

## English: Language Proficiency I (A005811)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 8.0**

**Study time 240 h**

**Course offerings in academic year 2024-2025**

A (Year)

Dutch

Gent

**Lecturers in academic year 2024-2025**

Alger, Mari

LW22

staff member

Baeyens, An

LW22

staff member

Buelens, Liisa

LW22

staff member

De Clerck, Bernard

LW22

lecturer-in-charge

Van Liefferinge, Joeri

LW22

co-lecturer

Van Praet, Ellen

LW22

co-lecturer

Woumans, Evy

LW22

co-lecturer

**Offered in the following programmes in 2024-2025**

**crdts**

**offering**

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Language Technology)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)

8

A

Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)

8

A

Exchange Programme Applied Language Studies

8

A

Linking Course Master of Arts in Multilingual Communication: a combination of at least two languages

8

A

Linking Course Master of Arts in Translation: a combination of at least two languages

8

A

Preparatory Course Master of Arts in Interpreting: a combination of at least two languages

8

A

Preparatory Course Master of Arts in Multilingual Communication: a combination of at least two languages

8

A

Preparatory Course Master of Arts in Translation: a combination of at least two languages

8

A

**Teaching languages**

English, Dutch

**Keywords**

Translation, phonetics, vocabulary

**Position of the course**

Grammar

The grammar component is taught in the first Bachelor year as a solid foundation for the other English study units of the same and subsequent years with a view to maintaining the course's horizontal and vertical coherence.

The study unit seeks to:

- grant the students a concise overview of the main grammar rules on word level

(Approved)

and aspects of lexicogrammar;

- grant the students insight into, and practical knowledge of, the tenses that are used to refer to the present, the past and the future
  - grant insight into more complex structures: conditionals, passives, causatives
- These are the cornerstones for both written and oral language skills.

#### Speaking and Phonetics

Students are assumed to already possess a reasonable level of fluency in spoken English. This part of the course aims to equip students with a grounding in the phonetics of English, raise awareness of pronunciation (and vocabulary) issues typical for L2 speakers, and provide guided practice for speaking at length on familiar topics in semi-informal settings.

#### Vocabulary

Vocabulary is mainly conceived as a self-study course unit. The main aim is to expand students' breadth and depth of English vocabulary.

#### Writing

The Writing component involves students writing whole texts (review essay) based on their response to a literary/ cultural text. Students will be encouraged to consider the importance of structure in successfully conveying the intended message to the reader.

translation EN>NL: an introduction to translation EN>NL to prepare students for the more advanced Ba2 translation course N2VT. The aim is to introduce students to basic translation techniques and strategies.]

Exchange students with knowledge of Dutch may take the entire course. Exchange students who stay for 1 semester only, may also take the 1st or 2nd half of the course as a full unit.

8 credits for the full course,

4 credits for the part in the first semester (with translation),

4 credits for the part in the second semester.

Exchange students without or with insufficient knowledge of Dutch may take this course unit without the translation component for a lower number of credits:

7 credits for the full course,

3 credits for the part in the first semester (without translation),

4 credits for the part in the second semester.

## Contents

**Grammar:** The grammar course unit aims to provide an overview of the main grammatical rules concerning plural formation, genitives, adjectives, adverbial and adverbial position, pronouns and articles. Extra attention is paid to nominal constituents, Adverbials, complementation patterns and collocations.

It also aims to provide a thorough understanding of the tenses used to refer to present, past and future in English, including conditional structures, causatives and passive constructions. Lectures alternate between theory and practical exercises. Through reading assignments and data-driven tasks and assignments, students familiarize themselves with aspects of language variation and change and language use

**Phonetics:** this course unit aims to perfect the student's pronunciation to match that of the (British) English native speaker. The student studies the relationship between spelling and pronunciation, both in individual words and in connected speech, and learns to employ the phonemic script (IPA). Intonation and rhythm are also covered.

**Speaking:** the Speaking component focusses on semi-informal discussion in which the student is able to speak at length and expressively, speak with an acceptable level of technical accuracy, and demonstrate a broad vocabulary. Attention will also be paid to consistency in terms of British and American English. Self-study will include functional phrases in Spreektaal.

