

Identification	Subject (code, title, credits)	ENGL 206 ESL Advanced 3KU/6ECTS
	Department	English Language and Literature
	Program (undergraduate, graduate)	Undergraduate
	Term	Fall, 2026
	Instructor	Aysel Maharramli
	E-mail:	aysel.maharramli@khazar.org
	Classroom/hours	6
	Office hours	As scheduled
Prerequisites	ENGL 206 ESL pre-advanced	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	1. Frances Eales & Steve Oakes, Speakout (Advanced) 2th edition Pearson, Cambridge University Press, 2019 2. Neil J Anderson, Active Skills for Reading 3 –3rd edition, National Geographic Learning 3. Helen Stephenson & Lewis Lansford & Paul Dummett, Keynote (advanced), National Geographic Learning, 2017 4. Miriam Espeseth, Academic Encounters: Reading, Writing, and Critical Thinking, Cambridge University Press	
Course outline	This course is designed for advanced students to fulfill the academic English language requirements at the university level. It focuses on enhancing language proficiency while equipping students with the skills needed for effective communication in an academic setting. The course incorporates authentic materials such as academic articles, BBC podcasts, TED Talks, news reports, case studies, interviews, and real-world texts that support both educational and cultural values. These materials are designed to integrate English with other general education subjects, providing students with a deeper understanding of global issues, current events, and various academic fields. Lessons are structured around thematic units, ensuring that language learning is both a linguistic and intellectual experience. The course encourages both independent and collaborative learning, engaging students in research and discussion. Each session will include the following components: 1. Reading materials covering contemporary and academic topics 2. Expanding and reinforcing vocabulary in context to enhance retention 3. Engaging students in activities that require active use of newly acquired vocabulary 4. Exposure to diverse listening materials, followed by tasks designed to develop comprehension in specific content areas	

Course objectives	I. Reading and Vocabulary Skills	
	a) Reading:	
	1. Identifying the main idea of individual paragraphs and the overall passage through skimming;	
	2. Locating specific details in a text using scanning techniques;	
	3. Drawing conclusions based on implicit information;	
	4. Recognizing the author’s perspective and stance;	
	5. Connecting prior knowledge with newly acquired information;	
	6. Making generalizations and predicting outcomes.	
	b) Vocabulary:	
	1. Restating key ideas from readings in different words;	
	2. Inferring word meanings from contextual clues;	
	3. Acquiring essential vocabulary for effective oral communication.	
	II. Listening Skills:	
	1. Summarizing the main ideas;	
	2. Identifying and extracting specific information to use for discussions;	
	3. Improving comprehension of academic lecturers;	
	4. Recognizing lecturer’s opinion	
	III. Speaking Skills:	
	1. Contributing to group and class discussions:	
	a) Giving information b) agreeing/disagreeing c) giving an opinion	
	2. Asking for clarification	
	3. Making a brief oral presentation of literature review	
	4. Creating a dialogue; exchange of impressions	
	IV. Research and Academic Skills:	
	1. Conducting basic research on topics related to the course and students’ specific field of study;	
	2. Identifying, selecting, and evaluating relevant academic and reliable sources;	
	3. Collecting and organizing information from different sources;	
	4. Conducting simple surveys and presenting and interpreting the findings;	
Learning outcomes	On completion of the course students are expected:	
	1. Feel more confident when speaking within the English-speaking community;	
	2. Exhibit critical thinking skills by supporting their arguments effectively;	
	3. Show the ability to identify and summarize the main idea of readings;	
	4. Expand their academic vocabulary for in-depth discussions on specific topics;	
	5. Broaden their general knowledge and linguistic perspective;	
	6. Engage in conversations on a wide range of subjects;	
	7. Use grammar accurately in spoken tasks;	
	8. Demonstrate the ability to identify and summarize the main idea of listening materials	
Teaching methods	Videos	+
	Book review	+
	Group discussion	+
	Speaking and Vocabulary tests	+
	Role plays and Simulations	+

