

**Английский язык для специальных целей. Теоретическая лингвистика – 2.  
Course Syllabus «English for Academic Special Purposes in Linguistics – 2»**

Approved by the Council  
of \_\_\_\_\_ Degree Programme

Developer	O.I. Vinogradova, A.S. Virenkova
No. of credits	5
Contact hours	80
Independent study (hours)	110
Year of study, degree programme	1 <sup>st</sup> year, 3 - 4 module
Study format	Full-time with the use of on-line / distance learning sources

### **Abstract**

English for Academic Special Purposes in Linguistics is an elective course intended for second-year students who are training with the major in linguistics. It is to be administered as one of the set of courses of English in accordance with the Concept of developing English-speaking communicative competence of students of the Higher School of Economics (<https://www.hse.ru/docs/381549301.html>). The aims of the course are (1) to develop academic English competence on the basis of getting familiar with academic written and oral production in English, and (2) to advance HSE students' research skills in the area of their specialization, i.e. linguistics. The course focuses on core tasks relevant to all academic purposes, such as working out the main points of an academic text or lecture; presenting the summary of the information received, taking into consideration positions of all contributors to the area in focus; and extending one's own scope of English communicative competence and professional vocabulary in the area of linguistics and linguistic studies as a means to develop academic writing and listening skills. The students will be expected to produce critical, analytic or evaluative texts in speech and writing throughout the course. The syllabus covers concepts and key vocabulary necessary for discussing linguistics as well as words and phrases commonly used in academic English. Finally, the course is to highlight the skills and academic norms that are required for participation in linguistic seminars and tutorials in English language, on the one hand, and in international academic events, on the other. As a result, students are expected to present their group and individual projects orally and in writing throughout the course.

The main components of the course are studying parts of the book by Edward de Chazal & Sam McCarter *Oxford EAP: A course in English for academic purposes*; watching video lectures devoted to separate areas of linguistics; listening to radio programmes with discussions of the state of English language; practising areas of English grammar and English vocabulary; reading linguistic academic papers in English followed by presentation of students' summaries or discussions of the scholarly arguments in the papers; presentations in class of students' own linguistic projects.

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### **Learning Objectives**

1. The course is aimed at developing BA Theoretical and Computational Linguistics students' professional intercultural communicative competence (PICC) that is referred to as the "integrative ability of solving professional tasks with the help of foreign language". Development of the PICC, as an integrative goal of this course, ensures plunging students as

active participants into the process of solving a variety of professionally-oriented tasks with the help of the English language that model a broad diverse social and (quasi-) professional context of their future career paths.

2. provides an opportunity to discover various genres, formats, strategies, purposes and means of learning and narrating about the Theoretical and Computational Linguistics, as well as describing and interpreting art works of different styles and periods, creating and presenting linguistic projects in English using Information and Communications technology (ICT);
3. gives a chance to work with different sources and types of information for finding new solutions to the existing problems and designing innovative creative and personally meaningful research, educational and professional projects related to their future professional field;
4. practices analytical and critical thinking skills;
5. practices analytical and critical thinking skills;
6. enables to reflect on their own and their team work and experience;
7. develops problems solving skills and creativity.

### **Learning Outcomes**

- Listening: Understanding dialogues and polylogues on both familiar and unfamiliar topics; Understanding lectures; Using basic listening techniques (predicting, understanding main ideas and details); Note-taking.
- Reading: Understanding specialised complex longer texts\*/articles and reports concerned with contemporary problems (CEFR); Understanding text structure; Using basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details). \*can use a dictionary occasionally to confirm his/her interpretation of terminology
- Speaking: Dialogue on general topics (active listening, questioning, responding to questions, emphasizing); Monologue: descriptive/informative/reasoning.
- Writing: Summary; Essay (opinion, discussion); E-mail (business correspondence); CV.

