

English Language

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Course description

The aim of the syllabus is to prepare students to use English in their further academic study on the University of London external programme. This is understood as being a “competent user” as defined by the Association of Language Testers in Europe Level 3 and realized as IELTS band 6 (the student has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstanding; can use and understand fairly complex language, particularly in familiar situations) or a “good user” — IELTS band 7 (the student has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstanding in some situations; generally handles complex language well and understands detailed reasoning).

Teaching objectives

The main objectives of the syllabus are:

- to broaden and expand the students’ proficiency and knowledge in General English;
- to provide material for the students to revise, consolidate and extend their command of English grammar and vocabulary;
- to develop the students’ reading skills to enable them to skim the text for main idea, to scan the text for specific information, to interpret the text for inferences, attitudes and styles, to deduce meanings from the context;
- to develop the students’ writing skills to enable them to respond to input applying information to a specified task, to elicit, to select, to summarize information in a range of writing activities, such as essays, articles, reports;
- to develop the students’ listening skills to enable them to understand and apply specific information from the input;
- to develop the students’ speaking skills to enable them to use general, social and professional language, to negotiate, report, explain, summarize and develop a discussion;

- to develop the students' general capacity to a level that enables them to use English in their professional and academic environment granted that they are provided with the specific notions and vocabulary of economics, mathematics, statistics, banking and finance in the course of their studies;
- to develop the students' ability to apply knowledge of the language system, to develop their social competence skills, to form their behavioural stereotypes and professional skills necessary for successive social adaptation of graduates.

Teaching methods

The English course consists of four main parts:

- General English
- Professional (English for Specific Purposes) English
- Business English
- Skills development for academic purposes

In total the course includes 228–256 hours of classes (from 6 to 10 per week depending on the entry level of the students' competence). The course starts with a 2-week intensive course in September (the main purpose being preparation of the students for their professional studies in the first semester and development of their English language skills) and finishes with a 2-week intensive course in June (IELTS exam preparation).

Assessment

This syllabus is designed basing on the belief that testing and teaching are closely interrelated. A test is seen as a natural extension of classroom work providing teacher and student with useful information that can serve as a basis for improvement.

The following system of tests will be used:

The entrance exam — a criteria-reference test within placement to find out what a student can actually do with the language. The purpose of such testing is to classify students according to whether or not they can carry out a set of tasks satisfactorily and therefore are eligible for admission to the ICEF.

Mid of the 1st semester test — a diagnostic test used to identify the students' progress, their strengths and weaknesses, intended to ascertain what further teaching is necessary.

End of the 1st semester exam — an achievement/attainment test designed to show mastery of the syllabus, directly related to language courses,

the purpose being to establish how successful the students have been attaining objectives. It shows the standard one student has reached in relation to another at the same stage based on IELTS band. Students can be regrouped according to the results of this exam; it will also form the main means for the end of the first semester assessment.

Mid of the 2nd semester test — an achievement/attainment test designed to show the students' progress, their competence in academic skills and their strengths and weaknesses in IELTS exam preparation.

End of the 2nd semester exam — a proficiency test designed to measure a student's competence in the form of the IELTS Academic Module taken externally and administered by the BKC IELTS Examination Centre. Students must achieve a minimum overall Band 6 to be deemed successful in their first year studies and to be considered capable of successfully pursuing their second year studies.

Grade determination

The final grade is composed of the following parts:

In the 1st semester:

- November Mock exam — 30%
- Home assignments — 20%
- January exam — 50%

In the 2nd semester:

- 1 semester — 25%
- Home assignment — 15%
- April Mock exam — 20%
- Final IELTS exam — 40%

Main reading

This syllabus may be accomplished on the basis of textbooks and training materials, original special supplementary materials published by British, American and Australian publishing houses. The usage of up-to-date authentic materials will help students to obtain the necessary skills in reading, writing, listening and speaking, develop their abilities in making presentations and participating in discussions and form the students' much higher level of social and professional adaptation.