Evaluation criteria	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	November	30
	Extensive reading	Till the final exam	10
	Quiz (5 points)	Before final	5
	Speaking Test	Before final	5
	Project	Till the final exam	5
	Activity	Till the final exam	5
	Participation	Till the final exam	5
	Final Exam	January	35
	Total		100
Assessment & Class Policy	Extensive Reading – Students choose one story book in Upper-intermediate level, read and present the story in the classroom, and accordingly evaluated on their fluency, content, creativity, vocabulary, and structure. If successfully, students will be able to get maximal 10 points. Quiz - Quizplay an important part in your semester grade. You will write 1 quiz during the semester (1 before final exam). In case you succeed, you can get maximal 5 points. Speaking Test – The exam is held at the end of the course. Face to face interaction in oral language enables students to review the material covered during the course; build confidence to think and respond quickly; apply required vocabulary; encourage further oral proficiency; take part in the constructive exchange of ideas; communicate with two or more people on different topics and the ones related to their specific field of study. If successfully, students will be able to get maximal 5 points. Project – The project requires students to explore and investigate one of the topics covered during the course in greater depth. Students may conduct independent research, carry out a survey, collect and analyse relevant information, and present their findings in the form of a short academic report. The project aims to develop students' research, critical thinking, academic writing, and communication skills, while encouraging them to apply the knowledge and vocabulary acquired throughout the course to a specific topic related to their field of study. Successfully completed projects will be assessed for a maximum of 5 points. Class participation and activity – This course cannot be successful without your regular participation. You are expected and highly encouraged to ask questions, make comments, or disagree with what your fellow students or instructor is saying. Following these rules, you can get maximal 10 points. (5 points for participation, and 5 points for activity). All above mentioned make 35 points maximal. The rest 65 points can be gained at midterm (30 points) and final exams (35 points). COURSE POLICIES • Attendance (Lateness): Attendance is crucial for academic success. If a student arrives more than 10 minutes late, they will be marked as absent. Repeated tardiness may result in a review of their overall performance. • Class Participation: For every three unexcused absences, one (1) point will be deducted from the final grade. More than 20% of absences during the course will be considered excessive and may affect the student's grade. Active participation is encouraged and necessary for success.		

	• Missed Exams or Assignments: If a student is unable to attend a scheduled presentation or exam, prior notification must be given. Failure to inform the instructor in advance may result in a zero for the missed task. Full participation in class activities and timely submission of assignments are mandatory. • Academic Integrity: Any form of plagiarism or cheating, including during exams, will result in severe penalties, including a failing grade for the course. It is the student's responsibility to ensure all work is their own. • Classroom Etiquette: Except for plain drinking water, no food, drinks (including chewing gum), or electronic devices are permitted during class. Students must refrain from using mobile phones for calls, texting, or browsing the internet unless specifically instructed to do so by the teacher for a task. • Teacher Evaluation: At the end of the course (and possibly twice during the semester), students will be asked to evaluate the instructor's performance. Honest and constructive feedback is encouraged, as it will help improve the course and teaching methods. • Respect for Others: Mutual respect is expected between students and the instructor at all times. Disruptive behavior, including talking out of turn, disrespecting peers, or being disruptive to the class environment, will not be tolerated. • AI Ethics and Responsible Use Partial Permission: Generative AI tools may be used in this course for brainstorming, idea generation, research support, vocabulary development, and language feedback. However, students must independently produce the main content, arguments, and analysis of their assessed work. AI-generated content must not be submitted as the student's own work. Any use of Generative AI must be clearly disclosed in accordance with Khazar University's Generative AI Rules.
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	Tentative Schedule	
Weeks	Topics	Textbook/Assignments/Reading
Week 1	Introduction of the course: requirements, materials, content Icebreaking Activities UNIT 1 – GAME CHANGER 1.1 Trailblazer - Verb patterns - Transformation; prepositional phrases after nouns - Collocations - Word stress: collocations 1.2 A life at a time - Continuous and perfect aspect - Adjectives: needing and giving - Word stress: adjectives 1.3 Sharing economy? - Presenting survey results - Collocations: sharing economy - Intonation: chunking - Reading and discussion Generation rent - Discussion and consolidation of Unit 1 language Speaking & Critical Thinking: - Generational differences - The sharing economy - How technology is changing society	Speakout Advanced Student's Book – Unit 1 Additional Listening: BBC Learning English / BBC podcast on technology, innovation or the sharing economy TED Talk: Talk related to innovation, technology or changing the way we live/work Reading: Short article on a modern-day trailblazer or the sharing economy Assignment: Prepare a short presentation/ write a summary on a person who has changed an industry or society