#### Vocabulary

Vocabulary is mainly conceived as a self-study course. Each week, students will independently explore a broad range of vocabulary items to expand their lexical repertoire. Students will gain an understanding of aspects concerning English lexis (collocations, synonyms, connotations, false friends, register, regional variation etc.). During class time, students will be introduced to systematic vocabulary learning techniques.

**Writing:** the writing component focusses on the review essay genre, with particular

attention given to the structural aspects of essay writing (thesis statement, topic sentence, cohesion, etc.). Students will be encouraged to respond sensitively to the source text (literary / cultural), and to formulate the response with clarity.

The writing component of this course assumes the responsible use of generative artificial intelligence (GAI) in preparatory and revision writing stages. During the lessons, what this means will be explained.

Translation Students translate sentences containing typical EN>NL translation challenges (including false friends), paying particular attention to structural issues at word, phrase, sentence and text level, to grammar and spelling.

### **Initial competences**

Students should have a B1/B2 level (according to the common European framework)

### **Final competences**

- 1 Having an advanced command of English grammar rules with regard to the expression of present and past future in English.  
Having an advanced command of English grammar rules with regard to the formation and use of passive, conditional and causative structures.  
Having an advanced command of English grammar rules with regard to the morphology of nouns, adjectives and adverbs as well as the different kinds of pronouns, collocations and complementation patterns  
Having a strong language awareness.  
Critically reflecting on their own thinking, learning, decisions and actions.  
Displaying intellectual curiosity and a lifelong learning attitude.  
Answering exam questions in correct English.  
Recognising and interpreting language variation in the English language, especially with regard to aspects of grammar
- 2 Having command of standard British pronunciation, especially of English spoken in the southern part of England (Southern British English and Received Pronunciation).  
Having knowledge of English phonetics and phonemic transcription.  
Recognising English language varieties, in particular with respect to vocabulary and pronunciation.  
Developing a strong awareness of the English language.
- 3 Using a relevant dictionary and electronic resources efficiently.  
Acting appropriately and tactfully in different communicative situations in English.  
Being a team player.  
Adequately interpreting, analyzing, assessing and correcting written and oral English communication.  
Expressing oneself in complex, communicative situations in English.  
Editing an English review essay.
- 4 Having knowledge of lexical and grammatical structures in English and developing awareness of contrastive 1 options in English and Dutch.
- 5 In translation, understanding the meaning of the source text and rendering it independent of the source text wording.

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Independent work

### **Study material**

Type: Handbook

Name: Writing in English. Advanced English Writing Skills for Dutch Speakers. (D. Chan, L. Jooker & P. Robberecht, Gent: Academia Press, 2022)

Indicative price: € 42

Optional: no

Type: Handbook

Name: SpreekTaal - Gesprekken voeren in 5 talen (P. Goethals, P. Van Haute e.a., Antwerpen: De Boeck, 2007)

Indicative price: € 33

Optional: no

Type: Syllabus

Name: Speaking

Indicative price: € 2

Optional: no

Language : English

Available on Ufora : Yes

Type: Syllabus

Name: Grammar Exercises

Indicative price: € 10

Optional: no

Number of Pages : 200

Available on Ufora : Yes

Type: Syllabus

Name: Phonetics

Indicative price: € 5

Optional: no

Number of Pages : 100

Available on Ufora : Yes

Type: Syllabus

Name: Grammar Theory

Indicative price: € 10

Optional: no

Number of Pages : 200

Available on Ufora : Yes

Type: Slides

Name: Slides

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

Type: Reader

Name: writing reader

Indicative price: € 4

Optional: no

Type: Handouts

Name: Handouts

Indicative price: Free or paid by faculty

Optional: no

Language : English

Available on Ufora : Yes

Type: Other

Name: explanatory dictionary (learner's dictionary, e.g. Longman Dictionary • of Contemporary English) (€48)

Indicative price: € 48

Optional: no

## References

Biber, Douglas et al. (1999), Longman Grammar of Spoken and Written English. London: Longman.

