UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

SYLLABUS

English for specific purposes – practical course

Academic year 2025-2026

1. Information about the study program

1.1. University	Babeş-Bolyai University
1.2. Faculty	The Faculty of Letters
1.3. Department	The Department of Foreign Languages for Specific Purposes
1.4.Field of study	Language and Literature
1.5.Study cycle (BA/MA)	BA
1.6. Study programme/Qualification	Babeş-Bolyai University
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Coursetitle	English for specific purposes - Practical course/					Course code	LLU0012	
2.2. Course tutor								
2.3. Seminar / practical course(laboratory) tutor						Lecturer Lazar Adriana, PhD		
2.4. Year of study	I	2.5. Semester	II	2.6. Type of assessment	E	2.7. Course status	Contents Mandatory	DC DO

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	**2**	of which: 3.2 course	**0**	3.3 seminar/practical course (laboratory)	**2**
3.4. Total number of hours in the curriculum	28	of which: 3.5 course	0	3.6 seminar/practical course (laboratory)	**28**
Allotted time for individual study (ID) and self-study activities (SA)					**hours**
Study based on textbook, course manual, recommended bibliography, personal notes (SA)					**10**
Additional research (in the library, online scientific databases/platforms, or field documentation)					10
Preparation for seminars/laboratory classes/ essays/projects/homework/ portfolios and reports					10
Tutoring					6
Assessment (examinations)					6
Other activities:					
3.7. Total hours for individual study (ID) and self-study activities (SA)					**42**
3.8. Total hours per semester					**70**

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3.9. Number of credits	**3**

4. Prerequisites (if necessary)

4.1. curriculum	
4.2. skills	Minimum B1 level on CEFR scale

5. Conditions (if necessary)

5.1. for delivering lectures	
5.2. for teaching seminars / practical courses(laboratory classes)	Multimedia laboratory, photocopies, electronic format materials, video projector

6. Acquired specific skills

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Professional/essential skills	C1 1 Identifying and understanding the sociocultural contexts and roles, the verbal and written communication conventions specific to the foreign language, in terms of reception (reading/listening), production (written/oral) and linguistic strategies. C1 2 Identifying and understanding the contexts and roles, as well as the concepts, methods and the discourse/language that are specific to the different professional communication contexts within the academic environment, focusing on the rhetorical situation, written and oral communication, the stages of the writing process, academic writing production from within the field of social sciences/exact sciences/humanities, professional deontology and identifying plagiarism. C2 1 Interpreting the relation between an oral or written message and the context it belongs to, identifying argumentative and construction techniques of the scientific message in the foreign language, especially within the academic and the professional communication contexts. C2 2 Making use of basic knowledge to explain and interpret the various written communication methods in the field of social sciences/exact sciences/humanities (textbooks, specialized literature, scientific communications, research reports, forewords and introductions to specialized literature books, reviews of specialized literature books – written and electronic support), of the conventions writing these texts imply, as well as identifying plagiarism. C3 1 The transfer of acquired concepts/principles/methods in guided activities for written text reception (critical reading) and for production (writing) focusing on the stages of the writing process (planning, draft writing, reviewing and producing a final draft), presenting and developing text related ideas as well as textual structure (global and local), developing strategies to expand specialized vocabulary, efficient verbal communication (style of communication), building argumentation to the standards specific for the foreign language studied in the academic environment, making use of techniques to avoid plagiarism (using quotes, summarizing, paraphrasing). C4 1 Organizing debates, carrying out individual and group projects on topics from within the field of study. C4 2 Critical reception and production of verbal or written messages, specific to scientific communication at university level (project presentations, reports, reviews, communications, dissertations etc.) in the foreign language. Using information sources with discernment and scientific probity. C4 3 Using the standard criteria acknowledged by the academic/professional community, focusing on the ones practiced by the international scientific publications within the area of social sciences/exact sciences/humanities, with the purpose of evaluating the quality of the academic productions (oral and written) in the foreign language. C5 Elaborating written papers and original, oral presentations in the foreign language, with the purpose of applying the drafting principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study: essays (descriptive, comparative, argumentative etc.), research reports, scientific papers, book reviews/presentations, annotated bibliographies, conference presentations etc. This type of productions will be elaborated on the basis of the students' current needs from within their field of study.