Week 2	UNIT 2 – LEARNING 2.1 The best mistakes - If and related expressions - Learning; idioms: feelings - Connected speech: linking 2.2 Another way - Nominal relative clauses - Collocations: education - Word stress 2.3 Think again - Leading a discussion; managing interaction - Creativity - Sentence stress and intonation 2.4 Teachers and learners - Consolidation of Unit 2 - Education systems and learning styles - Managing discussions and expressing agreement/disagreement Critical Thinking: - What makes an effective teacher? - Traditional vs modern education - Can technology replace teachers?	Speakout Advanced Student's Book – Unit 2 Speaking: Group discussion — <i>Is failure necessary for success?</i> BBC Podcast: Education and learning TED Talk: <i>Do schools kill creativity?</i> / education-related TED Talk Reading: Article on effective learning and teaching Assignment: Group presentation — <i>The ideal university classroom.</i>
Week 3	UNIT 3 – PROSPECTS 3.1 Ready or not - Expressing modality - Job hunting vocabulary - Sentence stress 3.2 Fired! - Passive structures - Honesty; metaphors - Connected speech 3.3 What I'm saying is... - Evading a question - Collocations: politics - Stress and intonation: cleft structures 3.4 Future job - Future employment and workplace changes - Consolidation of modality and passive structures Speaking & Debate: - AI and employment - Job security - Skills needed for future careers Presentation Skills: Expressing predictions and possibilities	Speakout Advanced Student's Book – Unit 3 BBC Podcast: Artificial intelligence and the future of work TED Talk: Future of work / AI and jobs Reading: Article on jobs that may disappear or emerge in the future Writing: <i>What will the workplace look like in 20 years?</i> Speakout Advanced Student's Book – Unit 4 BBC Podcast: Social media and influence TED Talk: Persuasion / influence / communication Reading: Article on social media influencers Speaking: Analyse a persuasive speech or advertisement.
Week 4	UNIT 4 – INFLUENCE 4.1 Role model - Participle clauses - Influence; three-part multi-word verbs - Word stress: multi-word verbs 4.2 Think this way - Introductory <i>it</i> and <i>there</i> - Social media vocabulary - Weak forms: <i>there</i> 4.3 Have a go! - Persuasive techniques in presentations - Persuasion vocabulary - Word stress and intonation 4.4 Persuasion - Consolidation of Unit 4 - Persuasive language - Presentation techniques Presentation Project: - Students prepare and deliver a persuasive presentation - Peer feedback and evaluation Review: Units 1–4	Speakout Advanced Student's Book – Unit 4 BBC Podcast: Social media and influence Reading: Article on social media influencers Speakout Advanced Student's Book – Unit 4 TED Talk: Selected persuasive TED Talk for analysis Reading: Opinion article for rhetorical analysis Assignment: 3–5 minute persuasive presentation.
Week 5	5.1 Good fit - Noun phrases - Collocations and compounds - Word stress: compounds 5.2 Three apples a day - Fronting, headers and tails - Fashion and looks - Chunking 5.3 Magic bullet - Informal turn-taking - Well-being vocabulary - Intonation: gaining a turn	Speakout Advanced Student's Book – Unit 5 BBC Podcast: Health, fitness and wellbeing TED Talk: Health / habits / wellbeing Reading: Article on long-term fitness and healthy lifestyles Speaking: Debate — <i>Are modern people too obsessed with health?</i>

