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# English for Academic Purposes 3B

Semester 3

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## General Information about the course

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<b>Program:</b>	BA. TEFL
<b>Course title:</b>	English for Academic Purposes 3B
<b>Course credit value:</b>	4
<b>Course code:</b>	...
<b>Course status:</b>	core
<b>Semester:</b>	3
<b>Weekly class hour:</b>	8 hours
<b>Prerequisite:</b>	English language proficiency level B1 (CEFR)
<b>Co-requisite:</b>	English 3A& 3C
<b>Subsequent course:</b>	English for Academic Purposes 4B

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# Lecturers

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## Course Description

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This course is designed to upgrade students' English level from **B2-** to **B2+ according to CEFR** (Common European Framework of Reference). It is supposed to be instructed after students' successful completion of courses 2A and 2B in the first year at FELTE, ULIS. The course focuses on the development of integrated proficiency language skills: Listening, Reading, Speaking, and Writing as well as linguistic components such as vocabulary, grammar and pronunciation under the light of outcome-based approach. Through targeted practice and a variety of communicative tasks, the course is intended to provide students with a good opportunity to develop their communicative language competences. Besides, students will be guided to develop effective learning strategies and learning attitudes to fulfill the course requirements.

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## Course Objectives

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Upon the successful completion of the course, students should be able to:

### 1. LINGUISTIC COMPETENCE

- (1a.) acquire a good range of vocabulary for matters connected to their academic studies to the extent of varying formulation to avoid frequent repetition,
- (1b.) maintain general high lexical accuracy; though lexical gaps, confusion, or incorrect word choice can still cause hesitation and circumlocution, these do not hinder communication.
- (1c.) maintain a good grammatical control using a mix of simple and complex sentences; though they do make mistakes in complex sentence structure, these are occasional and non-systematic, and do not lead to misunderstanding or impede communication.
- (1d.) acquire a clear, natural pronunciation and intonation to make themselves generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity sometimes; comprehend natural pronunciation and intonation in various types of speech including lectures.
- (1e.) produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions with reasonably accurate spelling and punctuation, but may still show signs of mother tongue influence.

## **2. SOCIOLINGUISTIC COMPETENCE**

- (2a.) recognize and use a wide range of linguistic markers in showing ‘positive’ politeness as well as avoid using those which expose ‘negative politeness’ such as face-threatening in academic situations such as formal discussion, tutorial, or presentation;
- (2b.) understand and occasionally use the proverbs, idioms, colloquialisms and quotations learnt with flexibility and effectiveness in academic context, allowing rare inappropriateness;
- (2c.) firstly recognize differences and follow shifts in register from informal to formal and then understand and properly address the constraints that formal register has on language use (structure, vocabulary and interactional patterns)

## **3. PRAGMATIC COMPETENCE**

- (3a.) adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances;
- (3b.) give elaborate description and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
- (3c.) understand and produce not only clear, smoothly flowing, well-structured descriptions and presentations but also clear, well-structured compositions of fairly complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices;
- (3d.) understand arguments correctly and express him/herself fluently and rather spontaneously, and almost effortlessly in addition to qualifying opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.;

#### **4. STRATEGIC COMPETENCE**

- (4a.) easily follow most lectures, discussions, and debates by using a variety of strategies (e.g., identifying main and secondary points, cues and making inferences) to achieve comprehension
- (4b.) understand in detail lengthy or complex texts on the subjects of their academic studies by identifying finer points including attitudes and implied as well as stated opinions;
- (4c.) initiate, intervene, maintain and end discourse appropriately with effective turn-taking.
- (4d.) cooperate to develop the composition, discussion or presentation by giving feedback, asking questions to check that he/she has understood what a speaker intended to say, or getting clarification of ambiguous points
- (4e.) plan what is to be said and written and the means to express it, considering the effect on the recipient(s)
- (4f.) use circumlocution and paraphrase to cover gaps in vocabulary and structure;
- (4g.) correct errors if they become conscious of them or if the errors have led to misunderstandings

***The proportion of objectives in each component does not reflect their importance or dominance of that competence over other competences.***

## Assessment Tasks and Weighting

Assessment Tasks		Weight	Task Description	Course objectives addressed
Attendance & Participation			See Section 1	
<b>Semester 1: 40% (of the final mark of 3B)</b>				
Reading-Writing Assignment: 50%	Vocabulary games and oral summary of in-class readings	30%		
	Essay outline package	70%	See Section 3	1a, 1b, 1c, 1e, 3b, 3c, 3d, 4d, 4e, 4g
Formal presentation 1: 50%			See Section 2	1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4c, 4d, 4e, 4f, 4g
<b>Semester 2: 60% (of the final mark of 3B)</b>				
Reading-Writing Assignment: 50%	Vocabulary games and oral summary of in-class readings	30%		
	Essay writing package (Writing portfolio)	70%	See Section 3	1a, 1b, 1c, 1e, 3b, 3c, 3d, 4d, 4e, 4g
Formal Presentation 2: 50%			See Section 2	1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4c, 4d, 4e, 4f, 4g