

<b>Subject Code</b>	ENGL2002
<b>Subject Title</b>	English for Academic Communication
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>This subject is designed as a core English proficiency course to focus explicitly on developing students' language skills and general abilities in listening and speaking within the context of English for academic purposes (EAP).</p> <p>The subject is aimed at enabling students to communicate more fluently and confidently in English with each other as well as with other users of English such as lecturers and fellow students in an academic setting. Students will be given practice in developing both general and specific aspects of listening and speaking related to EAP such as taking lecture notes and giving academic oral presentations. The subject further focuses on encouraging students to take responsibility for their own language learning.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <p><b>Develop English listening skills for managing academic study</b></p> <ul style="list-style-type: none"> <li>a. identify and explore ideas through investigation of semantic relations in discourse;</li> <li>b. understand meaning by using features such as sentence stress, intonation, and voice emphasis as clues to comprehension;</li> <li>c. evaluate the importance of information in lecture discourse by understanding its overall structure and sub-sections;</li> <li>d. evaluate spoken discourse critically by recognizing speaker attitude and viewpoint.</li> </ul> <p><b>Develop English speaking skills for managing academic study</b></p>

	<ul style="list-style-type: none"> <li>e. make appropriate use of modulation, lexis and communicative strategies in oral academic communication;</li>   <li>f. recognize and apply effective verbal and non-verbal strategies in planning and delivering oral presentations;</li> </ul> <p><b>Category B: Attributes for all-roundedness</b></p> <ul style="list-style-type: none"> <li>g. display critical analytical thinking;</li> <li>h. take responsibility for learning independently through planning for and executing a programme of self-access English language learning;</li> <li>i. embark on life-long learning for continuous personal and professional development and improvement;</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Listening to lectures for gist and specific information</li> <li>2. Developing note-taking skills</li> <li>3. Understanding conversation gambits and moves</li> <li>4. Understanding oral presentation structure</li> <li>5. Learning and applying verbal and non-verbal strategies in delivering oral presentations</li> <li>6. Understanding and giving constructive self- and peer-feedback on oral performance</li> <li>7. Develop independent language learning skills by using the Centre for Independent Language Learning</li> </ol>