Week 6	UNIT 5 – BODY 5.4 Culinary Journey - Food, culture and lifestyle - Informal discussion and turn-taking Speaking & Listening: - Food habits around the world - Healthy eating myths - Cultural attitudes towards food Language Review: Noun phrases, fronting, headers and tails, turn-taking	Speakout Advanced Student's Book – Unit 5 BBC Podcast: Food culture / nutrition / eating habits TED Talk: Food, health or nutrition-related TED Talk Reading: Article on food culture or modern eating habits Assignment: <i>A food tradition from my culture — short presentation.</i>
Week 7	UNIT 6 – CULTURES 6.1 New in town - Concession clauses - Cities; binomials - Word stress and connected speech 6.2 In other words - Indirect speech - Summarising verbs - Weak sounds 6.3 Faux pas - Talking about customs - Conventions – Intonation UNIT 6 – CULTURES 6.4 Differences - Cultural identity and differences - Consolidation of Unit 6 grammar and vocabulary Critical Thinking: - Cultural stereotypes - Globalisation and cultural identity - Is it possible to become truly multicultural? Midterm exam	Speakout Advanced Student's Book – Unit 6 BBC Podcast: Cultural identity / globalisation TED Talk: Culture and identity Reading: Article on cultural differences and globalisation Assignment: Comparative presentation — <i>Two cultures, one issue.</i>
Week 8	UNIT 7 – CLASSICS 7.1 Happy ending? - Subjunctive - Film vocabulary - Word stress: film 7.2 More than words - Adverbials - Relationships; adverb-adjective collocations - Stress and intonation 7.3 Classic Journeys - Telling anecdotes - Travel vocabulary - Connected speech	Speakout Advanced Student's Book – Unit 7 BBC Podcast: Film / storytelling / classic literature TED Talk: Storytelling or the power of stories Reading: Short classic story / article about classic journeys Speaking: Tell a personal travel anecdote.
Week 9	UNIT 7 – CLASSICS 7.4 Great Expectations - Expectations and relationships - Review of Unit 7 language Literature & Film Discussion: - What makes a story a classic? - Happy vs unhappy endings - How stories influence society Critical Thinking: Comparing a classic text with a modern adaptation	Speakout Advanced Student's Book – Unit 7 BBC Podcast: Classic literature / films TED Talk: Storytelling / literature Reading: Selected short story or extract from a classic novel Assignment: Compare a classic story/film with a modern version. (A student must watch both versions)
Week 10	UNIT 8 – CHOICE 8.1 It's the little things - Understanding complex sentences - Idioms for choices; connotation - Word stress 8.2 Out of print? - Prepositional phrases - Ways of reading - Connected speech 8.3 Them or us? - Giving opinions - Wildlife vocabulary - Intonation: voice range	Speakout Advanced Student's Book – Unit 8 BBC Podcast: Decision-making / choices / wildlife TED Talk: Decision-making or human behaviour Reading: Article about decision-making and another article on wildlife conservation

		Speaking: Debate — <i>Should humans interfere with nature?</i>
Week 11	UNIT 8 – CHOICE 8.4 Decisions - Consolidation of Unit 8 - Giving and supporting opinions - Decision-making language COURSE REVIEW - Review of key grammar and vocabulary from Units 1–8 - Speaking assessment / final presentations - Critical-thinking discussion - Course reflection	Speakout Advanced Student's Book – Unit 8 BBC Podcast: Decision-making / making difficult choices TED Talk: A TED Talk related to choices and decision-making Reading: Selected advanced article for final discussion Final Assignment: Individual/group presentation or reflective writing task.
Week 12	Discussion Topic: <i>If AI can answer almost any question, why do we still need to learn?</i> Student-led research	Reading: An article on the role of human knowledge and critical thinking in the age of AI. Listening: A podcast/discussion on whether AI can replace traditional learning. Research: Students investigate the benefits and risks of relying on AI for learning. Final Activity: Group discussion and mini-debate based on the research findings.
Week 13	Extensive Reading (project)	Academic Encounters: Delivering an oral presentation, structured arguments
Week 14	Quiz Project	
Week 15	Speaking test Revision Mock exam	
Week 16	Final exam	