### **Course Contents**

#### **1. The Big To-Do-List: Identifying Challenges for 21st Century Linguistics**

The topic is based on the list of the greatest linguistic discoveries to date and the cutting-edge issues in contemporary linguistics, according to Martin Hilpert. It also discusses how linguistics could collaborate with other sciences to solve the most challenging issues that humanity is currently facing.

#### **Reading:**

Reading for the main idea and for detail. Note-taking – organizing key information. Using notes to write a summary.

#### **Writing:**

Understanding essay titles. Generating ideas for writing tasks. Creating and evaluating a plan for writing. Verbs in essay titles. Paraphrasing: Reasons for paraphrasing

#### **Listening:**

Lectures. Listening for the main idea. Note-taking: identifying noun phrases.

#### **Speaking:**

Asking and answering questions. Preparing for and taking part in a seminar discussion. Summarizing and reporting on a seminar discussion.

#### **Grammar:**

Tenses (1). Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous

**Vocabulary:**

Vocabulary for specific purposes: General linguistic terms;

General academic vocabulary: Nouns and the words they combine with.

**Video:**

Being a polyglot

**2. Building Complex Knowledge with Language and Imagination**

The topic discusses how speakers of different languages conceptualize time relative to space, and how our perception of time may be distorted due to brain impairment affecting the way we process space. It also addresses the concept of metaphor and shows how linguistic metaphors have psychological weight affecting our behaviour, as well as defines language as a powerful tool that helps us conceive of an infinite number of new ideas, recycling our past experiences.

**Reading:**

Identifying the argument and structure of a text. Identifying cohesive language. Identifying hedging language.

**Writing:**

Analysing an essay conclusion. Linking ideas coherently. Writing and evaluating an essay conclusion.

**Listening:**

Lectures. Understanding the main points of a lecture. Identifying spoken punctuation.

**Speaking:**

Interpreting and discussing written feedback. Preparing spoken responses to written feedback.

**Grammar:**

Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns; articles

**Vocabulary:**

Vocabulary for specific purposes: Basic terms in cognitive linguistics and theory of conceptual metaphor (1);

General academic vocabulary: Metaphors and idioms in academic writing.

**Video:**

Metaphors

**3. Basic concepts of language**

The topic contributes to a popular conception of human language acquisition and some general basic concepts of human language development. It also covers some topics from psycholinguistics and sociolinguistics as well as some items from applied linguistics connected, for instance, with teaching languages.

**Reading:**

Recognizing and writing definitions. Summarizing key factual information in a text.

**Writing:**

Writing a short description of visual information. Using noun phrases containing relative clauses in definitions.

**Listening:**

Lectures. Listening for the main idea. Note-taking: using noun phrases in note-taking.

**Speaking:**

Recognising language for referring to visual information. Presenting visual information. Asking for information, clarification.

**Grammar:**

Tenses (2). The future: *will*, *be going to* + infinitive, *shall*; present tenses for the future;

future continuous, future perfect and future perfect continuous; *be to* + infinitive; future in the past;

**Vocabulary:**

Vocabulary for specific purposes: Basic terms relating to different areas in linguistics;

General academic vocabulary: Adjective and noun combinations.

**Video:**

Stephen Fry and Michael Rosen talk about language

#### 4. How Language Shapes the Way We Think

The topic discusses the talk given by a cognitive scientist Lera Boroditsky where she argues that language has a profound impact on the way we perceive the world and illustrates her point with linguistic data from across the globe.

**Reading:**

Predicting the content of a text from visual information. Understanding a description of a process in a text. Identifying and using signposting language for describing a process.

**Writing:**

Analysing written description of processes. Writing a paragraph describing process.

**Listening:**

Lectures. Taking notes on a description of process. Using notes to give detailed explanation. Recognizing referencing language.

**Speaking:**

Analysing and referring to the structure of a poster. Responding to requests for further details. Giving a short poster presentation.

