

PROSPECT

English for Academic Purposes

Student's Book

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UNIVERSITI SAINS ISLAM MALAYSIA

جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

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INTRODUCTION

English for Academic Purposes with Prospect caters for students in higher learning who need English for their academic studies. It covers the important language skills namely reading, writing, listening and speaking as well as other language components such as vocabulary and small scale research skills that are essential for tertiary environment.

This book contains seven chapters: Chapters 1-3 focus on reading comprehension and vocabulary exercises, Chapter 4 – introduces role play and simulations activities, Chapter 5 – teaches basic survey and research guide, Chapter 6 – teaches report writing, and Chapter 7 – teaches oral presentation skills.

The aims of this student's book is to strengthen learners' academic English language proficiency so that they will be able to succeed in university studies.

DEDICATION

Dedicated to all our students - former, current, to be.

Always walk through life as if you have something new to learn and you will.

- Vernon Howard-

ACKNOWLEDGEMENTS

We would like to express our greatest appreciation to all parties involved in making this book a reality.

English for Academic Purposes

INTRODUCTION OF THE COURSE

English for Academic Purposes course provides learners with essential practice in academic reading strategies and writing skills. It requires learners not only to read, but to be actively involved in group discussions in an attempt to develop critical thinking and problem solving skills.

The self-study component (10 hours) incorporates 5 hours of reading comprehension and vocabulary activities as well as 5 hours of self-study notes and exercises on research project and survey, role playing simulations, report writing and oral presentation skills.

The online component (12 hours) comprises 6 forum topics which are to be done independently. Students are required to present their viewpoints in online forums. Topics will be assigned to students.

The face-to-face component (10 hours) will include (mini research project presentation, and a reading test), discussion of the reading comprehension questions which will require teacher's feedback and group work.

The video component (10 hours) will require students to present a video presentation on a role play. It will include 2 hours of research on current issue, 6 hours of script writing, 1.5 hours of practice and 30 minutes of recording and performance.

TIMETABLE ALLOCATION

Self-study component	- 10 hours
Face to face (2 assessments)	- 10 hours
Online component (6 forum topics)	- 12 hours
Video component (Role-play presentation)	- 10 hours

COURSE OBJECTIVES

1. To provide students with current practice of academic reading and writing in order to allow familiarity.
2. To possess the relevant academic skills and strategies.

LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

1. Recognize specific skills required for academic reading and writing.
2. Write and orally present a mini research project based on a chosen topic.
3. Work with group members to complete given tasks and assessments.

COURSE SYNOPSIS

This course is specifically designed for students to develop their academic English language proficiency. It aims to provide an extended experience for students in improving their listening, speaking, reading, writing, and comprehension skills. Through the integration of those skills, students are expected to acquire the relevant academic skills and strategies to bring their English to university-level fluency. A variety of activities aimed at enhancing students' soft-skills (KI) that include practice in problem-solving, critical thinking and team work have been embedded in the overall design of the course. This course also serves as a platform for students

to be actively involved in group discussions in an attempt to sharpen communication and negotiation skills.

EVALUATION METHODS

Assessment Description and Criteria

Continuous Assessment (100%)		
Category	%	Assessment method
i. Role play – video presentation	30%	Group assessment *(submission of CD during 2 nd face-to face meeting)
ii. Reading Quiz	20%	<ul style="list-style-type: none"> • individual in-class assessment *(to be carried out during 3rd face to face meeting)
iii. Mini Research Presentation	20%	<ul style="list-style-type: none"> ▪ Individual assessment *(to be carried out during 4th face to face meeting)
iv. Written report	30%	<ul style="list-style-type: none"> ▪ Group assessment *(submission of written report during 4th face to face meeting)

* only for distance learning students

Assessment Details:

1. Role Play (30%)

Students are required to present a role play of news report on a current issue of their choice as monitored, and agreed by the lecturer. Everyone in the group must have a defined role, and together as a group, they have to explore the issue. The presentation is to be recorded and submitted in CD format. The length of the presentation is about 25 - 30 minutes.

