



## UNIVERSITY OF NEW YORK /TIRANA

### English Department

**Course: ESL II - Advanced English as a Second Language 602102**

**Class Meeting Times:** Mon, Tue, Wed: 09.00 – 12.00 (Room 3D)

**Instructor:** Antonela Pero

**Office Hours:** Mon, Tue, Fri: 15.00 – 17.00

**Room:** 4<sup>th</sup> floor, Administrative Building

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#### **Catalog Description**

A non-credit English course for intermediate students. This course counts for 60% of the final grade; the Academic Reading class counts for 20%; the Speaking class counts for 10%; and the Software and Interactive Media class counts for 10% of the ESL II overall grade.

#### **Course Purpose**

The ESL II main course aims to raise the students' level of English from intermediate to upper-intermediate (or from level B1 to level B2 according to the Common European Framework of Reference for Languages) by developing their speaking, listening, reading and writing skills, as well as through practicing structured grammar activities, increasing students' vocabulary and enhancing their critical thinking skills.

#### **Required Textbooks**

- Cunningham, S. and P. Moor. 2005. *New Cutting Edge Intermediate*. Essex: Longman. (with Workbook)
- Cunningham, S. and P. Moor. 2005. *New Cutting Edge Upper Intermediate*. Essex: Longman. (with Workbook)

#### **Additional Books**

- Eastwood, J. 1999. *Oxford Practice Grammar* (New Edition). Oxford: OUP.
- Qesku, P. 2000. *English – Albanian Dictionary*. Tiranë: EDFFA.
- Qesku, P. 1999. *Albanian – English Dictionary*. Tiranë: EDFFA
- *Cambridge Advanced Learner's Dictionary*. 2003. Cambridge: CUP. Or
- *Longman Dictionary of Contemporary English*. 2003. Essex: Longman/Pearson. Or
- *Oxford Advanced Learner's Dictionary* (Seventh Edition). 2005. Oxford: OUP.
- *Oxford Collocations Dictionary*. 2002. Oxford: OUP.
- *The New Oxford Thesaurus of English*. 2000. Oxford: OUP.

#### **Course Objectives based on the Common European Framework of Reference for Languages**

##### **Upon completion of this course students should be able to:**

- Scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
- Identify the main conclusions in clearly signaled argumentative texts and recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

- Find and understand relevant information in everyday material, such as letters, brochures, and short official documents.
- Read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary.
- Understand articles and reports concerned with contemporary problems in which the writers adapt particular stances or viewpoints.
- Write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
- Write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.
- Write accounts of experiences, describing feelings and reactions in simple connected text.
- Write personal letters giving news and expressing thoughts about abstract or cultural topics.
- Convey information and ideas on abstract as well as concrete topics; check information and ask about or explain problems with reasonable precision.
- Collate short pieces of information from several sources and summarize them for somebody else.
- Produce continuous writing which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time.
- Produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate.
- Generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
- Follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- Catch much of what is said around him/her with some effort.
- Follow detailed directions.
- Understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
- Understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints, attitudes, as well as the information content.
- Understand most radio documentaries and most other recorded and broadcast audio material delivered in standard dialect, and identify the speaker's mood, tone, etc.
- Understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
- Enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events).
- Give detailed accounts of experiences, describing feelings and reactions.
- Describe events, real or imaginary; narrate a story.
- Describe dreams, hopes, and ambitions.
- Give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