**Grammar:**

No, none, not a, not any; much, many, a lot of, lots of; all, both, whole; every, each; (a/the) few, little; less, fewer; much, many, etc. + (of)

**Vocabulary:**

Vocabulary for specific purposes: Basic terms in cognitive linguistics and theory of conceptual metaphor (2);

General academic vocabulary: key quantifying expressions.

**Video:**

Lying

#### 5. Experimental linguistics

The topic discusses three experiments that linguists have carried out to investigate how language works in the human mind.

**Reading:**

Recognizing the difference between fact and opinion. Identifying the purpose and sections of a text. Identifying stance and perspective.

**Writing:**

Incorporating and evaluating cited material in an essay; using reporting structures. Writing an essay which incorporates references and avoids plagiarism.

**Listening:**

Recognizing different perspectives in an interview. Identifying key points related to perspectives and stance.

**Speaking:**

Interpreting and using intonation.

**Grammar:**

Verb patterns (1). Verbs with two objects; verb+object+adjective; verb+reflexive pronoun; verb+each other / one another

**Vocabulary:**

Vocabulary for specific purposes: Basic terms in experimental linguistics;

General academic vocabulary: Reporting on what others say.

**Video:**

Lost words and secret connections

**6. Is linguistics a science?**

The topic discusses three parallels between linguistics and natural sciences such as biology and physics, also highlighting three aspects in which linguistics is different from these disciplines.

**Reading:**

Identifying main ideas and supporting evidence in a text. Building word families. Using adverbs to express stance;

**Writing:**

Analysing and writing topic sentences. Adding supporting evidence using reasons and examples. Writing and evaluating a paragraph;

**Listening:**

Lectures. Understanding the main ideas in a lecture. Recognizing the language for introducing main ideas and supporting evidence. Analysing types of supporting evidence: examples, definitions, and explanations. Introducing supporting evidence;

**Speaking:**

Identifying assumptions in questions; participating in a tutorial discussion;

**Grammar:**

Modals (1). Ability, possibility, conclusions, willingness, habitual events, necessity, deduction, 'not necessary', obligation;

**Vocabulary:**

Vocabulary for specific purposes: General terms to describe linguistics as part of scientific knowledge;

General academic vocabulary: Nouns and prepositions.

**Video:**

The language of science

**7. What is language? Human language vs. animal communication systems**

This introductory lecture by Prof. Dr. Martin Hilpert of University of Berkley provides substantial and profound information on what human language is and how it differs from other forms of communication, specifically, animal communication systems by giving comprehensive details on each feature mentioned.

**Reading:**

Identifying the purpose and structure of a text. Paraphrasing: noun and verb transformations;

**Writing:**

Analysing essay introduction. Writing and evaluating a thesis statement. Writing and evaluating an essay introduction;

**Listening:**

Lectures. Understanding the organization of a lecture. Recognizing and practicing signposting language. Signposting: Introducing and transitioning between points, sequencing;

**Speaking:**

Evaluating presentation guidelines. Using signposting language to refer to visual information. Giving a short presentation;

**Grammar:**

Modals (2). Complex modal forms; dare and need; had better; be allowed to; be supposed to; other verbs with modal meanings;

**Vocabulary:**

Vocabulary for specific purposes: Terms to describe linguistics as a communication system;

General academic vocabulary: Verbs and the words they combine with.

**Video:**

Listen and learn: how to make better conversation

**8 Encounters with Language.**

The topic presents professional experiences of one of the most prominent contemporary linguists, the founder and director of ICSI's FrameNet Project, Charles Fillmore.

**Reading:**

Charles J. Fillmore. Encounters with Language. Computational Linguistics (2012) 38 (4): -718.

**Writing:**

Writing a biography essay.

**Listening:**

Lectures. Focusing on introduction and conclusion.

**Speaking:**

A supported monologue presenting personal opinion.

**Grammar:**

Nominalised forms; *do, give, have, make, take* + noun

**Vocabulary:**

Vocabulary for specific purposes: Terms for evaluation.

