

**EQAC “Establishment and Development of Quality Assurance Centers in Azerbaijan Universities”**

**586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP**

**Final Report of “Nakhchivan” University on preparation of Pilot Program**

**1) Name of the Pilot program: English Language Teaching**

Total number of Bachelor students: 217

Name of pilot subjects: Lexicology, Phonetics, Stylistics, Country Study, Country Literature, Classroom management, Oral speech and communication skills, Practical Grammar

Number of pilot teachers: 10

## Annex 1 – official documents for selection of pilot program, subjects and teachers



Təsdiq edirəm:

Rektor

29" Oktyabr 2019-cu il.

"Naxçıvan" Universiteti

### Yeni kurikulumun tətbiqinə dair keçiriləcək tədbirlər

**Layihənin məqsədi:** "Xarici dil (İngilis) " ixtisası üzrə kurikulumun ESG standartlarına əsasən yenilənməsi və akademik heyətə müvafiq təlimlərin keçirilməsi.

- MN1: ESG standartlarına uyğun olaraq Sillabusların yazılması
- MN2: Tələbə yönümlü təhsil sistemində mənimsəmə nəticələrinin yazılması qaydalarının tətbiqi
- MN3: Maraqlı tərəfdaşların maraqlarının proqram tərtibində nəzərə alınması
- MN4: Proqram tərtibinə tələbələrin cəlb olunması
- MN5: Yeni qiymətləndirmə metodlarının tətbiq olunması
- MN6: Kurs işlərinin layihə formasında tətbiq olunması
- MN7: Mütəmadi sorğu və geri bildirim sisteminin tətbiq olunması

Fəaliyyətin adı	Tarix
Pilot ixtisasın seçilməsi	Oktyabr 21
Pilot fənnlərin seçilməsi	Oktyabr 21
Pilot proqram komissiyasının təşkili	Oktyabr 21
Yeni sillabus qaydalarının hazırlanması	Oktyabr 30
Pilot müəllimlərin seçilməsi və onların cari tədris metodlarının monitoringi edilməsi	Oktyabr 24
Yeni qiymətləndirmə qaydalarının hazırlanması	Noyabr 15
Proqramın məqsəd və Öyrənmə nəticələrinin hazırlanması	Noyabr 29
Fənnlərin məqsəd və Öyrənmə nəticələrinin hazırlanması	Noyabr 29
Fənn ədəbiyyatlarının və semestr müddətində həmin fənn üzrə veriləcək tapşırıqların komissiya tərəfindən yoxlanılması və qiymətləndirilməsi	Dekabr 13
Sorğuların keçirilməsi	Mütəmadi
<b>Təlimlər</b>	
ESG standartlarına uyğun Sillabus və Kurikulumun yazılması qaydası	Noyabr 01
Maraqlı tərəfdaşların proqram tərtibində rolu	Noyabr 01
Tələbələrin proqram tərtibinə cəlb olunması	Noyabr 05
Fənnlərin monitoringi qaydaları	Noyabr 05
Müəllimlərin monitoringi qaydaları	Noyabr 06
Sorğu nəticələrinin təhlili	Noyabr 06
<b>Seçilmiş ixtisas üzrə müəllim və idarəetmə heyətinə veriləcək təlimlər</b>	
ESG standartları və onların keyfiyyət təminatında rolu	Oktyabr 30
Tələbə yönümlü təhsil sistemində mənimsəmə nəticələrinin hazırlanmasının rolu	Noyabr 01

Bloom taksanometriyası	Noyabr 01
Araşdırma və analitik təhlil	Noyabr 05
Yeni tədris metodları	Noyabr 05
Məqalələrin təhlili qaydası	Noyabr 06
Layihələrin (kurs işlərinin) yazılması qaydası	Noyabr 06
Sorğu nəticələrinin təhlili	Noyabr 15
<b>Seçilmiş ixtisas üzrə tələbə heyətinə veriləcək təlimlər</b>	
Keyfiyyət təminatında tələbələrin rolu	Noyabr 12
Yeni tədris metodlarının tətbiqi	Noyabr 12
Layihələrin (kurs işlərinin) yazılması qaydası	Noyabr 13
Yeni qiymətləndirmə qaydaları	Noyabr 13
Sorğularda iştirakın əhəmiyyəti	Mütəmadi

**Pilot fənlər və icraçılar:**

1. Oxu və niq – Anara Nəsirli, Ruqiyyə Kərimova
2. İngilis dilinin tədris metodikası – Səbahət Şahməmmədova
3. Azərbaycan dilindən İngilis dilinə tərcümə – Şirməmməd Qulubəyli
4. Üslubiyyət – Könül Babayeva, Selcan Abdullayeva .
5. Ölkə Ədəbiyyatı – Elmira Hüseynova
6. Sınıfın idarə olunması – Fatimə İsmayilli, Xəzrin Novruzova
7. Praktiki Fonetika – İsmət Cəfərova, Bülbül Novruzova
8. Ölkəşünaslıq – Dilarə Əsgərova, Ruqiyyə Kərimova
9. Leksikologiya – Könül Babayeva, Şirməmməd Qulubəyli
10. Praktiki Qrammatika – Fatimə İsmayilli, Xəzrin Novruzova

Təqdim etdi:



R.C. Cəfərli

Keyfiyyət təminatı sektorunun müdiri

## **2) Program commission**

When was it established? – 22/10/2019

About the members:

1. Huseyn Baghirsoylu - Vicerector
2. Rajab Jafarli – Head of International Relations
3. Anar Abuzerli – Head of Education department
4. Anara Nasirli – Head of Foreign Languages Chair
- 5, Konul Babayeva – Teacher of Foreign Languages Chair
6. Zulfugar Zulfugarov - Teacher of Foreign Languages Chair

The responsibilities and the tasks of Program commission: To organize necessary trainings for preparation of ten subjects' syllabuses in English language teaching profession on ESG standards and monitoring of the teachers methodologies, evaluation and approval of new syllabuses.

**Annex 2. Official documents about the approval of program commission****“NAXÇIVAN” UNIVERSİTETİ****Ə M R № 082**

Naxçıvan şəhəri

**“22” oktyabr 2019-cu il**

EQAC erasmus + layihəsi çərçivəsində pilot layihə olaraq Xarici dil (İngilis dili) müəllimliyi ixtisasında tədris edilən on fənnin ESG standartlarına uyğun olaraq yenidən yazılması məqsədi ilə aşağıdakı tərkibdə komissiya yaradılsın.

1. Hüseyn Qədirulla oğlu Bağırsoylu – Tədris və tərbiyə işləri üzrə prorektor
2. Rəcəb Cəmaləddin oğlu Cəfərli – “Beynəlxalq əlaqələr” şöbəsinin müdiri
3. Anar Ramazan oğlu Abuzərli – Tədris şöbəsinin müdiri
4. Anara Azər qızı Nəsirli – “Xarici dillər” kafedrasının müdiri
5. Könül Təvəkkül qızı Babayeva – “Xarici dillər” kafedrasının müəllimi
6. Zülfüqar Əyyub oğlu Zülfüqarov – “Xarici dillər” kafedrasının müəllimi

Əsas: “Beynəlxalq əlaqələr” şöbəsinin 21.10.2019-cu il tarixli təqdimatı.

**Rektor:****İ.İ.Əliyev**

Verilsin

Razılaşdırıldı

Prorektor:

H.Q.Bağırsoylu

Mühasibatlığa

B/mühasib:

X.V.Heydərov

Əsli ilə düzdir:



E.Z.Mahmudovə

### **3) Monitoring of Pilot teachers' teaching method**

The goal of the monitoring: The main purpose of monitoring and evaluation is to create a basis for self-assessment leading to selfimprovement. Effective self-assessment enables teachers to identify their strengths and weaknesses, to compare their performance with that of other teachers, to identify opportunities for improvement, to set objectives and targets, and to prioritise the actions required to achieve these. It also provides the means of identifying and responding to the needs of students and other stakeholders.

How many lessons observed? : 6

Who were the observers? – Within the pilot project Head of Quality assurance sector Rajab Jafarli and Head of Foreign languages chair Anara Nasirli held monitoring in six groups in different subjects at “Nakhchivan” University.

