



SYLLABUS

English for specific purposes – practical course

Academic year 2026-2027

1. Information about the study programme

1.1. University	Babeș-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
1.6. Study programme/ Qualification	BA
1.7. Enrolment frequency	Full time

2. Information about the subject

2.1. Course title		English for specific purposes				Course code		LLU0012				
2.2. Course tutor			Lector dr. Adriana Lazar									
2.3.Seminar/ practical course tutor												
2.4. Year of study		1	2.5. Semester		2	2.6. Type of assessment		C	2.7. Course status		Contents	DC
											Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1. Number of hours per week	2	of which: 3.2. course		3.3. seminar / practical course	2
3.4. Total number of hours in the curriculum	28	of which: 3.5. course		3.6 seminar / practical course	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					2
Assessment (examinations)					6
Other activities					4
3.7. Total hours for individual study (ID) and self-study activities (SA)					42
3.8. Total hours per semester					70
3.9. Number of credits					3

Date of approval
Name and signature of Dean



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	Computer, projector, whiteboard/flipchart, internet connection, learning materials in printed or digital format.

6.1. Acquired specific skills after graduating the study programme (to be taken unmodified from the study plan)¹

Transversal competences	
Competence code	Competence
CT1	Mastering foreign languages for specific and academic purposes
CT2	Communicating in foreign languages using specialized terminology and/ or academic language

6.2. Learning outcomes specific to the study programme (to be taken unmodified from the study plan)²

Learning outcomes targeted through the course		
Competence code	Knowledge and understanding	Specific academic skills
CT2	The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language.	The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content.

7. Course-specific learning outcomes

Knowledge and understanding
1. The student recognizes the features of oral messages and understands the specific content heard in various professional and academic communicative situations in the studied foreign language.
2. The student recognizes the conventions of certain categories of specialized texts and understands the structural elements of the message read in the studied foreign language.

¹ The professional and/or transversal competences to which the course contributes will be taken from the study plan of the study programme for which the course description is being prepared. For each competence, the full statement will be included, together with the competence code, exactly as it appears in the study plan, without any modifications. If no competence is selected from either of the two categories, the corresponding row in the table shall be deleted.

² The programme-specific learning outcomes to which the course contributes will be indicated. The statements, taken without modification from the study plan according to the type of course (DF/DS/DC), will be indicated next to the corresponding associated competence.



3. The student recognizes, evaluates, and appropriately plans oral communication situations with members of the socio professional and academic community in the studied foreign language.
4. The student distinguishes, classifies, and compares established principles and techniques of writing, with an emphasis on written communication of specialized content in the studied foreign language
5. The student recognizes and understands the rules and linguistic norms of the studied foreign language, in accordance with the target level of linguistic competence established for the course.
6. The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language.
Specific academic skills
1. The student uses appropriate knowledge and strategies for processing information heard in the studied foreign language.
2. The student identifies the techniques used to construct the written message and transfers concepts, principles, and operational strategies for interpreting specialized written texts in the studied foreign language.
3. The student manages and adjusts discourse in the studied foreign language within typical communication situations, in accordance with the profile of the socio professional and academic community members and with the specific context (monologue, dialogue, technical report, seminar presentation, scientific description, etc.)
4. The student observes the norms of various functional styles in order to synthesize, design, process, structure, and revise specialized written content.
5. The student applies the rules and linguistic norms of the studied foreign language, in accordance with standard assessment criteria for measuring linguistic competence/level.
6. The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content.

