

PEDB17-OPA-109: English for professional communication

Aims

Aim of the course:

This course is designed for Bachelor students in Pedagogy at the Faculty of Education and Humanities. The course offers an opportunity to establish the connection between students' professional sphere and foreign language through learning and practising English for professional communication. Students will be able to enhance their knowledge and skills, learn to communicate in English with improved accuracy and fluency, make connections between their professional knowledge and the foreign language through working with professional texts focusing on learning key terminology and important aspects of pedagogy in English.

The course is defined within the common reference European Framework and corresponds to the pre-intermediate and intermediate levels.

- This course aims at preparing students to use English for professional communication
- This course will support students in transitioning their professional knowledge into foreign language
- This course will serve as an introduction to preparing students for their professional needs in life and work

Expected learning outcomes and related competencies:

Knowledge:

- understanding the content under study
- interpreting data and situations in professional, academic setting
- understanding major rules and principles of using language in professional, academic setting

Attitudes:

- developing positive attitude to using English in everyday life
- developing confidence in using English in professional, academic setting
- developing tolerance towards divergent cultural values

Skills:

- ability to use field specific language in real-life situations
- ability to apply appropriate problem-solving techniques
- ability to carry out research and practical projects in English
- ability to make sound judgement in professional, academic setting
- ability to prepare a detailed written report on ideas, current problems, and solutions to them
- ability to communicate information orally to specialist and non-specialist in professional academic setting
- ability to creatively use information and communication technologies in English

Main topics

Main contents:

Topics will be closely connected to the field of educational practice and research and will be selected together with the students.

- Introduction to Academic Writing
- Structure and cohesion: general organisation of a piece of academic writing
- Descriptive writing: process and procedure. The description of people, occupations and institutions in education.
- Summary writing
- Paraphrasing

Planned teaching and learning activities:

The course consists of the combinations of autonomous student learning, peer support, and online collaboration. The course will follow several communication patterns: lecture, seminar, group presentations (by students), portfolios. The course will require active student participation.

Evaluation

Requirements:

85% of the course grade is accumulated during the semester (formative assessment); the rest 15% through submitting a summative portfolio.

Students are required to:

- actively participate in class discussions
- systematically use digital learning platform
- write weekly pop-quizzes
- submit course deliverables (details to be discussed in class)

Mode of evaluation:

- oral presentation (in groups)
- portfolio (individual)

Activity	Score
Attendance	12
Participation in class discussions	12
Pop-up quizzes (maximum points)	36
Group oral presentation	25
Individual portfolio (final)	15
Total	100

Score	Mark
86-100	5
70-85	4
61-70	3
51-60	2
below 51	1

Reading

Required reading

- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2009). Teaching strategies: A guide to effective instruction (9th ed). Wadsworth: Cengage Learning.
- Academic Writing Course. STUDY SKILLS IN ENGLISH; R.R. Jordan; 2003
- Jakeman, V., McDowell C., IELTS Practice tests Plus: Teaching not just testing.