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Transversal skills	CT1 Completing individual tasks based on the writing models and with assistance from the teacher, materialized in the form of an individual portfolio. Applying the academic learning principles in the foreign language, fully governed by the principles of professional ethics. CT 2 Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment; the projects can take the form of presentations (conference presentations) on a topic specific to the field of study. CT3 Acknowledging the need for continuous development, focusing on consolidating and developing the basic knowledge related to the management of the individual learning process, regarding interindividual differences, specific to gender and culture, in processing information. The efficient use of certain intellectual operating tools and of learning resources/techniques/strategies: speed reading, reading sheets, taking notes, documentation, cognitive organizers. CT4 Acknowledging the need for continuous development focusing on using ICT tools to assist with personal and professional development management, by joining social media and professional networks, that support the development of the communication skills, specific for the foreign language.

7. Course objectives(derived from the acquired specificskills)

7.1 General objective of course	The students will be able to use the English language competently, at a B2 level, in their academic activity and in their future professional activity.
7.2 Specific objectives	• 1. Knowing and understanding thoroughly the contexts and roles, as well as the concepts, methods, the language/discourse specific to the different professional communication contexts in the academic environment in English focusing on rhetoric, written and oral communication, the stages of the writing process and the products of academic writing, as well as on professional deontology. • 2. Using in-depth knowledge to explain and interpret the various types of written communication (types of scientific texts) and oral communication (scientific communications) as well as the conventions that govern the production of scientific texts in English in the context of BA studies and the extended professional community (both national and international). • 3. Transferring learning concepts/principles/methods in written text reception and in production, focusing on the stages of the writing process, organizing and developing ideas, text structure and the oral and written communication strategies specific to English specialized for the scientific discourse. • 4. Using the standard criteria acknowledged by the academic/professional community in order to assess the quality of academic productions both oral and written in English. • 5. Elaborating written papers and original, oral presentations applying the principles and techniques which have been universally acknowledged within the academic environment, focusing on the main genres from within the specific field of study. • 6. Completing the individual tasks independently/autonomously. • 7. Taking part in carrying out projects, as part of a pair or a team, focusing on becoming familiar with team roles in the academic working environment. • 8. Managing the individual learning process, identifying the learning needs, monitoring and reflecting on using the intellectual work tools efficiently together with the traditional learning resources/techniques/strategies and the ICT tools.

8. Contents

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8.2 Seminar / practical course (laboratory class)	Teaching methods	Remarks
1. Experimental Design in Chemistry (1); Introduction to the Scientific Method; Discussingresearch methods(Theoretical/Practical Research; Field /LaboratoryResearch; Qualitative/Quantitative Research/ Descriptive/Experimental Research); Formulating a Hypothesis;	The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
2. Experimental Design in Chemistry (2): Methods of Presenting Data from Experiments; Discussing Variables of an Investigation : Dependent/Independent/Controlled; Variables in Chemistry Experiments – case studies;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming	
3. The Experimental Set-up (1): Introduction to key Chemistry Laboratory apparatus; Discussing Use and Purpose of laboratory equipment;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
4. The Experimental Set-up (2); Formulating Instructions and Safety Requirements for Laboratory Equipment; Making predictions of experimental results;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
5. Describing Material Phenomena and Forces: The Chemical and Physical Properties of Elements; Case study of materials used in experimental settings;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
6. Communicating Chemical Processes (1): Exploration of visual forms of process modelling: Poster presentations,	The audio-lingual method; The audio-visual method; The	

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Chemical Processes Flowcharts, Process Maps; Passive structures for Process description;	inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
7. Communicating Chemical Processes (2): Organization of Process Descriptions; Signposting language for Process Descriptions; Case study: Presenting Chemical Processes and Laboratory apparatus using diagrams;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
8. Evaluating the results of an experiment: Discussing Experiment Follow-up; Summary and Reporting of problematic experiments;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
9. Skills for presenting visual data (1); Introduction to elements of data visualisation: the relationship between visual form (graphs, charts, histograms, tables, tree maps, radial plots etc) and function; Understanding and using statistical concepts for data reporting; Writing captions;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
10. Skills for presenting visual data (2): Introduction to Data commentaries: definition and organization; Signposting elements for data commentaries; Presenting data commentaries using various forms of data visualisation;	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
11. Communicating research findings at a conference/workshop/seminar/ study group (1); Formulating a presentation outline; Organisation and practice of the	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The	