8. Contents

8.2 Seminar / practical course	Teaching methods	Observations
1. Experimental Design in Chemistry (1); Introduction to the Scientific Method; Discussing research methods(Theoretical/Practical Research; Field /Laboratory Research; Qualitative/Quantitative Research/ Descriptive/Experimental Research); Formulating a Hypothesis;	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning;	
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;	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning;	
3. The Experimental Set-up (1): Introduction to key Chemistry Laboratory apparatus; Discussing Use and Purpose of laboratory equipment;	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning;	
4. The Experimental Set-up (2); Formulating Instructions and Safety Requirements for Laboratory Equipment; Making predictions of experimental results;	Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended	

Date of approval
Name and signature of Dean



	learning, synchronous/asynchronous learning;	
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, Chemical Processes Flowcharts, Process Maps; Passive structures for Process description;	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;	
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 Poster Presentation.	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;	
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 tasks adapted to exam settings;	
Bibliography		
1. Tamzen Armer, <i>Cambridge English for Scientists. Student's Book with Audio CDs (2)</i> , Cambridge University Press, Cambridge, 2011;		
2. Tamzen Armer, <i>Cambridge English for Scientists. Teacher's Guide</i> , Cambridge University Press, Cambridge, 2011;		
3. Hodgetts Katsampoxaki Kallia, <i>Academic English for Chemistry, An English for Specific Academic Purpose Course for International Chemistry Students – Upper Intermediate B2 Level</i> , Digisima Publications, 2017;		
4. Eumeridou Eugenia, <i>Academic English for Materials Science</i> , Digisima Publications, 2021;		
5. Kwiatkowski Marek, Stepnowski Piotr, <i>English in Chemistry</i> , Gdansk University, 2017;		
6. Gallagher Rose Marie, Ingram Paul, <i>Cambridge IGCSE & O Level Complete Chemistry- Student Book</i> , Oxford University Press, Fourth Edition, 2021;		
7. Harwood Richard, Lodge Ian, <i>Cambridge IGCSE Chemistry Workbook</i> , Cambridge University Press, 2011;		
8. Earl Bryan, Wilford Doug, <i>Cambridge IGCS Chemistry</i> , Cambridge University Press, Fourth Edition, 2021;		
9. Carter Ronald, McCarthy Michael, <i>Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English. Grammar and Usage</i> , Cambridge University Press, 2006;		
10. Hewings Martin, <i>Advanced Grammar in Use</i> , Second Edition, Cambridge University Press, 2005;		
11. Vince Michael, <i>English Grammar in Context</i> , Macmillan, 2008.		

9. Assessment (examination)

Type of activity	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight in the final grade
9.4 Course			
9.5 Seminar / practical course	-acquisition of specialized vocabulary -accuracy, fluency, and appropriateness of English (both spoken and written) -ability to use English effectively in specific	Oral examination	25%
		Written examination	75%

Date of approval
Name and signature of Dean



	academic and professional contexts -mandatory completion of all language proficiency assessment components		
--	---	--	--

9.6 Basic performance standard

The students will be able to:

- make use of listening, reading, speaking and writing skills in general and specific purpose contexts
- apply individual learning strategies in developing academic reading and in improving specialised vocabulary through printed and electronic resources
- write academic texts (articles, essays, reports etc); do oral presentations (seminar, debate)
- communicate the content of individual and collaborative academic work

10. ODD labels(Sustainable Development Goals)

	X	Sustainable Development Generic Label						
1 FĂRĂ SĂRĂCIE	2 FOAMETE „ZERO”	3 SĂNĂTATE ȘI BUNĂSTARE	4 EDUCATIE DE CALITATE	5 EGALITATE DE GEN	6 APĂ CURATĂ ȘI SANITATIE	7 ENERGIE CURATĂ ȘI LA PREȚURI ACCESIBILE	8 MUNCĂ DECENTĂ ȘI CREȘTERE ECONOMICĂ	9 INDUSTRIE, INOVAȚIE ȘI INFRASTRUCTURĂ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	X	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 INEGALITĂȚI REDUSE	11 ORĂȘE ȘI COMUNITĂȚI DURABILE	12 CONSUM ȘI PRODUCȚIE RESPONSABILE	13 ACȚIUNE CLIMATICĂ	14 VIAȚĂ ACVATICĂ	15 VIAȚĂ TERESTRĂ	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	No label applies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Date:
03.04.2026

Course tutor's name and signature

Seminar's/ practical course's signature

Lecturer Adriana Lazar

.....

Data of approval:
17.04.2026

Head of Department's name and signature

Camelia Teglaș

Date of approval
Name and signature of Dean