Results of the observation: Most of the teachers have demonstrated a commitment to building solid relationships with their students through informal conversations and assessment interviews. But some of the teachers have not used classroom observations, formal assessment tasks and one-on-one conferencing to develop a good understanding of their students' physical, emotional and learning needs. Clear differentiation is also evident through the use of open-ended questioning and progressively more complex activities using Bloom's taxonomy to provide appropriate scaffolds and extension for students accessing the curriculum at various levels.



### Annex 3: Report on monitoring



#### **“Nakhchivan” University Report of pilot teachers teaching methods monitoring**

Within the pilot project Head of Quality assurance sector Rajab Jafarli and Head of Foreign languages chair Anara Nasirli held monitoring in six group in different subjects at “Nakhchivan” University.

Most of the teachers have demonstrated a commitment to building solid relationships with their students through informal conversations and assessment interviews. But some of the teachers have not used classroom observations, formal assessment tasks and one-on-one conferencing to develop a good understanding of their students’ physical, emotional and learning needs. Clear differentiation is also evident through the use of open-ended questioning and progressively more complex activities using Bloom’s taxonomy to provide appropriate scaffolds and extension for students accessing the curriculum at various levels. Week point is some teachers don’t regularly engage in conversations with partner teachers and specialist teachers about how to best structure lessons to suit the needs of all students.



Teachers design and implement lessons that are differentiated to cater for a range of abilities and learning styles. They plan and adjust their lessons to accommodate various learning needs of students. The lack point is most of them are aware but don’t apply new strategies include project based and student-centred learning. Teachers have an understanding of contents of both methods and but they are not in the way to develop and implement these methods, which is evident in the development of their programs.



Their lessons contain different teaching and learning activities, including appropriate ICT to suit the needs of their students. Teachers evaluate and reflect on the effectiveness of teaching and learning experiences.

Teacher's classroom welfare strategies reflect the school's welfare program and policy, but unfortunately some of the teachers don't actively

monitor individual learning plans for students with specific learning or behavioral issues. They don't take more attention to listen to and takes time to acknowledge students and to discuss issues with teachers and chair.



Some of the teachers reflect on their teaching performance and develop an accurate self-analysis as a result, enabling them to identify areas in their practice where they feel professional learning would be helpful. Teachers are actively committed to keeping up with current educational initiatives and pedagogy. Most of them seek advice from colleagues

and head of chair and listen and learn from the expertise of others. Teachers are keen on involving themselves in professional learning opportunities using the aspects of new methodology and strategy.



#### **4) Trainings for teaching staff**

Number of trainings organized: 6

Number of teachers participated: 15

Date of trainings: 30/10/2019. 01/11/2019. 05/11/2019. 06/11/2019. 11/11/2019. 13/11/2019

Results of the trainings: The specific objectives of the training were to familiarize the pilot program teachers of the university with importance of the ESG standards. Few of the results and of the trainings are given below:

1. Student involvement in the process of programme writing.
2. How to write Learning Outcomes.
3. The role of student oriented education .
4. Preparation of new syllabus models within the pilot project

**Annex 4: Approved Agenda of trainings (link to videos if possible) and report on training**



*REPORT FOR PILOT PROJECT*

*TEACHERS TRAINING*

*AT*

*“NAKHCHIVAN” UNIVERSITY*



Co-funded by the  
Erasmus+ Programme  
of the European Union

## ***1. Objectives of the trainings***

The specific objectives of the training were to familiarize the pilot program teachers of the university with importance of the ESG standards. Few of the specific objectives of the trainings are given below:

- ✚ Student involvement in the process of programme writing.
- ✚ How to write Learning Outcomes.
- ✚ The role of student oriented education .
- ✚ Preparation of new syllabus models within the pilot project

## ***2. Structure of the trainings***

✚ *These were 6 days trainings ;*

Within the pilot project Nakhchivan University will renew English language teaching profession programmes. And these programmes teachers were involved to the trainings. The trainings covered the presentations of Rajab Jafarli and Konul Babayeva about the student oriented education and writing the learning outcomes, preparation of new syllabus models within the pilot project, student involvement in the process of programme writing.

### *3. Trainings and Presentations*



The first training was held by project coordinator Rajab Jafarli and all Foreign language faculty academic staff members involved to the training. He gave broad information about pilot project and explain that within this project faculty will renew 8 programme. Then effective presentation was presented on How to write Learning Outcomes.

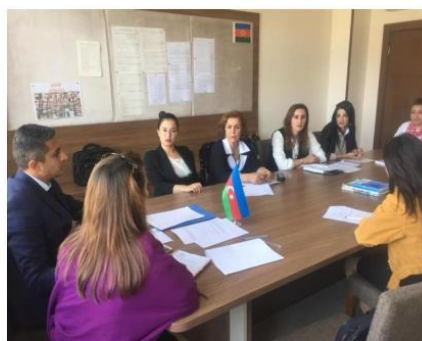
The overall aim of the Bologna Agreement is to improve the efficiency and effectiveness of higher education in Europe. One of the main features of this process is the need to improve the traditional ways of describing qualifications and qualification structures. Statements called learning outcomes are used to express what the students are expected to achieve and how they are expected to demonstrate that achievement. Learning outcomes are defined as statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. When writing learning outcomes it is helpful to make use of Bloom's Taxonomy of Educational Objectives. This classification or categorisation of levels of thinking behaviour provides a ready-made structure and list of verbs to assist in writing learning outcomes. Most learning outcomes describe evidence of learning in areas like knowledge, comprehension, application, analysis, synthesis and evaluation. This area is known as the cognitive domain. The other two main domains are the affective domain (attitudes, feelings, values) and the psychomotor domain (physical skills). In general, when writing learning outcomes begin with



an action verb followed by the object of that verb. This handbook contains a list of action verbs for each area of Bloom's Taxonomy. Sentences should be kept short to ensure clarity. Learning outcomes must be capable of being assessed. When deciding on the number of learning outcomes to write, the general recommendation in the literature is about six learning outcomes per module. The most common mistake in writing learning outcomes is to use



vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with and be aware of. It is important to link learning outcomes to teaching and learning activities and assessment. This may be done with the aid of a grid to assist in checking that the learning outcomes map on to the teaching and learning activities as well as to the mode of assessment. The advantages of learning outcomes for teachers and students are well documented in the literature in terms of clarity, effectiveness of teaching and learning, curriculum design and assessment. In addition, learning outcomes assist greatly in the more systematic design of programmes and modules. The educational strategies practised during the seminars allow students to experiment both the student's role, acquiring techniques of study and assimilation/comprehension of a specific content, studied material or text, and the possibility to empathize with the teacher role, leading the others in the learning activity. Thus, the students are given the possibility to comprehend the educational process from the perspective of its two poles, viz. the teacher and the student, thereby being able to develop or practice certain skills specific to the teaching profession, such as communication, interrelation, synthesizing and transmitting data, active listening, asking questions, making themselves heard, fast learning, systematising and practising the acquired knowledge in drawing up materials, etc., and creating at the same time positive learning experiences of the various aspects of the teaching career. Thus the teaching-learning strategies are modified, the focus



lying on the students' activity, which is in fact the independent variable of the experiment. By comparing the final performance of the students to their initial ones, the optimisation of the students' performance will be obtained by acquiring knowledge at a higher degree (by at least 30%), the acquisition of new teaching-learning strategies, and by forming and fixing specific didactic skills, which constitute in fact the

dependent variable of the experiment. Effective course design begins with understanding who your students are, deciding what you want them to learn; determining how you will measure student learning; and planning activities, assignments and materials that support student learning. For all interactions with students plan ahead by ask yourself:

- ✚ 1. Who are the students?
- ✚ 2. What do I want students to be able to do?
- ✚ 3. How will I measure students' abilities?

By asking yourself these questions at the onset of your course design process you will be able to focus more concretely on learning outcomes, which has proven to increase student learning substantially as opposed to merely shoehorning large quantities of content into a quarters worth of class meeting

### *Syllabus design*

The syllabus provides the instructor and students with a contract, a common reference point that sets the stage for learning throughout the course. Make sure that your students have easy access to the course syllabus by handing out hard copies on the first day of class and (if applicable) posting a digital copy on the course website.

### *Common components included in a syllabus*



The form and content of a syllabus vary widely by discipline, department, course and instructor. However, there are common components that most successful syllabi contain. These components communicate to your students an accurate description of the course including the topics that will be covered, assignments and assessments students will be responsible for, as well as a clear source for policies and expectations.