General English Course books:

- Foll, Kelly (1996) First Certificate Avenues. Cambridge University Press.
- Spratt, Taylor (1997) The CAE Course. Cambridge University Press.
- O'Connell, S. (1999) Focus on Advanced English. Longman
- O'Connell, S. (1996) Focus on Proficiency. Longman
- Joseph, F., Travis, P. (1999) Fast Track to CAE. Longman

Teaching materials for skills development:

- Greenall, Swan (1997) Effective Reading. CUP
- McGovern (1994) Reading. Prentice Hall
- White, McGovern (1994) Writing. Prentice Hall
- Trzeciak, Mackay (1994) Study Skills for Academic Writing. Prentice Hall
- Rignall, Furneaux (1997) Speaking. Prentice Hall
- Lynch (1983) Study Listening. CUP
- Lynch (1992) Study Speaking. CUP
- Glendinning (1992) Study Reading. CUP
- Hamp-Lyons (1997) Study Writing. CUP
- Jordan (1990) Academic Writing Course. Longman
- Ellis, M., O'Driscoll, N. (1997) Giving Presentations. Longman
- Oshima, A., Hogue, A. (1999) Writing Academic English. Longman
- Master, P. (2004) English Grammar and Technical Writing. US Dep. of State

Teaching materials for IELTS preparation:

- Practice Tests for IELTS 1–4. CUP
- Hallows, Lisboa, Unwin (2006) IELTS Express. Thomson ELT
- Jakeman, McDowell (2004) Step Up to IELTS. CUP

- Jakeman, McDowell (1999) *Insight into IELTS*. Cambridge University Press
- Catt, C. (1999) *Language Passport. Preparing for the IELTS Interview*. Longman

Teaching materials for ESP and Business English:

- Lannon, Tullias, Trappe (1993) *Insights into Business*. Nelson
- Yates, C.St.J (1992) *Economics*. Prentice Hall Int.
- Cotton, D.(1977) *International Business Topics*. Longman
- MacKenzie (1997) *English for Business Studies*. CUP
- Cotton, Falvey, Kent (2000) *Market Leader. Intermediate Business English*. Longman
- Cotton, Falvey, Kent (2001) *Market Leader. Upper-intermediate Business English*. Longman
- MacKenzie, I. (1996) *Financial English*. LTP.
- *The Economist*. Weekly issues.

Additional reading

1. Pye, D., Greenall, S. (1996) *Cambridge Advanced English Reading Skills*. Cambridge University Press
2. Pye, D., Greenall, S. (1996) *Cambridge Advanced English Listening and Speaking Skills*. Cambridge University Press
3. Phillips, T., Anna Phillips, A. (1994) *Key Writing Skills for CAE*. Macmillan Publishers
4. Walton, R., O'Connell, S. (1996) *Focus on Advanced English. Grammar Practice*. Longman
5. *First Certificate Skills Practice Books*. Cambridge
6. CAE and FCE practice test books (CUP) can be used as supplementary and self-access material for IELTS preparation.

Course outline

The content of the English syllabus is based on preliminary testing and grouping the students into several groups (depending on the number of students admitted): strong advanced, advanced, upper-intermediate, mid-intermediate, lower-intermediate, pre-intermediate, elementary). This approach helps students in low groups to obtain needed competence and students in high groups to perfect their knowledge of English.

1. General English

The students' competence in this aspect is measured by their ability to maintain social and professional contacts in familiar situations. They master and perfect their knowledge of all grammatical structures and functions (e.g. sentence types, tenses, parts of speech, numerals, word order, word and sentence formation); they extend their vocabulary to fulfill the above mentioned functions in roles, topics, discussions.

The students are taught to be able to converse on different themes (language, people, home, relationships, town, country, health, free time, education, science and technology, the world around, culture and traditions etc.) with native speakers, take part in discussions; analyze authentic materials from newspapers and magazines; write formal and informal letters, compositions.

2. Professional (ESP) English

The purpose of ESP course (done basically during the first intensive course) is to prepare the students for doing Economics, Mathematics and Statistics in English.

Development of the students' restricted knowledge in economic terms and topics includes: economic problems, the production possibility frontier, markets, microeconomics and macroeconomics, economic analysis, supply and demand, price, income, output, supply, money and banking, central banking, international trade.

Development of the students' knowledge in mathematical terms (also done during the intensive course) includes giving the English equivalents of all mathematical terms that the students have encountered in school. Each topic (arithmetic, percents, polynomials, inequalities, functions and their graphs, sequences, trigonometry, exponential and logarithmic functions, limits, derivatives, functions investigation, integration) in the course will be discussed using concrete examples for maximum efficiency which serves the purpose to quick refresh the course in Math.

Development of the students' knowledge in English for Statistics (also done during the intensive course) will include introduction of some specific terms (event, histogram, frequency, sample, population, probability) and a general discussion of how statistics should be understood relative to the real world. This will include a discussion of meaning of statements such as "the probabil-

ity that a red ball will be chosen is $1/3$ ”, “the average life expectancy is 65 years”, “it is unlikely that this law will be passed”, etc. A real-life example of Bernoulli’s triple test with a discussion of type I and type II errors is planned as an illustration of statistical methods in decision making.