Biber, Douglas et al. (2002), Longman Student Grammar of Spoken and Written English. London: Longman.

Huddleston, Rodney and Geoffrey K. Pullum, eds. (2002), The Cambridge Grammar of the English Language. Cambridge: CUP.

Huddleston, Rodney and Geoffrey K. Pullum (2005), A Student's Introduction to English Grammar. Cambridge: CUP.

Students select two papers from the list below and prepare questions for the exam.

Dimitrinka Atanasova & Nelya Koteyko (2017): Metaphors in Guardian. Online and Mail Online Opinion-page Content on Climate Change: War, Religion, and Politics, *Environmental Communication* 11,4: 452-469.

Stephen J. Flusberg, Teenie Matlock & Paul H. Thibodeau (2017) Metaphors for the War (or Race) against Climate Change, *Environmental Communication*, 11:6, 769-783, DOI: 10.1080/17524032.2017.1289111

Mangat, R and Dalby, S. (2018). Climate and wartalk: Metaphors, imagination, transformation. *Elem Sci Anth*, 6: 58. DOI: <https://doi.org/10.1525/elementa.313>

Taylor, C. (2021). Metaphors of migration over time. *Discourse & Society*, 32(4), 463–481. <https://doi.org/10.1177/0957926521992156>

Hauser DJ, Schwarz N. 2015. The war on prevention: bellicose cancer metaphors hurt (some) prevention intentions. *Pers Soc Psychol Bull*. 2015 Jan;41(1):66-77. doi: 10.1177/0146167214557006. Epub 2014 Oct 28. PMID: 25352114.

Hauser DJ, Schwarz N. The War on Prevention II: Battle Metaphors Undermine Cancer Treatment and Prevention and Do Not Increase Vigilance. *Health Commun*. 2020 Nov;35(13):1698-1704. doi: 10.1080/10410236.2019.1663465. Epub 2019 Sep 9. PMID: 31496298.

Schnepf, Julia & Ursula Christmann (2021). "It's a war! It's a battle! It's a fight!": Do militaristic metaphors increase people's threat perceptions and support for COVID-19 policies? *International Journal of Psychology* 57, 1: 107-126

These references may change, depending on the reading assignment.

#### **Course content-related study coaching**

Consultation, e-mail, support via Ufora.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Skills test, Oral assessment, Written assessment

#### **Examination methods in case of periodic assessment during the second examination period**

Skills test, Oral assessment, Written assessment

#### **Examination methods in case of permanent assessment**

Oral assessment, Skills test, Written assessment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

#### **Extra information on the examination methods**

Speaking: oral (40% continuous assessment and 60% final examination); resit: 100% final examination

Phonetics: written + oral (60% final examination, 40% continuous assessment), resit: 100% final examination

Writing: 100% continuous assessment, resit: 100% final examination

Grammar: written exam (100% final examination), resit: final examination (100%)

Translation: written exam (100% final examination); resit: final examination (100%)

#### **Calculation of the examination mark**

The subject consists of three clustered sub-components, each representing a certain percentage of the final result. Within each of the components, a specific weight is also assigned to the individual parts

1. Grammar: 50% of final mark
  2. spoken performance: speaking skills and phonetics: 25% of final mark  
Speaking skills: 50% of sub-total  
Phonetics: 50% of sub-total
  3. written performance: writing skills, translation, vocabulary: 25% of final mark  
writing skills: 45% of subtotal  
translation: 45% of subtotal  
vocabulary: 10% of subtotal
- Students who obtain 8/20 or less for the Grammar component can no longer obtain a pass mark for the course unit as a whole. The final mark will then be reduced to the highest fail mark (i.e. 9/20).

**Facilities for Working Students**

It is possible to be exempted from class attendance for some parts.  
Requests for different assignment or examination dates cannot be granted  
Depending on the situation, individual feedback can be given via email or by appointment

Additional information:

Phonetics, Speaking and Translation are practical course components. Not participating in the seminars can be a handicap. Students choosing not to be present at the seminars should be aware of this.

**Addendum**

EIPA