### *Course description*

- ✚ Course content: What is the basic content of the course and what makes it important or interesting? How does the course fit into the context of the discipline?
- ✚ Learning objectives: What should students be able to do by the end of the course? Objectives are most helpful when they are expressed in terms of knowledge and skills that can be readily identified and assessed. For example, the ability to

recognize, differentiate, apply or produce is much more readily identifiable than the ability to appreciate or understand.

- ✚ Characteristics of class meetings: What types of activities should students be prepared for? Discussion? Lecture? Small groups? Student presentations?
- ✚ Logistics: What are the instructor's and TAs' names? How can they be contacted? How are course materials obtained? When and where does the class meet?

### **5) Conducting survey among teaching staff**

Number of participants: 50

Number of round tables organized with teachers: 3

Main findings from surveys: Teacher's classroom welfare strategies reflect the school's welfare program and policy, but unfortunately some of the teachers don't actively monitor individual learning plans for students with specific learning or behavioural issues.

Teachers design and implement lessons that are differentiated to cater for a range of abilities and learning styles. They plan and adjust their lessons to accommodate various learning needs of students.

The lack point is most of them are aware but don't apply new strategies include project based and student-centred learning.

Some of the teachers have not used classroom observations, formal assessment tasks and one-on-one conferencing to develop a good understanding of their students' physical, emotional and learning needs.

### **Annex 5: Report on survey among teaching staff**



	1	2	3	4	5
Tədris proqramlarının əmək bazarının tələblərinə uyğunluğu	5.00%	19.00%	55.00%	20.50%	1.00%
Müəllimlərin bacarıqları	1.00%	15.00%	45.00%	30.00%	9.00%
Tədris prosesinin təşkili zamanı tədris metodlarında innovativliyin tətbiqi	4.50%	4.50%	15.32%	24.32%	51.36%
Maddi-texniki baza və tədris binasının (məs. auditoriyalar, mühazirələrə istifadə olunan tədris lavazimatları və s.) günün tələblərinə uyğunluğu və tədris prosesində istifadəsi	4.21%	11.70%	21.12%	28.92%	34.05%
Müəllimlər və tələbələr arasında münasibət	1.40%	9.72%	18.18%	36.70%	44.00%
Tələbə və müəllim mübadilə proqramının həyata keçirilməsinin keyfiyyəti	0.90%	1.82%	24.55%	60.00%	12.73%
Tədris proqramlarının məzmununun yenilənməsi və təkmilləşdirilməsi	15.32%	7.20%	18.02%	41.44%	18.02%
Müəllimlərin ixtisas artırma işinin təşkili	38.45%	27.55%	29.00%	3.00%	2.00%
Tələbələrə tədris prosesində fərdi və peşakar dəstəyin göstərilməsi	3.45%	6.45%	13.55%	24.72%	51.83%
Tədris fəaliyyətinizdə sizə təlimatların verilməsi	5.40%	19.00%	61.20%	9.90%	4.50%
Tətbiqi tədqiqatın həyata keçirilməsinin sistemliyi və onun təhsil proqramlarının keyfiyyəti tərtibatına təsir səviyyəsi	1.45%	41.15%	40.85%	14.00%	2.55%
Şirkət və təşkilatlarla əməkdaşlıq səviyyəsi	21.43%	32.32%	38.00%	2.00%	6.25%
....Universitetinin fəaliyyətlərində keyfiyyət heyətinin iştirakı	1.33%	5.40%	34.75%	42.00%	16.52%

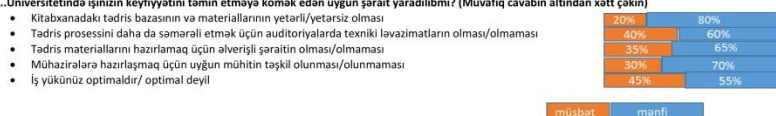
2. Bir müəllim kimi güclü və zəif tərəfləriniz hansılardır ? (Xahiş edirik sizə uyğun olan bəndlərdən yalnız üçünü seçib qeyd edin)

Meyar	Güclü tərəflər	Zəif tərəflər
Mənim peşakar bacarıqlarım	30.45%	2.14%
İnteraktiv tədris və öyrətmə üsullarını tətbiq etmək bacarığım	12.47%	3.00%
Tədris prosesində peşakar və ümumi bacarıqlarımı tətbiq etmək qabiliyyətimə malikəm	7.14%	2.45%
Tələbələrə əməkdaşlıq və dəyərləri aşılamaq bacarığım var	26.00%	5.14%
Tədris proqramı və fəndə müəyyən nəticələr əldə etmək üçün öyrənmə və qiymətləndirmə üsullarını bir-birlə əlaqələndirmə bacarığım var.	7.24%	37.35%
Mənim tədqiqat potensialım	8.15%	35.00%
Tədris fəaliyyətimdə praktiki təcrübəm	4.25%	9.78%
Tədris etdiyim fənnin təcrübə dövründə praktiki biliklərim	4.30%	5.14%

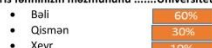
3. Gələcəkdə bacarıqlarınızı hansı üsullarla inkişaf etdirməyi planlaşdırırsınız? (Sizə uyğun cavabları qeyd edin)

- Seminarlarda, təlimlərdə iştirak edəcəm 4.38%
- İxtisas artırma kurslarına gedəcəm 7.00%
- Konfranslarda təqdimatlarla çıxış edəcəm 27.45%
- Konfranslarda dinləyici kimi iştirak edəcəm 2.10%
- Bakalavr təhsilimin davamı olaraq Magistr təhsili alacağam 0.00%
- Bakalavr təhsilimdən fərqli bir sahə üzrə Magistr təhsili alacağam 4.00%
- Magistr dərəcəm olmasına baxmayaraq fərqli bir sahə üzrə təkrarən Magistr təhsili almaq niyyətindəyəm. 3.65%
- Doktoranturaya qəbul olacağam 7.40%
- Avropa universitetlərindən qazandığım təcrübəni təşkil etdiyim təlimlərdə başqaları ilə bölüşəcəm 5.36%
- Mütəxəssis kimi təlimlərdə iştirak edəcəm 2.00%
- Tədqiqat fəaliyyəti ilə məşğul olacağam 9.21%
- Ölkədə və ya xaricdə təşkil olunacaq təcrübə proqramlarında iştirak edəcəm 4.45%
- Mübadilə proqramlarında iştirak edəcəm 12.00%
- Tədqiqat fəaliyyətimə aid məqalələr hazırlayıb nəşr etdirəcəm. 15.00%

4. ....Universitetində işinizin keyfiyyətini təmin etməyə kömək edən uyğun şərait yaradıbmı? (Müvafiq cavabın altından xətt çəkin)



5. Tədris fənninizin məzmununu ....Universitetin kitabxanasındakı mövcud nəşrlər, tədris materialları ilə əlaqələndirib yeniləyirsinizmi?



6. .... Universitetinin tələbələri haqqında fikirlərinizi?

- Faəl, öz məqsədlərinə doğru addımlayan 7.00%
- Təşəbbüs göstərən 35.20%
- Məsuliyyətli 28.64%
- Bacarıqlı 2.34%
- Öyrənmək həvəsi olmayan 19.70%
- Müstəqil halda öyrənməyə həvəsi olmayan və ya dərslərdən bir çox fəaliyyətlərlə məşğul olan 7.12%

7. Tədris etdiyiniz fənnə tələbədə hansı üsullarla maraq və həvə yarada bilərsiniz?

- Tədris fənninin onların gələcək peşə fəaliyyətində rolu ilə bağlı mütəmadi müzakirələr edirik 15.45%
- Praktik üsullarla 12.85%
- Onlara nəyin necə edilməli olduğu haqda hər tərəfli təlimatlar veririk 9.00%
- Tədrisdə ənənəvi mühazirələrə çox vaxt ayrılmayaraq onları qarşılıqlı əlaqə yaratmağa və təcrübəyə təqviq edirik 16.75%
- Mən onlara müstəqil işləyə biləcəkləri son qəbul tarixləri və qiymətləndirmə meyarları qeyd olunmuş proqram veririk 8.21%
- Tədris prosesində interaktiv və həvəlandirici üsullardan istifadə edirik 5.24%
- Dərslərimdə qarşılıqlı fikir mübadiləsi yarada biləcək mühit formalaşdırıram 4.68%
- Tədris etdiyim fənnin maraqlı və başa düşülən olması üçün alimdən gələn edirəm 17.00%
- Tələbələrə tapşırıqlar verərkən, tapşırıqları yerinə yetirilmə vaxtını təyin olunmuş vaxt ölçülərinə uyğun daqiqə planlaşdırıram 6.85%
- Şəxsi bacarıq və keyfiyyətlərimin tələbələrə ruh yüksəkliyi yaratdığını düşünürəm 3.97%