2. Reading Quiz (20%)

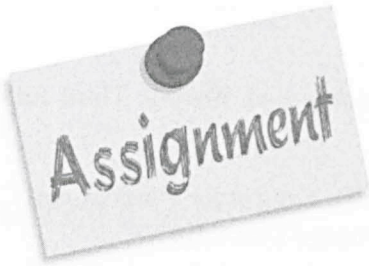
The reading test will cover reading texts on current issues where comprehension and vocabulary will be tested.

3. Mini Research Project (50%)

Students will be responsible for working together in groups to design a mini research project on a chosen topic. The finished product will include a survey/ data gathering, a report explaining its objectives, methodology and findings, and ultimately students need to present their findings in front of the class.

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1. ROLE PLAY PRESENTATION

STEP 1

Form a group of 4 and present a role play of a news report on a current issue of your choice. Your topic must be approved by your lecturer.

Imagine that you are a news anchor/reporter, reporting live about the selected issue for the prime time news. Every member of the group must assume a role contributing to a complete, interesting, attention grabbing news reporting scenario/footage. You can include interviews, dialogues and dramatization in your performance.

Example:

Issue : Teen Marriage as a Measure to Reduce Baby Dumping

Student 1: The reporter

Student 2: The Minister of Women, Family and Community Development

Student 3: Teenager

Student 4: Parent

{Refer to Practice 3 and Practice 4 for dialogue writing.}

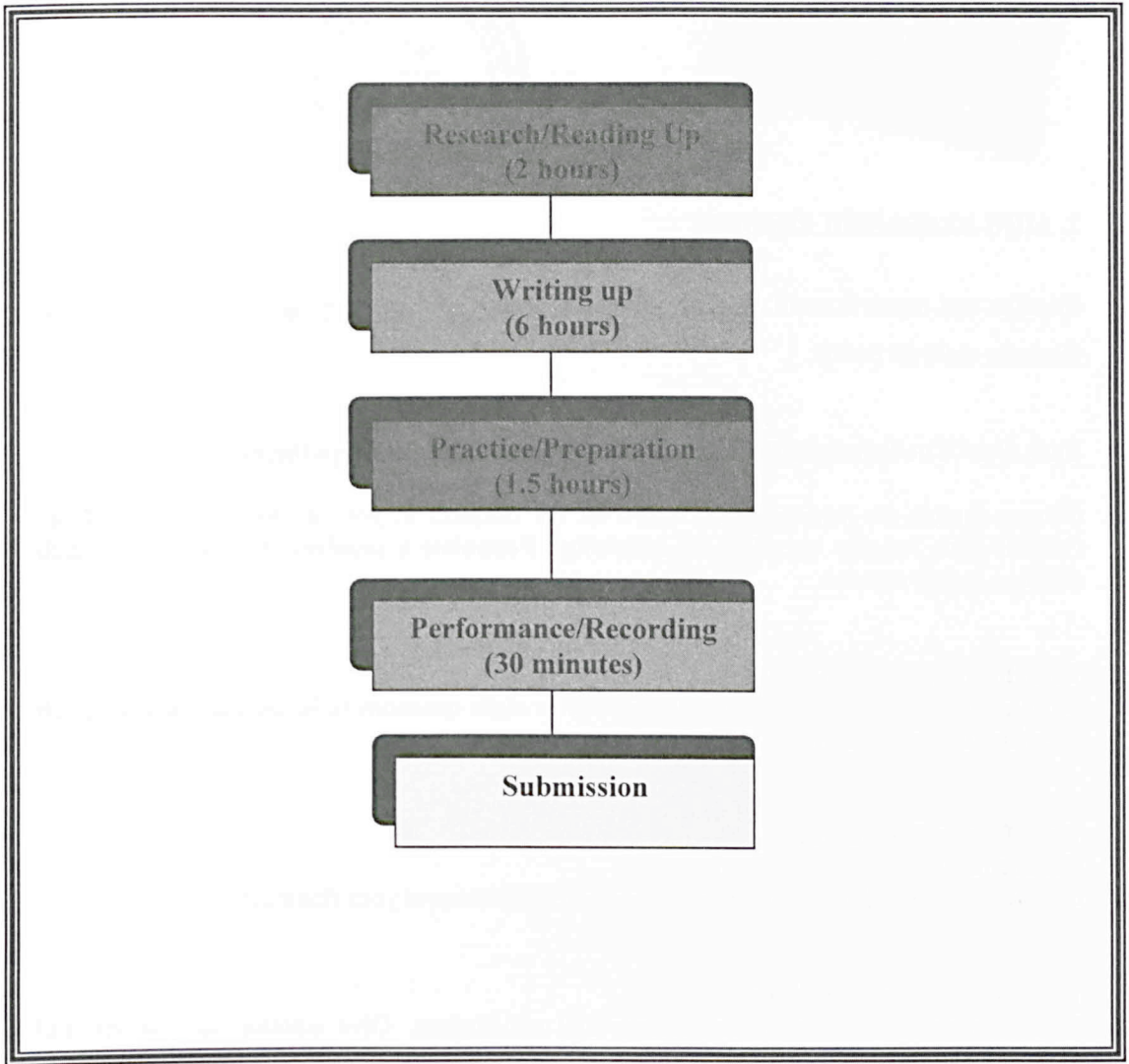
STEP 2

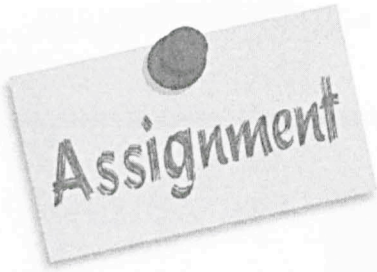
Once your dialogue is complete, **perform** the role play within 15 minutes and **record** your performance. Then convert the recording into a **CD** format. Remember to practice your role play performance before the final recording.

STEP 3

Submit the CD to your lecturer before the dateline given.

FLOW CHART OF ASSIGNMENT ACTIVITIES AND SUGGESTED HOURS





2. MINI RESEARCH PROJECT

Conduct and report a small research project in groups of 4 by carrying out a survey. Follow the tasks outlined below.

