

<b>Identification</b>	<b>Subject(code, title, credits)</b>	<b>ENGL 206 ESL Pre-advanced 3 KU/6 ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program(undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2023
	<b>Instructor</b>	Telli (Arzu) Qayitmazova
	<b>E-mail:</b>	<a href="mailto:arzu.gayitmazova@gmail.com">arzu.gayitmazova@gmail.com</a>
	<b>Classroom/hours</b>	6
	<b>Office hours</b>	As scheduled
<b>Prerequisites</b>	ENGL 103 Academic English	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	<ol style="list-style-type: none"> <li>1. Frances Eales &amp; Steve Oakes, Speakout (upper intermediate) 2<sup>nd</sup> edition Pearson, Cambridge University Press</li> <li>2. Helen Stephenson &amp; Lewis Lansford &amp; Paul Dummett, Keynote (upper intermediate), National Geographic Learning</li> <li>3. Neil J Anderson, Active Skills for Reading 3 –3<sup>rd</sup> edition, National Geographic Learning</li> </ol>	
<b>Course outline</b>	<p>The course is designed for intermediate or pre-advanced students to meet academic university requirements of the English language curriculum. It is aimed at further development of language skills and improving students' ability to communicate in university environment. Authentic materials of the course, fostering educational and cultural values, are integrated with other subjects of general education curriculum. Classes are organized within thematic sections making English both linguistic and educational experience. It promotes individualized and cooperative learning by involving students into an argument and research. Sessions will include the following elements:</p> <ol style="list-style-type: none"> <li>1. Readings reflecting scientific and contemporary issues</li> <li>2. Assimilating new vocabulary in context; recycling of the new vocabulary with the purpose of its better retention</li> <li>3. Engagement students in tasks which require them to use the target vocabulary</li> <li>4. Exposing students to varieties of listening materials followed by tasks focused on a particular content area</li> </ol>	
<b>Course objectives</b>	<p><b>I. Reading and Vocabulary Skills</b></p> <p>a) <b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. skimming a text to identify the main idea of individual paragraphs and the entire passage;</li> <li>2. scanning a text for specific information;</li> <li>3. making inferences from implicit information;</li> <li>4. recognizing author's opinion;</li> <li>5. comparing existing knowledge to new information;</li> <li>6. generalizing and making predictions</li> </ol> <p>b) <b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Paraphrasing main ideas from readings;</li> <li>2. Determining the meaning of words in context;</li> <li>3. Mastering key vocabulary for speaking</li> </ol>	

	<p><b>II. Listening Skills:</b></p> <ol style="list-style-type: none"> <li>1. Summarizing the main ideas;</li> <li>2. Identifying and extracting specific information to use for discussions;</li> <li>3. Improving comprehension of academic lecturers;</li> <li>4. Recognizing lecturer's opinion</li> </ol> <p><b>III. Speaking Skills:</b></p> <ol style="list-style-type: none"> <li>1. Contributing to group and class discussions:               <ol style="list-style-type: none"> <li>a) Giving information</li> <li>b) agreeing/disagreeing</li> <li>c) giving an opinion</li> </ol> </li> <li>2. Asking for clarification</li> <li>3. Making a brief oral presentation of literature review</li> <li>4. Creating a dialogue; exchange of impressions and ideas</li> </ol>		
<b>Learning outcomes</b>	<p>On completion of the course students are expected:</p> <ol style="list-style-type: none"> <li>1. To feel more comfortable with speaking as members of the English speaking community;</li> <li>2. To demonstrate critical thinking supporting their arguments</li> <li>3. To demonstrate ability to identify the main idea of reading and summarize it;</li> <li>4. To expand academic vocabulary for sustained discussions of a particular topic;</li> <li>5. To widen general and linguistic outlook;</li> <li>6. To talk on a variety of topics;</li> <li>7. To apply concise grammar in oral tasks;</li> <li>8. To demonstrate ability to identify the main idea of listening and summarize it.</li> </ol>		
<b>Teaching methods</b>	<b>Videos</b>		<b>+</b>
	<b>Book review</b>		<b>+</b>
	<b>Group discussion</b>		<b>+</b>
	<b>Speaking and Vocabulary tests</b>		<b>+</b>
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	<b>April</b>	<b>30</b>
	<b>Extensive reading</b>	<b>Till the final exam</b>	<b>10</b>
	<b>Quizzes (two quizzes, 5 points each)</b>	<b>Before midterm/ before final</b>	<b>10</b>
	<b>Speaking Test</b>	<b>Before final</b>	<b>5</b>
	<b>Participation</b>	<b>Till the final exam</b>	<b>5</b>
	<b>Activity</b>	<b>Till the final exam</b>	<b>5</b>
	<b>Final Exam</b>	<b>June</b>	<b>35</b>
	<b>Total</b>		<b>100</b>
<b>Assessment &amp; Policy</b>	<p><b>Assessment</b></p> <p><b>Extensive Reading</b> – 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 <b>10 points</b>.</p> <p><b>Quizzes</b> - Quizzes play an important part in your semester grade. You will write 2 quizzes during the semester (1 before midterm exam, and 1 before final exam). In case you succeed, you can get maximal <b>10 points</b>.</p> <p><b>Speaking Test</b> – 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 <b>5 points</b>.</p>		