General academic vocabulary: Describing situations.

**Video:**

- Solving crime with forensic linguistics
- Communicating Climate Change
- Protest Slogans

### Assessments

The final grade is composed of the following parts: 25% Written Assessment (WA) +20% Oral Assessment (OA) + 25% student Independent Work Assessment /online (IWA) + 30% Final Assessment (FA).

Only overall grade is rounded.

Written assessment elements can be taken during the course of 10 days after they took place if a student has a medical certificate. The 10-day period starts from the last day of the medical leave. This, however, does not apply to oral assessment and individual work assessment (elements cannot be retaken).

The Final Assessment may be taken again during the retake period. The first retake follows the structure of the Final Assessment. The second retake is conducted using unique Testing and Assessment Materials which cover the materials of the whole course. The grade for the second retake corresponds with the grade for the entire course.

**– Final Assessment**

Period of FA: 10 days prior to the fourth module's session.

The release of examination papers: during the session.

The interim exam lasts 70 minutes. The exam consists of two parts, i.e. *Reading* and

Writing that weigh 40% and 60% respectively in the total mark for the exam.

Retaking exams: till the 15th of October 2022.

Time limit: 70 minutes online/offline. Max. 10 points.

Comments to the tasks:

1. Reading (R) Read the text. Decide whether the statements (1-10) are True, False or Not Given according to the task. Students have no more than 20 minutes to complete the Reading part.

2. Writing (W) Write an essay on one of the topics given. Max. 10 points. Students should write a 250-word essay. Students have 50 minutes to complete the writing part.

Grading formula:  $R*0,4 + W*0,6 = 10$ .

- Reading Test (40%)
- Essay Writing (60%).

Grade final formula:  $R* 0.4 + W*0.6 = 10$

Reading tests are assessed as follows: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent. Answers containing spelling mistakes are considered incorrect.

Writing is assessed against the criteria.

Essay assessment criteria: discuss both views and express your opinion / discuss the advantages and disadvantages.

### **ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

#### **Task Response (max 3 points)**

3 points – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

1 point – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

0 points – the student does not adequately address any part of the task: the task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped

or irrelevant.

**Coherence and Cohesion (max 2 points)**

2 points – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the ideas are logically organised;

1 point – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

0 points – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

**Lexical Resource and Register (max 2 points)**

2 points – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

1 point – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

0 points – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

**Grammatical Range and Accuracy (max 2 points)**

2 points – the student uses a wide range of grammar structures and may make 1 minor mistake;

1 point – the student uses a variety of grammar structures, but may make 2 mistakes;

0 points – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

**Level/track specific criteria (max 1 point)**

1 point – the student shows knowledge beyond the limits of the materials studied in class and uses the active vocabulary specific to the topic;

0 points – the student does not show knowledge beyond the limits of the materials studied in class; and the student does not use the active vocabulary specific to the topic.

- **Independent work assessment** - 10% LMS+15% Presentations

**PRESENTATION ASSESSMENT CRITERIA (max 10 points)**

*If the content of the presentation does not relate to the topic, a student receives “0” for the whole presentation.*

**Task Response (max 3 points):**

3 points – the student fully addresses all parts of the task: the presentation corresponds to the chosen topic; it is clearly divided into introduction, main body and conclusion, all content points are covered; introduction contains the purpose and the plan of the presentation, each part of the main body has an explicit pattern of organisation (illustration, cause and effect, comparison, definition, etc.); conclusion includes both summary and the final statement and rounds the presentation of appropriately; presentation contains appropriate references in APA/Harvard style in speech and slides; various coherence devices are used;

2 points – the student addresses all parts of the task although some parts may be more fully covered than others: the presentation partially corresponds to the topic, it is



clearly divided into introduction, main body and conclusion and the parts of the presentation are connected with linking devices; presentation contains appropriate references in APA/Harvard style in speech and slides;

1 point – the student responds to the task only in a minimal way or the answer is tangential, the format may be inappropriate: the presentation partially corresponds to the chosen topic, not all the content points are covered it is not clearly divided into introduction, main body and conclusion; presentation is free from logical fallacies; presentation does not contain appropriate references in APA/Harvard style in speech and slides;

0 points – the student does not adequately address any part of the task: the presentation is not divided into introduction, main body and conclusion and the parts of the presentation are not connected with linking devices; presentation does not contain appropriate references in APA/Harvard style in speech and slides.