<b>Teaching/ Learning Methodology</b>	<p>The teaching and learning approach will be task-based, student-centered and interactive. There is a balance of individual effort and cooperative, interdependent learning. Academic texts and professional reports in audio-visual and print forms from diverse academic disciplines will be utilized to stimulate thinking and discussions. The subject, though focusing on developing competence in listening and speaking, also develops the skills of reading and writing for academic purposes.</p> <p>Course work includes speaking and listening tasks such as working in pairs and small groups on interactive group discussions, preparing and delivering oral presentations, listening and taking notes in seminars and lectures, as well as completing self-designed practice activities to be conducted independently in the Centre for Independent Language Learning (CILL) or at other relevant venues outside class. The independent language learning component involves students keeping an assessed self-study journal for most of the duration of the subject.</p>																																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="479 958 1388 1719"> <thead> <tr> <th data-bbox="479 958 682 1170">Specific assessment methods/tasks</th> <th data-bbox="682 958 850 1170">% weighting</th> <th colspan="9" data-bbox="850 958 1388 1170">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th></th> <th></th> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 1170 682 1360">1.Listening quiz</td> <td data-bbox="682 1170 850 1360"><b>30%</b></td> <td data-bbox="850 1170 899 1360"></td> <td data-bbox="899 1170 948 1360">✓</td> <td data-bbox="948 1170 997 1360">✓</td> <td data-bbox="997 1170 1046 1360">✓</td> <td data-bbox="1046 1170 1095 1360"></td> <td data-bbox="1095 1170 1144 1360"></td> <td data-bbox="1144 1170 1192 1360"></td> <td data-bbox="1192 1170 1241 1360"></td> <td data-bbox="1241 1170 1290 1360"></td> <td data-bbox="1290 1170 1388 1360">✓ <input type="checkbox"/></td> </tr> <tr> <td data-bbox="479 1360 682 1550">2.Oral presentation</td> <td data-bbox="682 1360 850 1550"><b>30%</b></td> <td data-bbox="850 1360 899 1550"></td> <td data-bbox="899 1360 948 1550"></td> <td data-bbox="948 1360 997 1550"></td> <td data-bbox="997 1360 1046 1550"></td> <td data-bbox="1046 1360 1095 1550">✓</td> <td data-bbox="1095 1360 1144 1550">✓</td> <td data-bbox="1144 1360 1192 1550">✓</td> <td data-bbox="1192 1360 1241 1550"></td> <td data-bbox="1241 1360 1290 1550">✓</td> <td data-bbox="1290 1360 1388 1550"></td> </tr> <tr> <td data-bbox="479 1550 682 1655">3.Debate</td> <td data-bbox="682 1550 850 1655"><b>40 %</b></td> <td data-bbox="850 1550 899 1655">✓</td> <td data-bbox="899 1550 948 1655">✓</td> <td data-bbox="948 1550 997 1655">✓</td> <td data-bbox="997 1550 1046 1655">✓</td> <td data-bbox="1046 1550 1095 1655">✓</td> <td data-bbox="1095 1550 1144 1655">✓</td> <td data-bbox="1144 1550 1192 1655">✓</td> <td data-bbox="1192 1550 1241 1655">✓</td> <td data-bbox="1241 1550 1290 1655">✓</td> <td data-bbox="1290 1550 1388 1655"></td> </tr> <tr> <td data-bbox="479 1655 682 1719">Total</td> <td data-bbox="682 1655 850 1719">100 %</td> <td data-bbox="850 1655 1388 1719"></td> <td data-bbox="899 1655 948 1719"></td> <td data-bbox="948 1655 997 1719"></td> <td data-bbox="997 1655 1046 1719"></td> <td data-bbox="1046 1655 1095 1719"></td> <td data-bbox="1095 1655 1144 1719"></td> <td data-bbox="1144 1655 1192 1719"></td> <td data-bbox="1192 1655 1241 1719"></td> <td data-bbox="1241 1655 1290 1719"></td> <td data-bbox="1290 1655 1388 1719"></td> </tr> </tbody> </table> <p>The self-study journal (Weeks 4-14) focuses on developing speaking and listening skills and provides the format for students to develop autonomy in learning. The listening quiz (Week 8) gives students the opportunity to assess skills development in listening to lectures. The</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed											a	b	c	d	e	f	g	h	i	1.Listening quiz	<b>30%</b>		✓	✓	✓						✓ <input type="checkbox"/>	2.Oral presentation	<b>30%</b>					✓	✓	✓		✓		3.Debate	<b>40 %</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓		Total	100 %										
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	<p>vocabulary quiz (Week 12) is the means of assessing students' acquisition of key academic vocabulary, and the individual oral presentation (Weeks 6-14) provides the format for students to research, plan and deliver a presentation on an aspect of academic life.</p> <p>All this, in an integrated manner, will contribute to the fulfilment of the subject's intended learning outcomes and to a long-term development of students' professional and academic knowledge and skills and their generic attributes, including independent learning and critical analytic thinking abilities.</p>												
<b>Student Study Effort Expected</b>	<table border="1"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Seminars</td> <td>39 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Private study</td> <td>58 Hrs.</td> </tr> <tr> <td>▪ Take-home assignments</td> <td>29 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>126 Hrs.</td> </tr> </table>	Class contact:		▪ Seminars	39 Hrs.	Other student study effort:		▪ Private study	58 Hrs.	▪ Take-home assignments	29 Hrs.	Total student study effort	126 Hrs.
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<b>Reading List</b>	<p><b>Recommended reading</b></p> <p>Byrd, D. &amp; Clemente, I. (2001). <i>React and Interact: situations for communication</i>. New York: Longman.</p> <p>Feldman, R. S. (2007). <i>P.O.W.E.R.: learning strategies for success in college and life</i> (3rd ed.). New York: McGraw-Hill.</p> <p>Fragiadakis, H. K. (2007). <i>All Clear 3: listening and speaking</i>. Boston, MA: Heinle.</p> <p>Gelb, A. (2007). <i>The complete student: Achieving success in college and beyond</i>. Clifton Park, NY: Thomson.</p> <p>Hartmann, P., &amp; Blass, L. (2000). <i>Quest: listening and speaking in the academic world</i>. Boston: McGraw Hill.</p> <p>Hill, M. &amp; Storey, A. ((2007). <i>SpeakEasy: oral presentation skills in English for academic and professional use</i>. Hong Kong: Hong Kong University Press.</p> <p>Lebauer, R. S. (2000). <i>Learn to listen, listen to learn academic listening and note-taking</i> (2nd ed.). San Franciso, CA: Addison Wesley Longman Inc.</p> <p>Lewis, M., &amp; Reinders, H. (2003). <i>Study skills for speakers of English as a second language</i>. Basingstoke, UK: Palgrave Macmillan.</p> <p>Lynch, T. (2004). <i>Study listening: A course in listening to lectures and note-taking</i> (2nd ed.). Cambridge, UK: Cambridge University</p>												

Press.  
Wilkie, H. (2001). *Writing, speaking, listening*. Oxford, UK: Essentials.

### **Further reading**

- Espeseth, M. (1998). *Academic listening encounters listening, note-taking, and discussion: content focus, human behavior*. Cambridge, UK: Cambridge University Press.
- Kimball, S., Lozean, C., Conghlin, D. M., Pfeiffer, J. A., Eoff, T., & Conforti, M. (2001). *Effective study strategies*. Hong Kong: Academic Resources Corporation.
- Nunan, D. (2003). *Listen in* (2nd ed.). Boston, MA: Heinle.
- Renn, D. (2005). *Strategies for college success: A study skills guide*. Ann Arbor, MI: University of Michigan Press.
- Thalkin, M., Anderson, S., Braun, K., & Bruzek, R. (1993). *The art of listening*. Hong Kong: Learning Seed Company.
- Westra, M. (1996). *Active communication*. Pacific Grove, CA: Brooks.

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Prepared by Rita Kelly, August 2020