The students’ competence in ESP is measured by their ability to use ESP in their professional and academic work to the level whereas they are able to:

- understand and interpret information presented in verbal, numerical or graphical form and do information transfers;
- explain contemporary events and familiar phenomena in terms of relevant principles;
- make meaningful generalizations about data;
- select and apply laws and principles to familiar problems presented in novel and familiar manner;
- recognize unstated assumptions;
- distinguish between statements of fact, statements of value and hypothetical statements;
- make valid inferences from materials presented;
- organize ideas and present them in an appropriate manner;
- evaluate the reliability and accuracy of the material;
- detect logical fallacies in arguments;
- check that conclusions drawn are consistent with given information;
- organize and present ideas and statements in a clear, logical and appropriate form.

3. Business English

Business English course starts during the first intensive course with the introduction of the students into the world of business.

The course aims to:

- provide students with the language and concepts found in books and newspaper and magazine articles on business and economics;
- develop the students’ comprehension of business and economic texts;
- develop the students’ listening skills in the field of business and economics;

- provide the students with opportunities to express business concepts by
- reformulating them in their own words while summarizing, analyzing, criticizing and discussing the following ideas: company structures, work motivation, recruitment, management styles, advertising and marketing, franchising, retailing, banking, stocks and shares bonds, the small business, the role of government, ecology, etc.

The students' competence in this aspect is measured by their ability to negotiate, write letters of request and complaint, business letters, memos; be IT users; create data bases and work with them; analyze information (including ads); make reports and business plans; analyze job ads in search of appropriate job positions, prepare CVs and letters of application and have successful job interviews.

4. Skills development

Students are taught to develop their skills in:

- **Reading** which includes:

Predicting, skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.

- **Writing** includes:

- Essay content and structure (patterns of organization, paragraphing, discussion – argument/counter-argument, advantages and disadvantages, topic sentence and supporting ideas, coherence and cohesion, punctuation, quoting and referencing, avoiding plagiarism, bibliographies).
- Functions (generalization, definitions, exemplification, classification, comparison and contrast, cause and effect, process and procedure, interpretation of data).
- Style (passive constructions, avoiding verbosity)
- Punctuation

- **Listening** includes:

- General comprehension (listening for gist, listening for detailed information, recognizing relevant/irrelevant information, signposting and importance markers, recognizing sentence connections: reference, addition, contrast, cause and effect, listing; evaluating the importance of information).

- Lectures (identifying the topic and main themes, identifying relationships among major ideas, comprehending key information, identifying supporting ideas and examples, retaining information through note-taking, retrieving information from notes, inferring relationships between information supplied in a lecture, taking efficient notes from a lecture).
- **Speaking** includes:
 - Seminar skills (agreeing and disagreeing, clarifying, questioning, persuading, emphasizing, concluding, interrupting; evaluating ideas and actions, presenting solutions, recommending action, comparing and contrasting, probability and possibility, cause and effect, criticizing).
 - Presentation skills (introductions and stating the purpose, signposting, creating interest and involving audience, using rhetorical questions, emphasizing and highlighting key points, preparing the audience for visuals, how to use an OHP, summaries, conclusions and closing courtesies; body language and non-verbal communication).

The students' competence in skills development is measured by their ability to understand and produce written and spoken language in an educational context, to perform the following academic tasks:

- reading and understanding written academic language;
- writing assignments in an appropriate style for university study;
- listening to and comprehending spoken language in both lecture format as well as formal and informal conversational style;
- speaking to colleagues and lecturers on general and given topics in formal and informal situations.

Distribution of hours

#	Topic	Total hours	Contact hours		Self study
			Lectures	Seminars	
Intensive course (September)					
1.	General English	28		12	16
2.	Professional (ESP) English	22		12	20
3.	Business English	26		10	16
4.	Skills development	40		20	20

First semester (October–December)

#	Topic	Total hours	Contact hours		Self study
			Lectures	Seminars	
5.	General English	42		22	20
6.	ESP and Business English	52		22	30
7.	Skills development	40		10	30
Second semester (February–April)					
8.	General English	46		16	30
9.	Business English	46		16	30
10.	Skills development	46		16	30
Intensive course (June)					
11.	IELTS preparation	88		48	40
Total:		486		204	282