**Language Use (max 3 points):**

3 points – the speaker uses an appropriate amount of academic vocabulary, terminology is relevant to the subject, synonyms are used to avoid repetitions, the hedging strategies are applied when applicable, the speaker uses collocations and advanced grammar when needed, pronunciation and speech flow are natural, occasional vocabulary and grammar mistakes in speech causing no difficulties for the audience; texts on slides have no vocabulary and grammar mistakes; the speaker naturally fills in the pauses caused by breakdowns of different nature;

2 points – the speaker complies with academic register, the speech is characterized by fluency and adequate pace; the speaker does not use collocations, omits vocabulary and grammar mistakes that sometimes cause difficulties for the audience, and/or there are 1-2 vocabulary and/or grammar mistakes on slides; the speaker naturally fills in the pauses caused by breakdowns of different nature;

1 point – the speaker demonstrates limited language resource; the vocabulary and grammar are generally appropriate with a few non-impeding inaccuracies; the speaker fills in the pauses caused by breakdowns of different nature with effort;

0 points – the speaker demonstrates poor language resources, omits vocabulary and grammar mistakes that cause serious difficulties for the audience, and the speaker does not fill in the pauses.

**Manner of Delivery (max 2 points):**

2 points – the presenter speaks with confidence maintaining a certain level of dynamics and keeping an appropriate posture and body language, maintains the adequate level of eye contact, uses stress, intonation and pausing appropriately; the presentation is given without reading off the slides or paper within the given time limit; the presenter makes 1-2 pronunciation mistakes in words of common use causing no difficulties for the audience, when answering questions; the speaker interacts with ease and responds appropriately;

1 point – the presenter makes 3-4 pronunciation mistakes causing difficulties for the audience and/or the presenter uses stress, intonation and pausing with limited control causing some difficulties for the audience; the presentation is given without reading off the slides or paper, when answering questions; the speaker interacts with effort or responds inappropriately; the speaker delivers the content within the given time limit;

0 points – the presenter makes 5 and more pronunciation mistakes in words of common use causing difficulties for the audience; the speaker does not interact with the audience; the presentation is given with reading off the slides or paper; the presentation does not fit the time limit.

**Visual Aids (max 2 points):**

2 points – the visuals are prepared in a certain style consistent throughout the

presentation and well readable (font, color); each visual has a heading relevant to the overall theme of the presentation, conforming to the academic register; each visual contains only key words and phrases without complete sentences; presentation as a whole has an adequate balance of graphic and verbal information;

1 point – the visuals are well readable (font, color), contain both complete sentences and key words and phrases, presentation has a disbalance of graphic and verbal information;

0 points – the visuals are not well readable, and do not conform to the academic register.

### Additional

LMS Assessment criteria- the tasks in the LMS are assessed according to the Band scale of work completed and overall progress.

Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent. Answers containing spelling mistakes are considered incorrect.

Writing is assessed against the criteria.

Presentations are individually prepared project on a given topic.

The following are the assessment criteria for the presentation (ESP specifics): Structure (the appropriate number of sections-breadth and width of the topic) and

Layout (introduction; feedforward; main body; feedback; conclusion)+Coherence (logical order)-20%+Relevance (whether the content is appropriate to the topic, everything is clarified)and Explicitness (the purpose is clear, the ideas and details included are relevant, definitions given, and supported, the relationships-cause and effect- are indicated)/20% + Critical thinking (analysis and evaluation, justification of viewpoint)-20% / +Language, style and grammar- 20% /+Delivery -20%.

