

Subject title: Advanced English for Academic Purposes

Subject code: ELC5001

Credit value: Nil

Pre-requisites: Nil

Contact hours: 39

Objective

This subject aims to enhance students' writing and speaking skills for effective communication in research-related contexts.

Learning outcomes

By the end of the subject, students should be able to communicate effectively with academic audiences in research-related contexts through

1. summarising, synthesising and critiquing academic sources,
2. planning, writing and revising research-related texts, and
3. participating in academic discussions related to research studies.

To achieve the above outcomes, students are expected to use language and organisational structure appropriate to the context, select information critically, cite and review sources appropriately and critically, present and support stance and opinion, and analyse the impact and significance of the research.

Content

The content is indicative. The balance of the components, and the corresponding weighting accorded to each, will be based on the specific needs of the students.

1. Written communication

Analysing and practising language functions common in academic texts; understanding common patterns of organisation in academic texts; taking effective notes from written and spoken sources; developing strategies for critical reading; paraphrasing, summarising, and citing sources; synthesising and critiquing source information and arguments; maintaining coherence and cohesion in academic writing; developing revision and proofreading skills; using appropriate style and register in research-related texts.

2. Spoken communication

Using interactive strategies; selecting appropriate register; handling questions; presenting arguments.

3. Language development

Developing grammar, vocabulary and pronunciation skills relevant to written and spoken communication in research-related contexts.

Teaching and learning approach

The course is designed to introduce students to the language and skills they will need to present their research studies effectively. A major emphasis is on improving students' confidence and competence in grammar, vocabulary and pronunciation in these contexts.

The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving writing practice, evaluation of texts, mini-presentations and discussions. Practical work will involve analysing texts such as journal articles and theses that are relevant to students' research areas, and students will be provided with opportunities to apply the language skills acquired to the preparation of their own thesis. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.

Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.

Assessment

Continuous assessment: 100%

Students' oral and writing skills are evaluated through assessment tasks related to the learning outcomes. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.

Research-related writing

Burton, L. J. (2002). *An interactive approach to writing essays and research reports in psychology*. Sydney: John Wiley & Sons.

Murray, R. (2006). *How to write a thesis*. Suffolk, England: Open University Press.

Swales, J., & Feak, C. (2004). *Academic writing for graduate students: Essential tasks and skills*. Michigan: University of Michigan Press.

Swales, J., & Feak, C. (2000). *English in today's research world: A writing guide*. Michigan: University of Michigan Press.

Swales, J. (2004). *Research genres: Explorations and applications*. Cambridge: Cambridge University Press.

Weissberg, R., & Buker, S. (1990). *Writing up research*. New Jersey: Prentice-Hall, Inc.

Grammar

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. London: Longman.

Downing, A., & Locke, P. (2006). *A university course in English grammar*. Englewood Cliff, N. J.: Prentice Hall.

Mulvey, D. (2002). *Grammar the easy way*. New York: Baron's Educational Series, Inc.

Swales, J., & Feak, C. (2004). *Academic writing for graduate students: Essential tasks and skills*. Michigan: University of Michigan Press.

Vocabulary

Gerry's Vocabulary Teacher: <http://www.academicvocabularyexercises.com/>

McCarthy, M., & O'Dell, F. (2002). *English vocabulary in use*. Cambridge: Cambridge University Press.