Course title	Academic Vocabulary and Language II (ENGF204)				
Course type	Required				
Level	Foundation				
Year / Semester	1st Year / 2nd Semester				
Teacher's name	Anastasia Miltiadous				
ECTS	N/A	**Lectures / week**	3	**Laboratories / week**	N/A
Course purpose and objectives	Course Purpose Building a strong academic vocabulary is essential for success in Higher Education studies. Students will expand their vocabulary related to various academic disciplines, including sciences, humanities, and social sciences. They will develop a high lexical accuracy. They will also learn to use complex grammatical structures accurately and effectively. Special attention will be given to the appropriate use of language for different purposes, such as making hypotheses, expressing opinions, and discussing cause and effect. Course Objectives 6. Ensure students have the required level of vocabulary and grammar for higher education studies; 7. Develop a high level of lexical accuracy to ensure students use words and phrases precisely and appropriately; 8. Advance students' knowledge and understanding of verb tenses and key grammatical structures; 9. Enable students to communicate confidently across a variety of situations, academic or other; 10. Assist students to develop independently, when faced with new language				
Learning outcomes	By the end of this course, students will be able to: 1. Comprehend and use academic and non-academic vocabulary, to convey meaning precisely and accurately; 2. Develop and exhibit a high level of lexical accuracy, employing words and phrases with precision and appropriateness in academic contexts, enhancing overall communication skills; 3. Understand and use key grammatical structures confidently and accurately; 4. Apply learned vocabulary and language structures in academic essays, reports, papers, and other scholarly documents; 5. To control the tone and style of their communication so as to suit the task or situation at hand;				

	6. Ability to construct and articulate hypotheses, express well-founded opinions, and analyze cause-and-effect relationships using appropriate academic language and vocabulary;
	7. Develop and apply effective autonomous learning strategies to expand academic vocabulary and language proficiency, such as utilizing specialized resources, engaging in academic reading, and practicing academic writing;
	8. Synthesize and integrate vocabulary, grammar, and language skills to effectively produce and comprehend academic texts, thereby fostering comprehensive language proficiency essential for success in higher education studies.
Course content	1. Tenses, review and reinforcement; 2. Word order, linking and organizational language; 3. Lexis specific to a variety of disciplines and fields of study; 4. Vocabulary Building - Deepening knowledge in discipline-specific vocabulary through texts, lectures, and interactive activities; 5. Reported speech; 6. Reporting Verbs; 7. Passive and causative voice; 8. Language used in the analysis of scientific study; 9. Collocations; 10. Causative Forms;
Teaching methodology	▪ Introduce vocabulary in context, relating words and phrases to various academic disciplines; ▪ Utilize case studies, articles, or research papers to present academic vocabulary and language in authentic contexts; ▪ Engage students in discussions and debates using academic vocabulary to encourage active participation and application of language skills; ▪ Employ techniques like word mapping or mind mapping to visually connect and reinforce new vocabulary with related terms and concepts; ▪ Conduct role-play activities mimicking academic scenarios (e.g., debates, presentations) to practice using academic language for varied purposes; ▪ Utilize language learning apps, online dictionaries, or interactive platforms to reinforce vocabulary and language skills;

	- Break down complex academic texts, discussing and dissecting vocabulary, grammar structures, and academic writing styles; - Provide detailed feedback on language use, grammar, and vocabulary, guiding students on areas needing improvement; - Encourage self-study through recommended readings, vocabulary exercises, or online resources to foster autonomous learning.
Bibliography	<u>Required Textbooks:</u> ■ Paul Dummett, *Reflect Listening & Speaking 4, 1ˢᵗ Edition,* 2022, National Geographic. ■ Christien Lee, *Reflect Reading & Writing 4, 1ˢᵗ Edition,* 2022, National Geographic. ■ Rachel Finnie, *World of Grammar and Writing 4, 2ⁿᵈ Edition,* 2019, National Geographic. ■ Online Resources/Activities through the National Geographic website. <u>Additional Material:</u> ■ Katrina Gormley, *Ultimate English B1+ Student's Book*, 2020, Hamilton House. ■ Katrina Gormley, *Ultimate English B1+ Workbook*, Hamilton House. ■ Authentic academic material.
Assessment	Continuous assessment methods are designed to offer a holistic view of students' language development. The assessment of students is made up of two components: - final exam (50 marks) - continuous assessment (50 marks) The 50 marks of the continuous assessment is comprised for example of: - Projects and Presentations - homework - participation The final exam (final project and its presentation) carries 50 marks and takes place at the end of the academic semester. This exam tests the whole content of a course taught in the current semester. The final mark for each course is the sum of the continuous assessment mark and the final written exam.
Language	English