8. Tələbə nəticələrini qiymətləndirərkən hansı çətinliklərə qarşılaşırsız ?

- Tətbiq olunan qiymətləndirmə metodları tələbələrə nəqliyyat səviyyəsini tam ölçməyə imkan vermir 16.00%
- Tələbələr nəzəri materialların öyrənilməsinə kifayət qədər diqqət yetirmirlər 19.65%
- Tələbələr məsləhət üçün ayrılmiş vaxtdan yararlanmırlar 24.00%
- Tələbələr dərslərdən mənbələrdən məlumat əldə etməyə meyilli deyillər 23.14%
- Tələbələr sərbəst şəkildə dərslərdən oxumağa kifayət qədər vaxt ayrırmırlar 8.25%
- Tədris prosesində tapşırıqların mütəmadi verilməsi və qiymətləndirilməsi, təlim nəticələrinin düzgün ölçülməsinə səbəb olur 10.96%

9. Dərslərinizdə hansı tədris metodlarından istifadə edirsiniz? (Sizə uyğun cavabları seçin)

- Ənənəvi mühazirə üsulu 12.75%
- Tədris olunan fənnin atributlarının nümayiş 0.00%
- Praktik tapşırıqlar (təcrübədə tapşırıqları yerinə yetirmək) 9.00%
- Müzakirələr (fikirləşmə mübadiləsi) 9.55%
- Konseptual xəritə 0.00%
- Tematik tədqiqat 7.00%
- Qrafik üsullar 0.00%
- Qrup işləri və layihələr 11.75%
- Problem düşünmə 5.65%
- Nəşrlər, məqalələr və müxtəlif məlumat mənbələrindən istifadə edərək sərbəst iş 4.85%
- Qrup oyunları 23.25%
- İnşa yazmaq 16.20%
- Portfel üsulları 0.00%

10. Dərslərinizdə hansı tədris vasitələrindən / avadanlıqlardan istifadə edirsiniz?

- Qrafik proyektor 4.75%
- Multimedia avadanlığı 16.85%
- Video materiallar 21.75%
- Audio materiallar 22.75%
- Kompyuterlər 18.00%
- İnternet 10.75%
- İnteraktiv lövhə 5.15%

## **6) Trainings for students**

Number of trainings organized: 3

Number of students participated: 190

Results of the trainings: The specific objectives of the training were to familiarize the pilot program students of the university with importance of the ESG standards. Few of the specific results of the trainings are given below:

1. Involving students in Educational changes.
2. Student involvement in the process of programme making.
3. The role of student oriented education .
4. The role of the students in decision making process

## Annex 6: Report on student trainings



# **REPORT for STUDENTS TRAINING**

**AT**

**“NAKHCHIVAN” UNIVERSITY**



Co-funded by the  
Erasmus+ Programme  
of the European Union

## **1. Objectives of the trainings**

The specific objectives of the training were to familiarize the pilot program teachers of the university with importance of the ESG standards. Few of the specific objectives of the trainings are given below:

1. Involving students in Educational changes
2. Student involvement in the process of programme making.
3. The role of student oriented education .
4. The role of the students in decision making process

## **2. Structure of the trainings**

These were 3 days trainings ;

Within the pilot project Nakhchivan University will renew English language teaching profession programmes. And the main aim of us is to involve the students to the process. For this reason we hold trainings for students of Foreign languages faculty students. The trainings covered the presentations of Rajab Jafarli about the student oriented education and The role of the students in decision making process, student involvement in the process of programme making, student involvement in the process of programme writing.

## **3. Trainings and Presentations**

The first training was held by project coordinator Rajab Jafarli and all Foreign language faculty students involved to the training. He gave broad information about pilot project and explain that within this project faculty will renew 8 programme. And the aim of this programme is to prepare the futures teachers so if they change this approach and use the student oriented education in the future classrooms, it will also affect the preparation of futures university students in the secondary schools. Then effective presentation was presented on Student oriented education.





The traditional classroom where students sit quietly and attentively in their seats, while the teacher pours vast amounts of wisdom and knowledge into their sponge like brains is over (assuming it ever existed.) This is especially true for middle school and high school classes where "teaching" can be a constant battle.

So what exactly is a student-centered classroom? In short, a student-centered classroom, or student-centered learning environment, is one where the focus of instruction is shifted from the teacher to the student, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students. Many proponents of student-centered learning would argue that it's one of the most effective ways to help students develop the skills required for independent problem-solving and lifelong learning.



In the more traditional "teacher-centered learning" environment, the teacher is center of the learning experience and takes the "active" role of teaching, while the students assume a more "passive" or receptive role. In contrast, in the student-centered learning environment, the interests of the students' take center stage and the teacher gives students choice and voice, finding ways to provide learning experiences that focus on what students value. In the student-centered classroom, students take a more "active" role in the education experience. A student-centered classroom or learning environment can not exist without trust and open communication. Trust and open communication are achieved by always being fair with students, listening to them, and allowing them

speak. However, it's much easier to develop a student-centered classroom if you get started right away at the beginning of the year. Getting started at the beginning of the year sets the tone and lets students know what's expected of them the rest of the year.



Effective course design begins with understanding who your students are, deciding what you want them to learn; determining how you will measure student learning; and planning activities, assignments and materials that support student learning. For all interactions with students plan ahead by ask yourself:

1. Who are the students?
2. What do I want students to be able to do?
3. How will I measure students' abilities?

By asking yourself these questions at the onset of your course design process you will be able to focus more concretely on learning outcomes, which has proven to increase student learning substantially as opposed to merely shoehorning large quantities of content into a quarters worth of class meeting

#### Course description

- Course content: What is the basic content of the course and what makes it important or interesting? How does the course fit into the context of the discipline?
- Learning objectives: What should students be able to do by the end of the course? Objectives are most helpful when they are expressed in terms of knowledge and skills that can be readily identified and assessed. For example, the ability to recognize, differentiate, apply or produce is much more readily identifiable than the ability to appreciate or understand.
- Characteristics of class meetings: What types of activities should students be prepared for? Discussion? Lecture? Small groups? Student presentations?

## **7) Survey among students**

Number of students participated in surveys: 178

Main findings: For further development of programs there are some remarks by the students which will help the university administration to improve the satisfaction of students. They are following:

1. To make more clear the learning outcomes of the subjects
2. To change the approach to the education. From teacher centered to students oriented
3. To use the new and clear evaluation methods
4. To ensure interdisciplinary integration and eliminating repetition
5. To define the subject's objectives more clearly
6. To manage the time properly

## Annex 7: Report on student survey



### REPORT FOR STUDENTS SURVEY RESULT

AT

“NAKHCHIVAN” UNIVERSITY



Co-funded by the  
Erasmus+ Programme  
of the European Union



## INTRODUCTION.

“Nakhchivan” University is one of the partner universities of EQAC Erasmus + project. And within the framework of this project, the Foreign Language (English) specialty was chosen as a pilot program and the syllabuses for the 10 subjects is being developed in accordance with new standards. The main essence of this pilot project is to improve the quality of teaching by involving students in the learning process and curriculum development. One of the most effective ways to engage students in the learning process is the concept of student-centered learning, and the presenter of the new method emphasized that student-centered education puts students' interests and activities at the forefront of the learning process.

Within the pilot project Nakhchivan University will renew English language teaching profession programs. And the main aim of us is to involve the students to the process. For this reason International Relations department hold trainings for students of Foreign languages faculty. The trainings covered the presentations of Rajab Jafarli about the student oriented education and The role of the students in decision making process, student involvement in the process of program making, student involvement in the process of program writing. After the trainings all participants participated in the survey.

## PARTICIPANTS

178 students were participated in the survey and 95% of them were the students of Foreign languages (English language teaching specialty). 5 % of them were the students of other faculties (Economy and Management faculties).

The gender balance is following: 71 % of the participants are female and 29% of the participants are male.