- Give a clear, systematically developed presentation with highlighting of significant points, and relevant supporting detail.
- Give a clear, prepared presentation, giving reasons in support of or against a particular point of view, and giving the advantages and disadvantages of various options.
- Plan what is to be said and the means to say it, considering the effect on the recipient(s).
- Work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
- Rehearse and try out new combinations and expressions, inviting feedback.
- Establish social contact: greetings and farewells; introductions; giving thanks.
- Give or seek personal views and opinions in discussing topics of interest.
- Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.
- Exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence and explain why something is a problem.
- Carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
- Initiate, maintain, and close simple face-to-face conversation on topics that are familiar or of personal interest.
- Compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
- Explain why something is a problem, discuss what to do next, compare and contrast alternatives, and give brief comments on the views of others.
- Deal with most situations likely to arise when making travel arrangements through an agent or when actually traveling.
- Cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.
- Exploit a basic repertoire of language and strategies to help keep a conversation or discussion going; summarize the points reached in a discussion and so help focus the talk.
- Relate a straightforward narrative or description reasonably fluently as a linear sequence of points.
- Link a series of shorter, discrete simple elements into a connected, linear sequence of points.
- Use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse.
- Have enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
- Have a sufficient range of language to describe unpredictable situation, explain the main points in an idea or problem with reasonable precision, and express thoughts on abstract or cultural topics.
- Have a good range of vocabulary for matters connected to his/her field and most general topics; vary formulation to avoid frequent repetition.
- Communicate with reasonable accuracy in familiar contexts.
- Show a relatively high degree of grammatical control; not make mistakes which lead to misunderstandings.
- Have a clearly intelligible pronunciation even if a foreign accent is sometimes evident and occasional mispronunciations occur.
- Be aware of the salient politeness conventions and act appropriately.
- Perform and respond to a wide range of language functions, using their most common exponents in a neutral register.

**Criteria for Determination of Grade, including Evaluation Methods:**

Class Participation and Homework Assignments .....	20%
Paragraphs, Presentations, and Debates.....	10%
Weekly Reflections and Portfolio .....	10%
In-class Tests and Quizzes .....	10%
Mid-term Exam .....	20%
Final Exam .....	30%

Letter Grade	Percent (%)	Generally Accepted Meaning
A	96-100	Outstanding work
A-	90-95	
B+	87-89	Good work, distinctly above average
B	83-86	
B-	80-82	
C+	77-79	Acceptable work
C	73-76	
C-	70-72	
D+	67-69	Work that is significantly below average
D	63-66	
D-	60-62	
F	0-59	Work that does not meet minimum standards for passing the course

**Course Requirements**

**Participation and Homework Assignments:** In order to fulfill all the objectives for this course, your class participation and your systematic efforts on all homework assignments are absolutely essential. You get points for every hour of attending class and for every homework task that is not graded but is handed to me or discussed in class. If you come late for class your attendance grade will be reduced by 30%.

**Paragraphs, Presentations, and Debates:** There will be a number of graded assignments which include final drafts of paragraphs (or letters), presentation reports, and debate arguments. Before you submit these final drafts you will have the chance to discuss your work and get feedback from other students and me.

**Weekly Reflections and Portfolio:** The weekly reflections should include your personal viewpoints related to class and home activities in ESL II during each week. Write about what you find easy/difficult/interesting/boring/helpful and what you need more practice in. In a special folder or portfolio collect all your best assignments prepared for this course. There will be a group discussion about the portfolio assignments once every five weeks followed by reflections on your choice of works.

**In-class Tests and Quizzes:** There will be a quiz at the end of each module and a test for every two and four modules.

**Exams:** There are two exams throughout the semester.

**Mid-term Exam: 21 November 2007**

**Final Exam: 30 January 2008**

## **General Requirements**

- ✚ Students must complete all assignments even if they are absent from class.
- ✚ Cheating and/or plagiarism on any assignment will result in a failing grade for this assignment and on a second attempt a failing grade for the entire course.
- ✚ Attendance is very important. Students who are absent more than 20% of the total hours in a semester may be required to withdraw from the course.

## **Technology Expectations**

Students are expected to word-process the final draft of any writing assignments. They are also expected to make use of Power Point presentations.

**NOTE:** If you feel that you have special learning difficulties, please, make an appointment with Ms. A. Gramo. Ms. Anxhela Gramo is trained to help students with learning difficulties. She shall provide this service to our students, just as it is offered in all American universities.

**October 2007**

**Antonela PERO**