

<b>Identification</b>	<b>Subject (code, title, credits)</b>	<b>ENGL 216 ESP 3KU/ 6ECTS</b>
	<b>Department</b>	English Language and Literature
	<b>Program(undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2023
	<b>Instructor</b>	Laman Rafigzada
	<b>E-mail:</b>	laman.rafigzada@khazar.org
	<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. Classroom Management Techniques, Jim Scrivener, 2013, Cambridge press</li> <li>2. Classroom Management/ Idea book, Peace Corps, 2008</li> <li>3. TKT (Teaching Knowledge Test), Mary Spratt, Alan Pulverness, Melanie Williams (Additional material)</li> <li>4. Q Skills for Success Listening and Speaking 3, 2<sup>nd</sup> edition, Miles Craven, Kristin D. Sherman, Oxford press</li> <li>5. Q Skills for Success Listening and Speaking 3, 2<sup>nd</sup> edition, Margot F. Gramer, Colin S. Ward, Oxford press</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>	

<b>Course objectives</b>	<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>Book review</b>		+
	<b>Group discussion</b>		+
	<b>Speaking and Vocabulary tests</b>		+
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	<b>April</b>	30
	<b>Activity/Class Participation</b>	<b>Till the final exam</b>	10
	<b>Simulation (Interview)</b>	<b>Till the final exam</b>	10
	<b>Extensive Reading</b>	<b>Before midterm/ before final</b>	10
	<b>Writing project</b>	<b>Till the final exam</b>	5
	<b>Final Exam</b>	<b>June</b>	35
	<b>Total</b>		100
<b>Assessment &amp; Policy</b>	<p><b>Class participation and activity</b></p> <p>Students are expected to contribute to discussions in each class and to do all home assignments given by the instructor. 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 <b>10 points</b>. (5 points for participation and 5 points for activity).</p> <p><b>Extensive Reading</b></p> <p>Students choose two story books in Intermediate level, read and present the stories 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>Self-video Recording</b></p> <p>Students record a video narration of the read short stories or any other subject of their own choice relevant to their disciplines, in their mobile phones for minimum five minutes. The recorded works can be displayed in the classroom and accordingly evaluated on their fluency, content, creativity, vocabulary and structure.</p> <p><b>Writing Project</b></p> <p>Students are presented different topics in different classes and given 15-20 minutes to write their opinions about the subject. After being checked their essays by the instructor, students correct their mistakes. If they can't do it or understand their mistakes, the instructor helps them</p>		
<b>Assessment &amp;</b>			

<b>Policy</b>	<p>and explains their mistakes.</p> <p><b>Speaking Test</b></p> <p>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> <p>All above mentioned make 35 points maximal. The rest 65 points you can get at <b>midterm (30 points)</b> and <b>final exams (35 points)</b>.</p> <p>COURSE POLICIES</p> <ul style="list-style-type: none"> <li>• <b>Attendance (Lateness):</b> 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 students is late for more than 10 minutes after the beginnings of lessons, he/she will be marked as absent.</li> <li>• <b>Class participation:</b> 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.</li> <li>• <b>Missed exams or assignments:</b> 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.</li> <li>• <b>Academic Dishonesty:</b> Any plagiarism while studying will be severely penalized (by a non-pass for the course). Cheating during the tests will be penalized likewise.</li> <li>• <b>In class regulations:</b> 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 specific assignment).</li> <li>• <b>Teacher evaluation:</b> In 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.</li> </ul>	
	<b>Tentative Schedule</b>	
<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: The classroom  Chapter 1: <i>Classroom Management Skills</i> : What does a well-managed classroom look like? How to support student learning  Unit 1: Are first impressions accurate?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3

<b>Week 2</b>	Unit 2: The teacher  Chapter 1: <i>Instruction Skills</i> : Effective teachers, Lesson planning  Unit 2: What's more important: taste or nutrition?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 3</b>	Unit 3: The learners  Chapter 2: <i>Examine Your Own Culture</i> : What is your cultural intelligence? Cultural values; Cultural norms <i>Examine a New Culture</i> : School culture as an iceberg; Six activities to gain insight into the host school culture  Unit 3: What can we learn from success and failure?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 4</b>	Unit 4: Key teacher interventions (Part I)  Chapter 2: <i>Introducing Change</i> : Change and cultural implications; Planning to overcome resistance  Unit 4: Is change good or bad?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 5</b>	Unit 5: Key teacher interventions (Part II)  Chapter 3: <i>Eight Strategies for Classroom Management (Part I)</i> :  Strategy 1: Create an effective learning environment Strategy 2: Establish classroom procedures Strategy 3: Create a motivational environment Strategy 4: Make every minute count  Unit 5: Are we responsible for the world we live in?	Classroom Management Techniques  Classroom Management Idea book       Q Skills for Success Listening and Speaking 3
<b>Week 6</b>	Unit 6: Facilitating interaction: <i>whole-class work</i>  Chapter 3: <i>Eight Strategies for Classroom Management (Part II)</i> :  Strategy 5: Keep everyone engaged Strategy 6: Teach life skills and good learning habits Strategy 7: Be creative Strategy 8: Use project design and management techniques  Unit 6: How can advertisers change our behavior?	Classroom Management Techniques  Classroom Management Idea book       Q Skills for Success Listening and Speaking 3
<b>Week 7</b>	<b>Revision</b>  <b>Midterm exam</b>	

<b>Week 8</b>	Unit 7: Facilitating interaction: <i>pairs and groups</i>  Chapter 4: <i>Why Do Students Misbehave?</i> Student behavior often reflects cultural norms; <i>Implementing Discipline</i>  Unit 7: What risks are good to take?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 9</b>	Unit 8: Facilitating interaction: <i>the world</i>  Chapter 4: <i>Consequences and/or Punishment:</i> Discipline ideas; Considerations for different types of punishments <i>Corporal Punishment:</i> What can Volunteers do to reduce corporal punishment incidents?  Unit 8: What do our cities say about us?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 10</b>	Unit 9: Establishing and maintaining appropriate behaviour  Chapter 5: <i>Formative Assessment:</i> Assessment tools and strategies; Using feedback from ongoing assessment <i>Grading:</i> Student-friendly grading practices; Time-saving grading tips  Unit 9: Can money buy happiness?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 11</b>	Unit 10: Lessons (Part I)  Chapter 5: <i>Cheating:</i> Ideas to prevent cheating; Consequences for cheating  Unit 10: Do we need technology to communicate long distance?	Classroom Management Techniques  Classroom Management Idea book  Q Skills for Success Listening and Speaking 3
<b>Week 12</b>	Unit 11: Lessons (Part II)  Chapter 6: Checking Your Progress	Classroom Management Techniques  Classroom Management Idea book
<b>Week 13</b>	<b>(Extensive Reading)</b>  <b>Simulation (Interview)</b>	
<b>Week 14</b>	<b>Speaking test</b>  <b>Presentation</b>	
<b>Week 15</b>	<b>Revision</b>  <b>Mock exam</b>	
<b>Week 16</b>	<b>Final exam</b>	