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Poster Presentation;	communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
12. Communicating research findings at a conference/workshop/seminar/ study group (2); Writing and Presenting Slides; Networking and Socialising at academic/ professional events. Revision.	The audio-lingual method; The audio-visual method; The inductive method; The case study; Skimming / scanning; The communication method (CLT); Working in micro-groups; The heuristic conversation; Brainstorming;	
13. Exam Speaking	Practical tasks adapted to exam settings;	
14. Exam Listening/ Reading/ Writing	Practical activities	Exercises

Bibliography

1. Tamzen Armer, Cambridge English for Scientists. Student's Book with Audio CDs (2), Cambridge University Press, Cambridge, 2011;

2. Tamzen Armer, Cambridge English for Scientists. Teacher's Guide, Cambridge University Press, Cambridge, 2011;

3. Hodgetts Katsampoxaki Kallia, Academic English for Chemistry, An English for Specific Academic Purpose Course for International Chemistry Students – Upper Intermediate B2 Level, Digisima Publications, 2017;

4. Eumeridou Eugenia, Academic English for Materials Science, Digisima Publications, 2021;

5. Kwiatkowski Marek, Stepnowski Piotr, English in Chemistry, Gdansk University, 2017;

6. Gallagher RoseMarie, Ingram Paul, Cambridge IGCSE & O Level Complete Chemistry- Student Book, Oxford University Press, Fourth Edition, 2021;

7. Harwood Richard, Lodge Ian, Cambridge IGCSE Chemistry Workbook, Cambridge University Press, 2011;

8. Earl Bryan, Wilford Doug, Cambridge IGCS Chemistry, Cambridge University Press, Fourth Edition, 2021;

9. Carter Ronald, McCarthy Michael, Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English. Grammar and Usage, Cambridge University Press, 2006;

10. Hewings Martin, Advanced Grammar in Use, Second Edition, Cambridge University Press, 2005;

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11. Vince Michael, English Grammar in Context, Macmillan, 2008.

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

International and European language policies seek to address the growing needs of a labor and a scientifically internationalized research market, and as such, foreign languages for academic and specific purposes are represented throughout many university centers:

- in the country (in vocational fields such as business, law, medicine, computer science, tourism, but also in the courses which make use of the scientific discourse in various fields – chemistry, physics, education sciences, social and communication sciences etc.). For reference, see the specific departments and the foreign language centers in Bucharest, Timişoara, Iaşi, Tîrgu-Mureş, Alba Iulia, Oradea etc.
- abroad (particularly regarding the academic learning competences and socio-professional communication), where all universities have centres that specialize in practical areas of the specialized discourse, playing an essential role in creating an instructional and academic culture. For instance, universities such as: Harvard, Washington, North Carolina, Southampton, Darmouth, Essex, Leeds, Graz, Central European University, etc.

The content of the teaching activity can develop those skills and competences that are specific to academic learning and research activities, in the context of higher education internationalization.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.5 Seminar/practical course (laboratory class)	● attendance and active participation in the practical course ● timely and correct fulfilment of the assignments ● acquisition of the vocabulary for specific purposes ● accuracy, fluency and proper use of (spoken and written) English ● the ability to use English efficiently in specific	● written and spoken exam at the end of the semester (Language Competence Test)	100 %
10.6 Basic performance standard			
●			

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400202, Cluj-Napoca
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11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development
	

Date:
20.09.2025

Course tutor's name and signature

Seminar tutor's name and signature /
Practical course tutor's (Laboratory tutor's) name and signature,
Lecturer LAZAR ADRIANA, PHD

Date of approval:
31.09.2025

Head of Department's name and signature,

Camelia Teglas

Date of approval
Name and signature of Dean