamış olan uygarlıkların kültür, tarih, din ve sanatları hakkında detaylı bilgiye sahip olur, analiz eder ve yorumlar.
- P.O. 12 :** Dünya ve Türkiye coğrafyası hakkında detaylı bilgiye sahip olur.
- P.O. 13 :** Bir turu planlar, uygular ve denetler.
- P.O. 14 :** İlk yardım konusunda temel bilgiye sahip olur ve uygular.
- P.O. 15 :** Turizm alanı ve turist rehberliği ile ilgili hukuki düzenlemeleri ve mesleki standartları bilir ve uygular.
- P.O. 16 :** Bilgi ve verileri mesleki anlamda tanımlar, analiz eder, sentezler, yorumlar ve değerlendirir.
- P.O. 17 :** Başkalarıyla ve bağımsız olarak etkin bir şekilde çalışır.
- P.O. 18 :** Kendini kişisel ve mesleki anlamda sürekli geliştirir, kendi kendine öğrenme için sorumluluk alır ve bunu gösterir.
- P.O. 19 :** Farklı kültürleri tanır, anlar ve farklı kültürlerle iletişim kurar.
- P.O. 20 :** Kişisel bakıma, hijyene, giyime ve görünümüne turist rehberliğinin gerektirdiği şekilde özen gösterir.
- P.O. 21 :** Hizmet alanı ile ilgili fiziksel ortamı, araç gereçleri ve teknolojileri tanır, kullanır ve bakımını yaparak korur.
- P.O. 22 :** Atatürk ilkeleri ve inkılapları konusunda bilgiye sahip olur ve Cumhuriyet’in temel değerlerini benimser.
- P.O. 23 :** Sanatsal ve sportif konulara ilişkin bireysel yeteneklerini geliştirir.
- P.O. 24 :** Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçlarından (BM SKA) en az birini açıklar.
- L.O. 1 :** Ana fikir, detay, örnek, karşıtlık, vurgu ve zaman ifadelerini ayırt etmeye yönelik dinleme stratejilerini tanıyabilmek ve uygulayabilmek
- L.O. 2 :** B1 düzeyinde akademik ve günlük konuşma İngilizcesini anlayabilmek
- L.O. 3 :** Toplum, gıda, iş dünyası ve eğilimler temalarıyla ilişkili akademik ve tematik kelime dağarcığını edinebilmek ve kullanabilmek
- L.O. 4 :** Görüşlerini ifade edebilmek, açıklama yapabilmek ve fikirlerini sözlü iletişimde destekleyebilmek
- L.O. 5 :** İkili, grup ve sınıf tartışmalarına uygun etkileşim stratejileri kullanarak bu aktivitelere etkin biçimde katılabilmek
- L.O. 6 :** Kısa sözlü sunumları açık, tutarlı ve doğru telaffuzla hazırlayıp sunabilmek
- L.O. 7 :** Dinleme ve konuşma görevleriyle bütünleşik uygulamalar sayesinde akıcılığını ve doğruluğunu geliştirebilmek
- L.O. 8 :** Akademik ve sosyal ortamlarda kendine güvenli ve uygun biçimde iletişim kurabilmek
- L.O. 9 :** Kendi performansını değerlendirip geri bildirimi kullanarak sözlü iletişim becerilerini geliştirebilmek
- L.O. 10 :** Sınıf dışındaki öğrenme etkinlikleriyle (ör. bireysel kaynak kullanımı, ders dışı etkinlikler) İngilizce pratiğinde özerklik ve sorumluluk gösterebilmek