

Identification	Subject	ENGL 216- ESP 3KU/6ECTS	
	Department	English Language and Literature	
	Program	Undergraduate	
	Term	Spring, 2023	
	Instructor	Parvin Karimova	
	E-mail:	Pkerimova@khazar.org	
	Classroom/hours	Monday - Saturday	
Prerequisites	ENGL103 Academic English		
Language	English		
Compulsory/Elective	Compulsory		
Required textbooks and course materials	1. Classroom Teaching Skills, 4 th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Classroom Teaching Skills, 9 th edition, James M. Cooper, 2011 3. Classroom Management Techniques, Jim Scrivener, Cambridge Press, 2013 4. Unlock 4, Chris Sowton,, Cambridge Press, 2014 5. Effective Academic Writing 2, Alice Savage, Patricia Mayer, 2005 6. Additional materials		
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 contributes 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 skills that 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. be able to read and comprehend the materials from modern teaching resources that are relevant to their major subjects; 2. be able to use effective teaching skills and classroom management that lead to a productive lesson; 3. be able to make presentations related to their major subject in English; 4. be able to select the materials from teaching resources, develop courses, plan lessons and evaluate the present teaching materials.		
Teaching methods	Lecture		
	Group discussion		✓
	Experiential exercise		
	Case analysis		
	Simulation		✓

	Course paper		
	Others		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam		30
	Reading quiz		10
	Speaking exam		10
	Writing portfolio		5
	Activity		5
	Participation		5
	Final exam		35
	Total		100

Assessment	<p>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</p> <p>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.</p>
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Policy	<p>Attendance (Lateness): Attendance is important. 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.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>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.</p>
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Tentative Schedule			
Week	Date/Day	Topics	Textbook/Assignments/Reading

1		<ul style="list-style-type: none"> • Introduction to the course. Making students familiar with the syllabus and class rules. The definition of education. The education system and how it works. • Unit 1. Globalization • Writing: Develop a paragraph: topic sentence, supporting sentences, and concluding sentence Write an analysis paragraph 	<p>1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008</p> <p>2. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011</p> <p>3. Unlock 4, Chris Sowton,, Cambridge Press, 2014</p>
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2		<ul style="list-style-type: none"> • The effective teacher The essential qualities of an effective teacher. • Unit 2. Education • Writing : Write a descriptive essay 	1. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
3		<ul style="list-style-type: none"> • Instructional objectives. To recognize and write well-defined instructional objectives. To use instructional objectives in lesson planning and teaching. • Unit 3. Healthcare • Listening 	1. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
4		<ul style="list-style-type: none"> • Syllabus and curriculum. The definition of curriculum The main criteria for designing a syllabus. • Unit 4. Risk • Writing: Write a five-paragraph problem and solution essay 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 3. Unlock 4, Chris Sowton,, Cambridge Press, 2014
5		<ul style="list-style-type: none"> • Classroom management How teachers should use body language in the classroom. How teachers should control their voices in the classroom. Seating arrangement and its impact on a lesson. • Unit 5. Manufacturing • Listening session 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
6		<ul style="list-style-type: none"> • Motivation Types of motivation. The effect of motivation on students learning process. • Writing: Write a five-paragraph compare and contrast essay 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008
7		Review session Quizzes, presentations and evaluation	
8		Midterm exam	
9		<ul style="list-style-type: none"> • Involving students in learning. To define a planned beginning and ending of the session, explaining the lesson's main aims and objectives. • Unit 6. Environment • Writing : Write a five-paragraph cause and effect essay 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 3. Unlock 4, Chris Sowton,, Cambridge Press, 2014

10		<ul style="list-style-type: none"> • Questioning skills The 7 characteristics of questioning. Classification of questions. Bloom's taxonomy. • Unit 7. Architecture • Listening session 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 3. Unlock 4, Chris Sowton,, Cambridge Press, 2014
11		<ul style="list-style-type: none"> • Cooperative learning Definition of cooperative learning. The positive effect of cooperative learning in students' achievement. • Unit 8. Alternative energy • Listening sessions. 	1. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
12		<ul style="list-style-type: none"> • Culturally responsive teaching. Developing understanding of culturally responsive teaching. • Unit 9. Art and design • Writing: Write a five-paragraph persuasive essay 	1. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
13		<ul style="list-style-type: none"> • Class observations Making systematic observations. Observation rules. The ways of recording data. Contribution of class observation to further professional development • Unit 10. Ageing. 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Unlock 4, Chris Sowton,, Cambridge Press, 2014
14		<ul style="list-style-type: none"> • Assessment The definition of assessment. The importance of assessment. Diagnostic, formative and summative. The measurement of accuracy. Reliability. Validity. Keeping diaries. Test and its types. Action research. The role of technology in classroom assessment. 	1. Classroom Teaching Skills, 4th edition, Kenneth D. Moore, McGraw Hill, 2008 2. Classroom Teaching Skills, 9th edition, James M. Cooper, 2011
15		Quizzes, presentations Review session	
16		Speaking Exam Evaluations	
17		Final Exam	