

Identification	Subject(code, title, credits)	ENGL216- ESP 3KU/6ECTS	
	Department	English Language and Literature	
	Program(under graduate, graduate)	Undergraduate	
	Term	Spring, 2023	
	Instructor	Tamella Mammadli	
	E-mail:	tamella.mammadli@khazar.org	
	Classroom hours	6 hours per week	
	Office hours	Tuesday, Thursday, Friday	
Prerequisites	ENGL103 Academic English		
Language	English		
Compulsory/Elective	compulsory		
Required textbooks and course materials	1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Philology- The forgotten origins of the modern humanities, James Turner, 2014 3. Check your vocabulary for Academic English, David Porter, 3 rd edition, 2007 4. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005 5. Handouts		
Course outline	The course is designed for the undergraduate students whose major is teaching a variety of subjects. The main aims of the course are to empower the students to be able to read materials relevant to their major subjects in English and be able to teach in English whenever necessary and to focus on 4 essential language skills (listening, speaking, reading and writing) to their development in an integrated way. The course aims to achieve this goal through raising and discussing the key issues related to education in general and teaching practical skills are necessary for creating a productive teaching / learning environment.		
Course objectives	Explain the students what education is, its importance to our society and its essential role in the 21 st century; Encourage the students to read and listen to the materials related to modern education system; Deliver interesting lectures that raise the key issues in modern education system; Teach and discuss effective teaching skills that contribute to a productive lesson; Explain the students the necessity and importance of self-evaluation and professional development.		
Learning outcomes	At the end of the course students are expected to: 1. to know terminology and phraseology related to their major; possess a generic knowledge of selected genres and documents 2. be able to read and comprehend the materials from modern teaching resources that are relevant to their major subjects; 3. be able to use effective teaching skills and classroom management that lead to a productive lesson; 4. be able to make presentations related to their major subject in English; 5. be able to select the materials from teaching resources, develop courses, plan lessons and evaluate the present teaching materials.		
Teaching methods	Lecture		
	Project-based learning		+
	Group discussion		+
	Experiential exercise		
	Case analysis		

	Simulation	+
	Cooperative learning	+

	Course paper		
	Others		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	April	30
	Participation	during semester	5
	Activity	during semester	5
	Presentation	May	5
	Reading quiz 1	Before midterm (end of March)	5
	Reading quiz 2	Before final exam (end of May)	5
	Speaking exam	May	5
	Writing Portfolio	during semester	5
	Final exam	June	35
	Total		100
Policy/Assessment	<p>Assessment</p> <ul style="list-style-type: none"> • Writing portfolio is assessed on grammar, vocabulary, content and structure. During each term students will be claimed to write 5 essays on various topics related to their majors • Reading quizzes are based on the materials chosen by teachers cooperated with students. It gives the teacher the opportunity to diagnose how well the students could independently read authentic or extensive materials. Students are required to read intensively and extensively both updated authentic informational texts (on science, history, education, environment etc.) and narratives (fiction, drama) that focus on building attitude, language and phonetic awareness, comprehension strategies, vocabulary development, writing skills, accuracy, creativity and imagination. During the semester two books are assigned and each is taken by the teacher according to the requirements given before. If successfully, students will be able to get maximal 10 points. • Speaking exam gives instructors an opportunity to diagnose any major mistakes made by students in verbal language. 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. • Presentation: Each student is assigned independent project work which they have to present in the class. The presentation should cover the knowledge acquired during the course. Moreover, the project gives students independence to choose the topic they are interested in. • Class participation and activity. The students are expected to contribute to discussions in each class, to participate in debates(debate engages students in a variety of linguistic ways. It is also highly effective for developing students critical and analytical skills) actively and to do all home assignments given by the instructor and exercises from their student's book and workbook on time. If successfully, students will be able to get maximal 10 points. <p>Course Policies:</p> <ul style="list-style-type: none"> • Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged. • Missed exams or assignments: Advance notification should be given if the student is 		

		<p>unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <ul style="list-style-type: none"> • Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either. Cheating during the tests will be penalized including the possibility of a zero mark on the test.
Tentative Schedule		
Week	Date/Day	<div>Topics</div> <div>Textbook/Assignments/Reading</div>
1		<ul style="list-style-type: none"> • Introduction to the course. Making students familiar with the syllabus and class rules. Unit 1. Talking about family <i>Linguistics: The main Branches</i> <i>Linguistics: A Brief Survey</i> <ul style="list-style-type: none"> • Writing: Develop a paragraph: topic sentence, supporting sentences, and concluding sentence Write an analysis paragraph <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005</div>
2		<ul style="list-style-type: none"> • Unit 2. Talking about probability and possibility <i>Stylistics</i> <i>The development of Linguistics</i> Writing : Write a descriptive essay <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005</div>
3		<ul style="list-style-type: none"> • Unit 3. Talking about necessities and obligation <i>Sociolinguistics</i> <i>Structuralism and morphology</i> <i>Ferdinand de Saussure</i> Listening <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Handouts</div>
4		<ul style="list-style-type: none"> • Unit 4. Talking about purpose: In order to, so as to <i>Colloquial English and Slang</i> <i>Psycholinguistics</i> <i>Mid-Twentieth-century developments</i> Writing: Write a five-paragraph problem and solution essay <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005</div>
5		<ul style="list-style-type: none"> • Unit 5. Talking about the contrast <i>The newspaper</i> <i>Linguistics today</i> Listening session <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Handouts</div>
6		<ul style="list-style-type: none"> • Unit 6. Talking about reason: because, since, as, because of <i>Art as a human activity</i> <i>What is folk art?</i> Writing: Write a five paragraph compare and contrast essay <div>1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005</div>

7		Review session Quizzes	
8		Midterm exam	
9		Unit 7. Talking about result: so, therefore, so/such ... that. <i>Literature should have adequate nuance and gradation</i> <i>Vocabulary in context</i> Writing : Write a five-paragraph cause and effect essay	1. English for Philology, Nguyen Thi Bich Thuy, 2003, 2. Academic Writing (from paragraph to essay), Dorothy E. Zemach, Lisa A. Rumisek, 2005
10		3. Unit 8. Phrasal verbs without an object <i>The short story</i> Listening session	1. English for Philology, Nguyen Thi Bich Thuy, 2003 Handouts
11		4. Unit 9. Identifying people & thing:Relative Clauses <i>Window to the soul of a nation</i> <i>Character</i> Listening session	1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Handouts
12		Unit 10. Relative clauses. Presentation <i>To Huu- The Great Revolutionary Poet</i> <i>Listening</i>	1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Handouts
13		Unit 11. Direct and indirect speech. <i>The Drama</i> <i>Settings</i> <i>Listening</i>	1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Handouts
14		Unit 12. Questions in Indirect Speech <i>The poetry</i> <i>Theme</i> <i>Listening</i>	1. English for Philology, Nguyen Thi Bich Thuy, 2003 2. Handouts
15		Quizzes, presentations Review session	1. English for Philology, Nguyen Thi Bich Thuy, 2003
16		Speaking Exam Evaluations	
17		Final Exam	