**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 important. Absences can be detrimental to one's grade due to the number of class activities (class participation) and complexity of the subject. In case the student is late for more than 10 minutes after the beginning of lessons, he/she will be marked as absent.
- **Class participation:** For every three unexcused absences, one (1) point will be deducted from the grade point average. More than 20% of absences during the course is excessive. Free participation is discouraged.
- **Missed exams or assignments:** A notification should be given in advance if the student is unable to attend the scheduled presentation or test. Full class participation and completion of assigned homework are necessary.
- **Academic Dishonesty:** Any plagiarism while studying will be severely penalized (by a non-pass for the course). Cheating during the tests will be penalized likewise.
- **In class regulations:** With exception of plain drinking water, no food or beverages (including chewing gums) are allowed during the classes. Students are not allowed to use their mobile phones for making phone calls, texting and surfing internet (unless the instructor has given a specific assignment).
- **Teacher evaluation:** At the end of the course (possibly even twice during the whole semester) the students will be requested to evaluate their teacher's work and encouraged to take it seriously as their evaluation can help with further developments in the given subject.

### **Tentative Schedule**

<b>Weeks (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments/Reading</b>
<b>Week 1</b>	Introduction of the course: requirements, materials, content	
	Unit 1: New things Unit 1: Travel Unit 1: Identity	Speakout Active Skills for Reading 3 Keynote
<b>Week 2</b>	Unit 2: Issues Unit 2: Fashion Unit 2: Careers	Speakout Active Skills for Reading 3 Keynote

<b>Week 3</b>	Unit 3: Stories Unit 3: Disappearing animals Unit 3: Growth and Development	Speakout Active Skills for Reading 3 Keynote
<b>Week 4</b>	Unit 4: Downtime Unit 4: Big money Unit 4: Success and Failure	Speakout Active Skills for Reading 3 Keynote
<b>Week 5</b>	Unit 5: Ideas Unit 5: Celebrations around the world Unit 5: Exercise <b>Quiz 1</b>	Speakout Active Skills for Reading 3 Keynote
<b>Week 6</b>	Unit 6: Age Unit 6: It's a mystery! Unit 6: Communication	Speakout Active Skills for Reading 3 Keynote
<b>Week 7</b>	<b>Revision</b> <b>Midterm exam</b>	
<b>Week 8</b>	Unit 7: Media Unit 7: Health and Fitness Unit 7: Innovation and Technology	Speakout Active Skills for Reading 3 Keynote
<b>Week 9</b>	Unit 8: Behaviour Unit 8: Space and Flight Unit 8: Balance	Speakout Active Skills for Reading 3 Keynote
<b>Week 10</b>	Unit 9: Trouble Unit 9: The changing family Unit 9: Creative thinking	Speakout Active Skills for Reading 3 Keynote
<b>Week 11</b>	Unit 10: Culture Unit 10: The future of education Unit 10: Connections	Speakout Active Skills for Reading 3 Keynote

<b>Week 12</b>	Unit 11: The mystery of memory Unit 11: Resources <b>Quiz 2</b>	Active Skills for Reading 3 Keynote
<b>Week 13</b>	Unit 12: Comics Unit 12: Change <b>Extensive Reading (project)</b>	Active Skills for Reading 3 Keynote
<b>Week 14</b>	<b>Speaking test</b> <b>Group work (group discussion)</b>	
<b>Week 15</b>	<b>Revision</b> <b>Mock exam</b>	
<b>Week 16</b>	<b>Final exam</b>	