The survey were held anonymous and they had access in their e-portal to the survey. Participants evaluated commonly the following subjects in the survey: 1. Reading and Speaking. 2. Practical Grammar. 3. Practical Phonetics. 4. Stylistics. 4. Classroom Management. 5. Methodology. But also some participants share their attitude some different subjects (Accounting and auditing, Economy, Azerbaijan language and literature, The history, ICT, Tourism and Hotel management)

The participants of the survey are mainly bachelor degree students and grade percentage is like that: 46.7% - I grade, 22.5% - II grade, 15.4% - III grade and 15.4% - IV grade students.

## OBJECTIVES OF SURVEY.

To measure the student's level of satisfaction on study programs covering the areas as shown below:

1. During the first lessons of a particular subject, complete information about the curriculum, the main objectives of the subject, the learning outcomes, and evaluation criteria are given.
2. Learning methods, as well as tasks help to understand the content of the subject, but also to actively participate in lessons and to learn the subject independently.
3. The teacher implements the theory in practice, explains the solving problems in a practical way and provides the necessary tasks for professional development.
4. Time is enough to learn the objectives of the subject.
5. The teacher assigns a variety of tasks and uses professional techniques to check the tasks.
6. Teacher effectively manages the time.
7. The teacher evaluates the assignments in a timely manner and the assessment is objective and impartial.
8. The results of independent assignments and colloquiums are thoroughly discussed and added to the final score of students.
9. A list of compulsory reading materials is available in the university database and library
10. Teacher effectively uses the system in the learning process by acquiring teaching materials and assignments through e-learning system.
11. Acquire new knowledge and necessary practical skills for my future profession.
12. The subject meets my expectations and it encourages me for self-expression, creativity and critical thinking.
13. The subject is helpful in communicating and collaborating, gaining self-confidence and experience.

## SURVEY RESULTS

1. During the first lessons of a particular subject, complete information about the curriculum, the main objectives of the subject, the learning outcomes, and evaluation criteria are given.

1 – 42%

2 – 32%

3 – 5.9%

4 – 8.9%

5 – 11.2%

2. Learning methods, as well as tasks help to understand the content of the subject, but also to actively participate in lessons and to learn the subject independently.

1 – 8.9%

2 – 7.1%

3 – 12.4%

4 – 26%

5 – 45.6%

3. The teacher implements the theory in practice, explains the solving problems in a practical way and provides the necessary tasks for professional development.

1 – 13 %

2 – 5.9%

3 – 13.6%

4 – 25.4%

5 – 45.6%

4. Time is enough to learn the objectives of the subject.

1 – 9.5 %

2 – 10.1%

3 – 16%

4 – 24.9%

5 – 39.6%

5. The teacher assigns a variety of tasks and uses professional techniques to check the tasks.

1 – 12.4 %

2 – 8.3%

3 – 15.4%

4 – 29%

5 – 35.5%

6. Teacher effectively manages the time.

1 – 9.5 %

2 – 5.3%

3 – 8.9%

4 – 22.5%

5 – 56.8%

7. The teacher evaluates the assignments in a timely manner and the assessment is objective and impartial.

1 – 16.6 %

2 – 5.9%

3 – 11.2%

4 – 19.5%

5 – 46.7%

8. The results of independent assignments and colloquiums are thoroughly discussed and added to the final score of students.

1 – 9.5 %

2 – 3%

3 – 12.5%

4 – 23.2%

5 – 54.8%

9. A list of compulsory reading materials is available in the university database and library

1 – 14.2 %

2 – 6.5%

3 – 14.8%

4 – 19.5%

5 – 45%

10. Teacher effectively uses the system in the learning process by acquiring teaching materials and assignments through e-learning system.

1 – 12.4 %

2 – 8.9%

3 – 15.4%

4 – 24.3%

5 – 39.6%

11. Acquire new knowledge and necessary practical skills for my future profession.

1 – 11.8 %

2 – 4.1%

3 – 10.1%

4 – 20.1%

5 – 40%

12. The subject meets my expectations and it encourages me for self-expression, creativity and critical thinking.

1 – 9.5 %

2 – 6.5%

3 – 14.2%

4 – 29%

5 – 42%



13. The subject is helpful in communicating and collaborating, gaining self-confidence and experience.

1 – 9.5 %

2 – 6.5%

3 – 13%

4 – 21.3%

5 – 49.7%

### **CONCLUSION.**

The overall student survey results achieved for 2019 was 4.3/5.0 against set target of 3.8/5.0. These generally showed that students were satisfied with their study programs with. From the survey, more than 70% of the participants responded (strongly agree and Agree) that they were satisfied with the programs rendered by the university. With the implementation of the improvement actions identified in this survey, we will be expecting better results in 2020. Most of the students replied verbally that they find it easier to express their opinions for the survey questions in the revised survey questionnaire as compared to previous.

For further development of programs there are some remarks by the students which will help the university administration to improve the satisfaction of students. They are following:

1. To make more clear the learning outcomes of the subjects
2. To change the approach to the education. From teacher centered to students oriented
3. To use the new and clear evaluation methods
4. To ensure interdisciplinary integration and eliminating repetition
5. To define the subject's objectives more clearly
6. To manage the time properly

## 8) Updated syllabus

Number of syllabus updated (the name of subjects): 9

Number of teachers prepared the syllabus: Lexicology, Phonetics, Stylistics, Country Study, Country Literature, Classroom management, Oral speech and communication skills, Practical Grammar

## Annex 8: Updated program

[illegible]

## Annex 9: Updated syllabuses

Identification	Subject	Introduction to linguistics
	ECTS credit	3
	Department	The Faculty of Foreign Languages
	Program (undergraduate, graduate)	Undergraduate
	Term	II
	Name and title of lecturer	Anara Nasirli
	E-mail:	<a href="mailto:anaracan@gmail.com">anaracan@gmail.com</a>
	Phone:	+994503893685
	Classroom/hours	Mon.09:00 am –Lecture Fri. 12:35 am Seminar
	Office hours	45 hours
Prerequisites		
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	Ağamusa Axundov “Ümumi Dilçilik”	
	Afad Qurbanov “Dilçiliyə Giriş”	
	Internet materialları	
Course aim	This course is an introduction to <i>linguistics</i> , the scientific study of language, one of the most important features that defines our species. The aim of this course is to familiarize students with what linguistics is, what it's used for, and why it's important to us.	
Course objectives	<p>The objectives of this course are to</p> <ol style="list-style-type: none"> <li>1. Learn about the sub-disciplines of linguistics (language sounds, how sounds interact, how words and sentences are built, meaning and how we use meaning in conversation)</li> <li>2. Learn about how and why we learn language and where language is in the brain</li> <li>3. Learn about language birth, death, and diversity</li> <li>4. Learn about how technology (like artificial intelligence social media) shapes language – and vice versa</li> <li>5. Learn about language endangerment, revitalization, and the ‘ethnosphere’ – including the languages around us</li> </ol>	
Learning outcomes	<ul style="list-style-type: none"> <li>• On completion of this course, the student should at least be able to: <ol style="list-style-type: none"> <li>1. reproduce the main ideas of how the concept of language is defined in linguistics and reason about its applicability on spoken language, written language and sign language.</li> <li>2. account for the difference between a descriptive and a prescriptive view on linguistic phenomena</li> <li>3. discuss some basic concepts within phonetics based on examples</li> <li>4. describe and illustrate basic concepts within morphology,</li> <li>5. define and analyse linguistic material with regards to the following concepts within grammar</li> <li>6. account for basic concepts and methods at a general level within some of the more important fields of applied linguistics.</li> </ol> </li> </ul>	