### Note:

LMS activity assessment- Band scale = % of work fully completed. Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1; 0%=0. Answers containing spelling mistakes are considered incorrect.

Writing is assessed against the criteria.

A fully completed task means that an assigned task meets the deadline and all the requirements.

### Note:

Independent work may include activities that students do at home and online work. The elements of independent work cannot be retaken.

– **Oral assessment**

Oral assessment may include a monologue on a given topic and a discussion. The elements of oral work cannot be retaken.

**DISCUSSION ASSESSMENT CRITERIA (max 10 points)**

**Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas; content corresponds to the topic of the discussion; the student takes an active part in the discussion; the student's contribution makes the discussion more effective;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the student presents a relevant position although the conclusions may be unclear or repetitive; content corresponds to the topic of the discussion; the student takes an active part in the discussion, not always hears the thoughts and ideas of other students, sometimes dominates the discussion;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: presents some ideas but they may be repetitive, irrelevant or not well supported (attitude is not expressed, and/or the arguments are not fully developed or extended); content is partially relevant to the topic; the student does not take an active part in the discussion, rarely shares ideas;

**0 points** – the student does not adequately address any part of the task; the student is rather passive, does not share any ideas, does not express a clear position; the student presents few ideas, which are largely undeveloped or irrelevant.

**Coherence and Cohesion (max 2 points)**

**2 points** – the student applies logic when organising ideas, effectively uses a wide range of cohesive devices, introductory constructions, makes the points clearly but briefly, encourages others to speak by inviting them to give their opinions;

**1 point** – the student applies logic when organising ideas, but there might be an occasional breach in logic, cohesive devices are inadequate, repetitive, under- or overused;

**0 points** – the student does not apply logic when organising ideas, there are no linking devices, introductory constructions and/or they are used inappropriately.

**Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of appropriate vocabulary attempting to use some advanced lexical items, phrases useful for the discussion development;

**1 point** – the student uses appropriate but limited vocabulary; phrasal verbs and/or collocations are used inappropriately;

**0 points** – the student's vocabulary is too limited to comment on the topic, numerous mistakes impede understanding, active vocabulary is not used or used inappropriately.

**Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures;

**1 point** – the student uses basic grammar structures and may make occasional mistakes which do not impede communication;

**0 points** – the student makes numerous grammar mistakes which impede communication.

**Fluency, pronunciation (max 1 point)**

**1 point** – the student’s speech is smooth and fluent; there might be some minor pronunciation mistakes but they don’t impede communication; intonation is appropriate; all sounds are articulated clearly;

**0 points** – the speech is slow; it takes the student time to find words; he/she fumbles the words and ideas and/or makes numerous pronunciation mistakes which impede communication; intonation is not appropriate; some sounds are articulated indistinctly.

Oral answer assessment criteria ESP specifics:

10-point grading scale                      Content of the answer assessment

1        The topic knowledge is absent. Does not participate in a discussion. Cannot complete any related to the theme tasks.

2-3     The student struggles to produce an answer which can be considered as adequate. Cannot explain any terminology. The basic concepts are totally confused. Does not participate in a discussion. Does not have topical lexical resource. Has not completed the task on synonyms.

4-5     The answers given are generally correct, however are not full- a number of essential details are omitted and /or the answer has irrelevant information. The logic of the answer is confusing and has inadequacies. Has vague understanding of terminology. Demonstrates weak participation in a discussion. The lexical units are used incorrectly, phonetic, grammar and stylistic mistakes are present (no more than 5-6). Has not fully completed the task on synonyms.

6-7     The answers given are correct and/or adequately expanded, however there has been a minor shift to irrelevant information. The answer is mostly logical. Demonstrates an attempt to participate in a discussion by commenting on the colleagues’ answers. Terminology and the lexical units are used with minor mistakes, however these do not impede communication. Has completed the task on synonyms but with some stylistic inadequacies. Phonetic, grammar and stylistic mistakes are present (no more than 3-4).