Task One: The Research Problem, Research Questions and Hypotheses

Choose a topic for your research based on the chapters in your module or your reading. Consult your lecturer regarding its suitability. Formulate a problem statement, a research question and hypothesis.

Task Two: The Questionnaire

Write a questionnaire consisting between five to eight questions to investigate your research questions or test your hypothesis.

Task Three: The Survey

Conduct the survey.

Collate answers and draw conclusions. (analyze and interpret your findings)

Task Four: Report Writing

Write a report to present your findings and conclusions. Give suitable suggestions and recommendations.

Task Five: Oral Presentation

Present your findings to the whole class. Every member of the group must participate in the presentation.

Note:

1. Report Writing and Oral Presentation skills will be discussed in Unit 7.
2. Every member of the group must contribute to the research process and presentation of findings.
3. You will be evaluated on TASK FULFILLMENT and LANGUAGE.

P R O S P E C T

ENGLISH FOR ACADEMIC PURPOSES is designed to assist students in institutions of higher learning who wish to develop and enhance their skills in the use of the English language within the academic context. Offering the staple of reading, report writing and small scale research skills essential for academic purposes. This book is also a one-stop guide and resource to enhance soft skills and explore online or virtual learning through related activities. It is also recommended for distance learning students.

FEATURES

- Explorations on current issues towards developing a reading culture
- Role play and Simulations activities
- Basic survey and research guide
- Academic report writing
- Oral presentation skills
- Soft skills enhancement activities-critical thinking scientific approach , communication, social skills and teamwork.