<b>Identification</b>	<b>Subject (title, credits)</b>	English Phonetics 9 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2020
	<b>Instructor</b>	Bulbul Novruzova
	<b>E-mail:</b>	<a href="mailto:bulbul.novruzova@gmail.com">bulbul.novruzova@gmail.com</a>
	<b>Phone:</b>	050-749-88-01
	<b>Classroom/hours</b>	Tue. 09: 00 a.m Wed. 10: 45 a.m Thur. 12: 35 p.m Fri. 09: 00 a.m
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>		English
<b>Compulsory/Elective</b>		Compulsory
		Peter Ladefoged & Keith Johnson. (2010). A Course in Phonetics. 6th ed. Boston: Wadsworth, Cengage Learning.
		Giedrė Balčytė-Kurtinienė. (2014) A course in English phonetics for EFL university students .
		Roach, P. 2009. English Phonetics and Phonology: A Practical Course. 4th ed. Cambridge: Cambridge University Press.
		E-book FUNDAMENTALS OF PHONETICS AND PHONOLOGY . Віталій Баран
		English Phonetics. A Practical Course : Підручник для студентів вищих навчальних закладів / Укладачі : Н. О. Михальчук, Ю. В. Курата, О. В. Касаткіна-Кубишкіна, 2015. – 320 с.
		A practical introduction to pronunciation and transcription . Učebné texty Hana Vančová Trnava 2016
<b>Course website</b>		<a href="http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron">www.bbc.co.uk/worldservice/learningenglish/grammar/pron</a> News in levels: <a href="http://www.newsinlevels.com">www.newsinlevels.com</a> Peter Roach's online material <a href="http://www.cambridge.org/elt/peterroach/resources.htm">http://www.cambridge.org/elt/peterroach/resources.htm</a> English ESL worksheets
<b>Course description</b>		This course aims at language skills in phonetics, phonetic symbols, phonetic structure of language, correct pronunciation skills and habits and professional preparation of the students.
<b>Course objectives</b>		<ul style="list-style-type: none"> <li>• develop the ability to bring out and correct pronunciation mistakes in the flow of speech;</li> <li>• Pronounce clearly and accurately consonants, vowels, consonant clusters and vowel combinations</li> <li>• Speak clearly and fluently using the appropriate voice qualities: pace, volume ,tone , stress</li> <li>• Read aloud clearly and fluently using the appropriate voice qualities to convey meaning and expression</li> <li>• Speak with accurate pronunciation and appropriate intonation</li> </ul>

Study Programme	English Department		
Course	Country Studies:		
Status of the Course	core		
Year	IV	Semester	II
ECTS Credits	4 ECTS		
Teacher	Dilara Asgarova		
e-mail	<a href="mailto:dilara.asgarova@mail.ru">dilara.asgarova@mail.ru</a>		
Classroom/hours	Wednesdays, 10-12		
Time offered	Spring		
Mode of Teaching	Lectures, seminars		
Teaching Workload Lectures + Seminars + Exercises	2+1		
Course description	This course learns the countries and regions from natural, population, historical and cultural aspects including their natural, geographical and economical processes. The course teaches the students to analyze the country's geographical, economic and political characteristics by comparison and critical thinking		
Relationship with Other subject	History of language, economy, geography, art, British Literature, International Relations		
Assessment Criteria & Mode of Examination	Students write a mid-term and end of term exam. Students are obliged to deliver oral presentation of the assigned seminar topic. Final grade: midterm exam + end of term exam + seminar topic presentation. If students are not satisfied with the final grade achieved during mid-term, end-term exams and seminar topic presentation, they can attend additional oral examination during regular exam terms.		
Start date	End date		
Mid-Term, End-of-Term Examinations	Term 1	Term 2	Term 3
	Week 4 March 17	Week 4 April 15	Week 4 May 15
Final Examinations	Term 1	Term 2	Term 3
	June 10		
Goals/Learning Outcomes	<p>Students who pass this class will be able to:</p> <ul style="list-style-type: none"> <li>improve the academic vocabulary associated with the course read and explain and identify the difference of the UK, Great Britain and each 'nation' in it.</li> <li>explain how the UK has been made</li> <li>analyse the issues on 'Britishness'.</li> <li>To learn the historical development of the society that has created one of the largest empires of the world</li> <li>To learn the economic, political, social and cultural aspects of the British society and culture in the countries of the former British Empire as well as the understanding of the indigenous cultures</li> <li>To learn critical position of the English language and literature in the contemporary world and Anglophone cultures</li> <li>To be able to analyze different aspects of the contemporary British society, culture, multiculturalism, art, economy and the state of the parliamentary Monarchy</li> <li>To be able to deliver oral presentation on the assigned seminar topic</li> <li>To be able to do the research in printed and web sources on the assigned seminar topic</li> <li>To be able to watch movies on British topics and to be able to understand the background using the knowledge from this course</li> </ul>		
Enrolment Requirements	Students should be enrolled in the 2 <sup>nd</sup> semester		
Course Contents	The basic content of this course is The United Kingdom as the source		



<b>Identification</b>	<b>Subject (title, credits)</b>	Country literature 4 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Autumn, 2019
	<b>Instructor</b>	Elmira Huseynova
	<b>E-mail:</b>	<a href="mailto:elmira_hva@mu.edu.az">elmira_hva@mu.edu.az</a>
	<b>Phone:</b>	070-948-58-90
	<b>Classroom/hours</b>	
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	A History of English Literature, Robert Huntington Fletcher	
	English Literature, William J. Li Ong, 2008	
	The Short Oxford History Of English Literature, Andrew Sanders Clarendon Press , Oxford 1994	
	English literature pdf, Assembly Articles From Wikipedia Free Encyclopedia	
<b>Course website</b>		
<b>Course outline</b>	<p>The program offers several specialized concentrations: Introduction to literature, periods in English literature, differences among the periods , analysis of written works, etc</p> <p>This course aims to introduce students to notable works of English literature. Using an interdisciplinary frame that blends history, political studies, and sociology, it will provide an overview of writers and texts (fiction, poetry, drama, and non-fiction), allowing students to discover the ways literary production simultaneously embodies and creates culture. The course will invite students to reflect on the intersection of language and literature and to analyse texts from various critical perspectives including globalization, postcolonialism, and sociolinguistics. Furthermore, students will be asked to consider the influence of technology and social media on contemporary forms of literary expression and storytelling. As students learn how literature functions and evolves in changing global contexts, they will develop their ability to think critically and to analyse culture with both rigor and creativity.</p>	
<b>Course objectives</b>	<p>is designed to:</p> <ul style="list-style-type: none"> <li>• hone students' skills in the analysis and interpretation of literary texts such as poems, novels, etc.</li> <li>• to broaden their knowledge of key literary periods, genres, authors and works of English literature.</li> <li>• build reading skills.</li> <li>• provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.</li> <li>• graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.</li> </ul>	
<b>Learning outcomes</b>	<p>By the end of this course students:</p> <ul style="list-style-type: none"> <li>• continue to hone their skills as close readers of literary texts.</li> <li>• apply critical methods to a focused literary topic.</li> <li>• identify and analyze connections between different authors and art forms.</li> <li>• identify key characteristics of English literature as well as important writers and texts.</li> </ul>	

<b>Identification</b>	<b>Subject (title, credits)</b>	Classroom management 2 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Autumn 2019
	<b>Instructor</b>	Fatima Ismayilly
	<b>E-mail:</b>	<a href="mailto:fatima-ismailova-96@mail.ru">fatima-ismailova-96@mail.ru</a>
	<b>Phone:</b>	051 436 88 41
	<b>Classroom/hours</b>	Friday 10 <sup>45</sup> a.m.
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Elective	
<b>Required textbooks and course materials</b>	<ol style="list-style-type: none"> <li>1. Emmer, E.T., Evertson, C.M., &amp; Worsham, M.E. (2006). Classroom management for middle and high school teachers. (7th ed.). Boston, MA: Pearson Education, Inc.</li> <li>2. Hardin, C.J., (2004). Effective classroom management: Models and strategies for today's classrooms. Upper Saddle River, NJ: Pearson Education, Inc.</li> <li>3. Payne, R.K. (2006). Working with students: Discipline strategies for the classroom. Highlands</li> <li>4. Cipani, E. (Cipani, E. 2004. Classroom management for all teachers, (2nd ed). Upper Saddle River, New Jersey: Pearson Prentice Hall. ISBN # 0-13-111832</li> <li>5. Evertson, C.M., Emmer, E.T. (2009). Classroom management for elementary teachers, 8th edition. New Jersey: Pearson</li> </ol> <p><b>Internet sources</b>  <a href="http://edtpa.aacte.com/">http://edtpa.aacte.com/</a>  <a href="http://www.familyplay.com/toolkit/parentteacher/">http://www.familyplay.com/toolkit/parentteacher/</a></p>	
<b>Course description</b>	<p>The general purpose of this course is to strengthen students' understanding of the relationships among classroom environment, classroom behavior, and learning. Specifically, students will gain knowledge of disciplinary and management models and their relationships to degrees of teacher and student control. Activities, readings, children's literature, discussions, and observations will focus on effective decision making about classroom management and on developing alternatives for preventing and dealing with management and discipline problems. Students will engage in three types of decision making related to management and discipline: proactive, interactive, and reflective.</p>	
<b>Course objectives</b>	<p>To enable the students to:</p> <ul style="list-style-type: none"> <li>• Plan the organization of a classroom</li> <li>• Establish classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment.</li> <li>• Construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc. within large blocks of time or for an entire day school day.</li> <li>• Demonstrate knowledge and skill of affective domain-based theoretical models for</li> <li>• Analyze a given classroom</li> <li>• Observe, analyze and document student behavior</li> </ul>	
<b>Learning outcomes</b>	<p>After this course, successful students should be able to:</p> <ul style="list-style-type: none"> <li>-develop and provide a rationale for a classroom management plan appropriate for grade level and content area.</li> <li>-implement effective classroom management strategies that promote student learning; encourage collaboration, cooperation, positive social interaction, conflict resolution skills, and individual and group motivation; and value each</li> </ul>	