8-9     The answers given are explicit and fully expanded. The answer is mostly logical. Actively participates in a discussion, comments on the colleagues’ answers. Shows good command of terminology. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, understands stylistic peculiarities and /or has full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

10      The answers given are explicitly clear, logical and fully expanded. The knowledge demonstrated goes beyond the scope of material covered. Actively participates in a discussion, gives valid comments on the colleagues’ answers. Shows excellent command of terminology by applying the knowledge to extend the answer. The lexical units are used with variety, with minor slips. Has completed the task on synonyms, has mastered stylistic peculiarities to have full capacity to apply these units. Phonetic, grammar and stylistic mistakes are absent.

– **Written assessment**

Note:

Written assessment may include: 1 listening/reading test, 1-2 vocabulary tests/quizzes, 1-2 written works (essay).

Word quiz and \ or LMS activity assessment- Band scale = % of work completed. Grading scale: 10 =96-100%; 9= 91-95% 8 = 86-90% 7 = 78-85% 6 = 71-77% 5 = 61-70% 4 = 51-60% 3 = 36-50% 2 = 21-35% 1 = 1%-20% 0 =0%, plagiarism or no work handed in or the student was absent OR : 100-96% of fully correct answers = 10; 95 - 91% of fully correct answers = 9; 90 - 86% of fully correct answers = 8; 85-78% of fully correct answers = 7; 77- 71% of fully correct answers = 6; 70-61% of fully correct answers = 5; 60-51% of fully correct answers = 4; 50-36% of fully correct answers = 3; 35-21% of fully correct answers = 2; 20-1% of fully correct answers = 1. 0%=0. Answers containing spelling mistakes are considered incorrect. Writing is assessed against the criteria.

**ESSAY ASSESSMENT CRITERIA (max 10 points)**

*Recommended word count – 250*

**Task Response (max 3 points)**

**3 points** – the student fully addresses all parts of the task: the task in the introduction is fully paraphrased, the student presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas: each paragraph contains a valid topic sentence which clearly focuses on the main idea/problem and 1-2 arguments which are completely developed; the conclusion contains relevant ideas which are discussed in the main body; content corresponds to the topic;

**2 points** – the student addresses all parts of the task although some parts may be more fully covered than others: the task in the introduction has been only partly paraphrased; the student presents relevant main ideas but some may be inadequately developed/unclear; the main points are summarised in the conclusion but some points may be unclear or repetitive; content corresponds to the topic;

**1 point** – the student responds to the task only in a minimal way or the answer is tangential: the task has been only partly paraphrased and/or the thesis statement lacks focus and/or the conclusion contains some irrelevant ideas which are not discussed in the main body; the student presents a position but it is unclear; presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well supported; content only partially corresponds to the topic;

**0 points** – the student does not adequately address any part of the task: he task hasn't been paraphrased or there is no introduction and/or there is no thesis statement in the introduction; all the topic sentences are irrelevant / there are no topic sentences; there is no conclusion at all; the student presents few ideas, which are largely undeveloped or irrelevant.

**Coherence and Cohesion (max 2 points)**

**2 points** – the student writes a clearly structured essay, uses a variety of linking devices which connect the ideas appropriately, uses paragraphing sufficiently, the

ideas are logically organised;

**1 point** – the student writes a poorly structured essay, uses a limited number of linking devices, does not use paragraphing sufficiently; the ideas are not always logically organised;

**0 points** – the student does not organise information and ideas logically, fails to use linking devices appropriately or repeats them, does not write in paragraphs.

**Lexical Resource and Register (max 2 points)**

**2 points** – the student uses a wide range of vocabulary, including some advanced lexical items; there may be 1-2 inaccuracies;

**1 point** – the student uses a sufficient range of vocabulary, but may make 1-2 mistakes in spelling, word formation or word choice;

**0 points** – the student only uses basic vocabulary with very limited control of spelling, word formation or word choice; errors are numerous and impede understanding.