<b>Identification</b>	<b>Subject (title, credits)</b>	English Phonetics 9 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2020
	<b>Instructor</b>	Ismat Jafarova
	<b>E-mail:</b>	<a href="mailto:jameticafarova06@gmail.com">jameticafarova06@gmail.com</a>
	<b>Phone:</b>	050-622-88-04
	<b>Classroom/hours</b>	Tue. 09: 00 a.m Wed. 10: 45 a.m Thur. 12: 35 p.m Fri. 09: 00 a.m
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
	Peter Ladefoged & Keith Johnson. (2010). A Course in Phonetics. 6th ed. Boston: Wadsworth, Cengage Learning.	
	Giedrė Balciūtė-Kurčinienė. (2014) A course in English phonetics for EFL university students	
	Roach, P. 2009. English Phonetics and Phonology: A Practical Course. 4th ed. Cambridge: Cambridge University Press.	
	E-book FUNDAMENTALS OF PHONETICS AND PHONOLOGY . Віталій Баран	
	English Phonetics. A Practical Course : Підручник для студентів вищих навчальних закладів / Укладачі : Н. О. Мисальчук, Ю. В. Курата, О.В. Касаткіна-Кубишкіна, 2015. – 320 с.	
	A practical introduction to pronunciation and transcription . Učebné texty Hana Vančová Tmava 2016	
<b>Course website</b>	<a href="http://www.bbc.co.uk/worldservice/learningenglish/grammar/bron">www.bbc.co.uk/worldservice/learningenglish/grammar/bron</a> News in levels: <a href="http://www.newsinlevels.com">www.newsinlevels.com</a> Peter Roach's online material <a href="http://www.cambridge.org/elt/peterroach/resources.htm">http://www.cambridge.org/elt/peterroach/resources.htm</a> English ESL worksheets	
<b>Course description</b>	This course aims at language skills in phonetics, phonetic symbols, phonetic structure of language, correct pronunciation skills and habits and professional preparation of the students.	
<b>Course objectives</b>	<ul style="list-style-type: none"><li>• develop the ability to bring out and correct pronunciation mistakes in the flow of speech;</li><li>• Pronounce clearly and accurately consonants, vowels, consonant clusters and vowel combinations</li><li>• Speak clearly and fluently using the appropriate voice qualities: pace, volume, tone, stress</li><li>• Read aloud clearly and fluently using the appropriate voice qualities to convey meaning and expression</li><li>• Speak with accurate pronunciation and appropriate intonation</li></ul>	

Identification	Subject	Lexicology
	ECTS credit	3
	Department	The Faculty of Foreign Languages
	Program (undergraduate, graduate)	Undergraduate
	Term	VI
	Name and title of lecturer	Kenel Babayeva
	E-mail:	mrs.klenul@gmail.com
	Phone:	+994703513311
	Classroom/hours	
	Office hours	
Prerequisites	No prerequisites	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	Arnold: I V-A course in modern English lexicology	
	Aitchison, J. (2003) Words in the Mind. An Introduction to the Mental Lexicon. Malden: Blackwell. 3rd ed. (or more recent edition)	
	Jackson, H. / Zo Arrivela, E. (2009) Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology. London: Continuum.	
	Jackson, H. and E.Z. Arrivela. 2009. Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology. London and New York: Cassell.	
	Palmer, F.R. 1981. Semantics. Second edition. CUP	
	Internet materials:	
Course website	-	
Course outline	To gain insights into systemic organisation of the lexicon, its structure and relations, give an understanding of neo-lexicographic relations between languages at the level of lexicon, improve skills of work with a dictionary, skills of applying theoretical principles in practice (translation), provide basic skills of practical work in further individual careers in language related areas	
Course objectives	The aims of the course are to acquire the basic concepts of contemporary lexicology and lexicography, to become acquainted with its basic terminology as well as with the semantic and psycholinguistic formations that are relevant for understanding problems in this field. The following topics will be covered: lexicology and lexicography, the definition of words, word formation, semantic analysis, analysis of the lexicon, semantic relations between words (hyponymy, hyponymy, synonymy, antonymy, homonymy, polysemy, and others) the structure of the mental lexicon, the micro- and macro structure of dictionaries, different types of dictionaries. Moreover, students will be required to conduct their own lexicographic analysis and suggest the lexicographic design of a selected lexical unit.	
Learning outcomes	<p><i>On successful completion of this course of study students should be able to:</i></p> <ul style="list-style-type: none"> <li>define the field and the aims of lexicology and lexicography as well as define its main terms and concepts</li> <li>analyze issues about the formation, the meaning and the use of words</li> <li>analyze the vocabulary of a given language</li> <li>describe different types of dictionaries and types of descriptions in dictionaries</li> <li>describe the meaning of words from the perspective of the mental lexicon</li> <li>describe the structure of the mental lexicon and its organization</li> <li>describe and analyze the way in which words are acquired and stored in the mental lexicon</li> <li>explain and justify the most suitable lexicographic design for a given type of word and linguistic unit</li> </ul>	

<b>Identification</b>	<b>Subject (title, credits)</b>	Oral speech and communication skills III 4 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2020
	<b>Instructor</b>	Rugiyva Karimova
	<b>E-mail:</b>	<a href="mailto:ruqiyve.kerimova1990@mail.ru">ruqiyve.kerimova1990@mail.ru</a>
	<b>Phone:</b>	050-892-34-35
	<b>Classroom/hours</b>	Mon.09:00 am Tue.09:00 am Fri. 12:35pm( alt)
	<b>Office hours</b>	
<b>Prerequisites</b>	Oral speech and communication skills II	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	Fluent English through 2000 subunits, Z. Zulfuqarov	
	Barron's Essential words for the IELTS, 3 <sup>rd</sup> edition ,Dr. Lin Lougheed	
	North Star- 1, Pearson Education Limited,2015, by Polly Merdinger, Laurie Barton, Tactics for Listening, developing Oxford University Press, by Jack C.Richards ,2010	
	Issues for Today 3, Reading for today –fourth edition Lorraine C. Smith, Nancy Nici Mare, 2010	
	Developing Reading Skills; intermediate Markstein Linda , Hirasawa Louise	
<b>Course website</b>	Ello, ESL.worksheets.com, ESL Galaxy, Breaking News English Waybook.org / Academic English café / Online Writing Lab(OWL)	
<b>Course outline</b>	The course focuses on 4 essential language skills and contributes to their development in an integrated way. Students learn to communicate both in spoken and written forms on a variety of topics. English proficiency level of CEFR B1 is achieved.	
<b>Course objectives</b>	To enable the students to: <ul style="list-style-type: none"> <li>• Think critically, recognizing attitudes and proposing solutions</li> <li>• Paraphrase and analyze texts on various topics</li> <li>• Speak out and write on topics introduced via video and audio resources</li> <li>• Enrich their vocabulary through current topics as well as topics related to science, history, education, environment etc.</li> <li>• Broaden English grammar so that they can speak and write coherently</li> <li>• Build writing portfolios</li> <li>• Give individual or group presentations</li> <li>• Speak out in debates</li> </ul>	
<b>Learning outcomes</b>	On successful completion of the course students should be able to: <ul style="list-style-type: none"> <li>• Apply reading, listening, speaking and writing skills in English on various topics</li> <li>• Apply learned vocabulary both in spoken and written English</li> <li>• Demonstrate critical thinking supporting their arguments</li> <li>• Manage to summarize and paraphrase texts and books they have read (Informational and narratives)</li> </ul>	