**Grammatical Range and Accuracy (max 2 points)**

**2 points** – the student uses a wide range of grammar structures and may make 1 minor mistake;

**1 point** – the student uses a variety of grammar structures, but may make 2 mistakes;

**0 points** – the student uses basic grammar structures or a limited range of structures and/or makes more than 2 grammatical mistakes, some of which impede understanding.

**Level/track specific criteria (max 1 point)**

**1 point** – the student presents an example for each argument;

**0 points** – the student does not present any example for an argument.

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**% Interim assessment (4 module)**

**0.300** Final assessment

**0.250** Independent work  
assessment

**0.250** Written assessment

**0.200** Oral assessment

Only overall grade is rounded.

**Resources**

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**Key recommended reading**

Edward de Chazal, Sam McCarter, Louis Rogers, Julie Moore, Paul Dummett, Jon Hird, John Hughes. Oxford EAP. B2.

Boroditsky, L. (2019). Language and the brain. <https://doi.org/10.1126/science.aaz6490>

Sulaiman, M., & Yuliani, S. (2017). A Contrastive Analysis between British and American Varieties: A Case-Study of English Accents. <https://doi.org/10.26638/470.203X>

Noam Chomsky. (2007). *Of Minds and Language*.

James McGilvray. (2014). *Chomsky : Language, Mind and Politics: Vol. Second edition*. Polity.

Barón Birchenall, L. (2016). *Animal Communication and Human Language: An overview*.

Martin Haspelmath, & Andrea D. Sims. (2010). *Understanding Morphology*. Routledge.

### **Recommended further reading**

Hendricks, R. K., Demjén, Z., Semino, E., & Boroditsky, L. (2019). Emotional Implications of Metaphor:Consequences of Metaphor Framing for Mindset about Cancer. <https://doi.org/10.1080/10926488.2018.1549835>

Alison Edgley. (2015). *Noam Chomsky*. Palgrave Macmillan.

Barnes, H. (2017). *Linguistics : Past, Present and Future Perspectives*. Hauppauge, New York: Nova Science Publishers, Inc. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1530916>

Pullum, G. K. (2018). *Linguistics : Why It Matters*. Cambridge, UK: Polity. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=edsebk&AN=1910481>

Christelle Gillioz, & Sandrine Zufferey. (2020). *Introduction to Experimental Linguistics*. Wiley-ISTE.

Spencer, A., & Luis, A. R. (2012). *Clitics : An Introduction*. Cambridge University Press.

### **Types of classrooms:**

Lecture / seminar classroom

### **Equipment of the classroom:**

- a set of demonstration equipment: personal computer / laptop, a multimedia projector with audio/video, a projection screen, an interactive whiteboard, a video panel, and other means of demonstrating educational content. It is allowed to use a portable set of demonstration equipment for conducting classes.
- availability of wireless Internet access via Wi-Fi network.

Online platforms for distance learning / communication:

- Smart LMS;
- Microsoft Teams.

Corporate access is available to the instructors and students when using HSE corporate e-mail addresses.

### **Organization of Studies for Persons with Limited Mobility and Disabilities**

If necessary, learners with limited mobility or a disability (as per his/her application), as well as per his/her individual rehabilitation programme, may be offered the following options for receiving learning information with due consideration of his/her individual psycho-physical needs (e.g., via eLearning studies or distance technologies):

- *for persons with impaired vision*: enhanced fonts in hard copy documents; e-documents; audio files (transfer of study materials to an audio-format); hard copy documents with the use of Braille; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with hearing impairments*: in hard copy; e-documents; video materials with subtitles; individual consultation with a facilitated communicator; individual assignments and mentoring;

- *for persons with a muscular-skeleton disorder*: in hard copy; e-documents; audio-files, individual assignments and mentoring.

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