<b>Identification</b>	<b>Subject (title, credits)</b>	Oral speech and communication skills II 4 Credits
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring, 2020
	<b>Instructor</b>	Ruqiyya Karimova
	<b>E-mail:</b>	<a href="mailto:ruqiyye.karimova1990@mail.ru">ruqiyye.karimova1990@mail.ru</a>
	<b>Phone:</b>	050-892-34-35
	<b>Classroom/hours</b>	Mon.15:40 pm Tue.14:15 pm Thur.14:15pm Fri. 14:15pm
	<b>Office hours</b>	
<b>Prerequisites</b>	Oral speech and communication skills I	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Compulsory	
<b>Required textbooks and course materials</b>	Fluent English through 2000 subunits, Z. Zulfuqarov	
	Barron's Essential words for the IELTS, 3 <sup>rd</sup> edition ,Dr. Lin Lougheed	
	North Star- 1, Pearson Education Limited,2015, by Polly Merdinger, Laurie Barton, Tactics for Listening, developing Oxford University Press, by Jack.C.Richards ,2010	
	Issues for Today 3, Reading for today –fourth edition Lorraine C. Smith, Nancy Nici Mare, 2010	
	Developing Reading Skills; intermediate Markstein Linda , Hirasawa Louise	
<b>Course website</b>	Ello, ESL.worksheets.com, ESL Galaxy, Breaking News English Waygook.org / Academic English café / Online Writing Lab(OWL)	
<b>Course outline</b>	The course focuses on 4 essential language skills and contributes to their development in an integrated way. Students learn to communicate both in spoken and written forms on a variety of topics. English proficiency level of CEFR B1 is achieved.	
<b>Course objectives</b>	To enable the students to: <ul style="list-style-type: none"> <li>• Think critically, recognizing attitudes and proposing solutions</li> <li>• Paraphrase and analyze texts on various topics</li> <li>• Speak out and write on topics introduced via video and audio resources</li> <li>• Enrich their vocabulary through current topics as well as topics related to science, history, education, environment etc.</li> <li>• Broaden English grammar so that they can speak and write coherently</li> <li>• Build writing portfolios</li> <li>• Give individual or group presentations</li> <li>• Speak out in debates</li> </ul>	
<b>Learning outcomes</b>	On successful completion of the course students should be able to: <ul style="list-style-type: none"> <li>• Apply reading, listening, speaking and writing skills in English on various topics</li> <li>• Apply learned vocabulary both in spoken and written English</li> <li>• Demonstrate critical thinking supporting their arguments</li> <li>• Manage to summarize and paraphrase texts and books they have read (Informational and narratives)</li> </ul>	

Identification	Subject	Stylistics
	ECTS credit	3
	Department	The Faculty of Foreign Languages
	Program (undergraduate, graduate)	Undergraduate
	Term	Autumn, 2019
	Name and title of lecturer	Selcan Abdullayeva
	E-mail:	<a href="mailto:selcan724@gmail.com">selcan724@gmail.com</a>
	Phone:	+994507240120
	Classroom/hours	Mon.14:15 pm Thur.14:15 pm
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	A guide to English stylistics ( Ulviyya Hajiyeve)	
	Stylistics: A Resource Book for Students By Paul Simpson	
	Arnold, I. 1986. The English Word. Moscow.	
	Internet materiallan	
Course website	-	
Course outline	To increase awareness of the different types of text and of the stylistic means use to convey information, with a view to improve both reading and writing skills.	
Course objectives	The course has two main interrelated objectives. The first is to do with the structure and function of language, and works on the basis that by looking at what writers do, we can find out about language. The second is to do with literary interpretation, and works on the basis that by looking at language, we can find out about what writers are doing. Oral skills will be sharpened by participation in seminar discussions and by making a presentation to the seminar group. Research skills will be improved by preparing written, assessed essays and projects.	
Learning outcomes	<p><i>On successful completion of this course of study students should be able to:</i></p> <ul style="list-style-type: none"> <li>demonstrate a grasp of the basic concepts of Azerbaijan and foreign stylistics; stylistic functions of linguistic units; phonetic, morphological, syntactic and lexical expressive means of linguistic units;</li> <li>recognise specific features of formal, neutral and informal communication registers;</li> <li>compare and contrast the use of linguistic means in different communication areas taking into consideration literary norm and emotional expression;</li> <li>analyse stylistic devices in a literary text;</li> <li>differentiate between separate functional styles.</li> <li>differentiate between various concepts of style.</li> <li>use reference literature for getting information about a stylistic situation; bilingual and monolingual dictionaries to identify absolute and contextual meaning of words.</li> </ul>	

<b>Identification</b>	<b>Subject (title, credits)</b>	Practical grammar
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring 2020
	<b>Instructor</b>	Khazrin Zeynalova
	<b>E-mail:</b>	xezrin_89@hotmail.com
	<b>Phone:</b>	
	<b>Classroom/hours</b>	8
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>		English
<b>Compulsory/Elective</b>		Compulsory
<b>Required textbooks and course materials</b>	Thomas Barbara, Hashemi Louise. Grammar and Vocabulary for First and First for Schools, Cambridge University Press, 2015	
	2. Michael Vince (2012), Macmillan English Grammar in Context Intermediate, Macmillan	
	L.G.Alexander, Longman English Grammar for Intermediate Students	
	Murphy, R. English Grammar in Use	
	Handouts	
<b>Course website</b>		
<b>Course outline</b>	The course is intended for intermediate students majoring in English as a second or foreign language. It is aimed at reinforcement of writing and speaking skills to encourage students in their effort to develop a sense of security in the mastery of English structures. It surveys all the main areas of English grammar and pays considerable attention to translation from English into learners' first or native language and back. The main feature of the course is its explanatory style. Each topic is discussed and then a series of sentence example in learners' first or native language are presented alongside with their English translation. The course will prove to be useful for translation and teaching English majors as a pre-requisite for translation courses dealing with a wide range of content area.	
<b>Course objectives</b>	1. To explain whether the action is completed or ongoing and whether the state of the action is prior, simultaneous or posterior to the speech time; that tense is not a universal category, but device languages employ to encode the relationship between speech time and event time 2. To show that modality is rather a semantic notion (with its subdivision of realis and unrealis) and that modals cast different modal senses on their complements 3. To present grammar via meaningful situations in authentic contexts where grammatical forms naturally occur 4. To ensure increased grammatical competency in the English language acquisition	

<b>Identification</b>	<b>Subject (title, credits)</b>	Practical grammar
	<b>Department</b>	The Faculty of Foreign Languages
	<b>Program (undergraduate, graduate)</b>	Undergraduate
	<b>Term</b>	Spring 2020
	<b>Instructor</b>	Khazrin Zeynalova
	<b>E-mail:</b>	xezrin_89@hotmail.com
	<b>Phone:</b>	
	<b>Classroom/hours</b>	8
	<b>Office hours</b>	
<b>Prerequisites</b>		
<b>Language</b>		English
<b>Compulsory/Elective</b>		Compulsory
<b>Required textbooks and course materials</b>	Thomas Barbara, Hashemi Louise. Grammar and Vocabulary for First and First for Schools, Cambridge University Press, 2015	
	2. Michael Vince (2012), Macmillan English Grammar in Context Intermediate, Macmillan	
	L.G.Alexander, Longman English Grammar for Intermediate Students	
	Murphy, R. English Grammar in Use	
	Handouts	
<b>Course website</b>		
<b>Course outline</b>	The course is intended for intermediate students majoring in English as a second or foreign language. It is aimed at reinforcement of writing and speaking skills to encourage students in their effort to develop a sense of security in the mastery of English structures. It surveys all the main areas of English grammar and pays considerable attention to translation from English into learners' first or native language and back. The main feature of the course is its explanatory style. Each topic is discussed and then a series of sentence example in learners' first or native language are presented alongside with their English translation. The course will prove to be useful for translation and teaching English majors as a pre-requisite for translation courses dealing with a wide range of content area.	
<b>Course objectives</b>	1. To explain whether the action is completed or ongoing and whether the state of the action is prior, simultaneous or posterior to the speech time; that tense is not a universal category, but device languages employ to encode the relationship between speech time and event time 2. To show that modality is rather a semantic notion (with its subdivision of realis and unrealis) and that modals cast different modal senses on their complements 3. To present grammar via meaningful situations in authentic contexts where grammatical forms naturally occur 4. To ensure increased grammatical competency in the English language acquisition	

## Annex 10: Approved teaching methods and assignments