

University of Asia and the Pacific

Program Description: The program is meant to help participants enhance their English communication skills in the university setting or at work and is divided into three courses: Oral Communication for Academic / Professional Purposes, Reading for Academic / Professional Purposes, and Writing for Academic / Professional Purposes. The participants should already be at the intermediate level of proficiency and wish to progress to a higher level of proficiency.

Expected Proficiency and Course Outline of Oral Communication for Academic / Professional Purposes:

- I. Expected Entry Level Proficiency: Intermediate
 - A. Participants should be able to talk about simple everyday topics using the three major verb tenses: past, present, and future.
 - B. Participants should be able to ask WH questions and Yes/No questions to obtain information from others.
 - C. Participants should be able to understand what another person is saying to them face to face when the person is speaking slowly or carefully and using basic everyday vocabulary.
- II. Understanding the Principles of Oral Communication
- III. Engaging in Group Interactions
 - A. Greeting Someone and Saying Goodbye
 - B. Showing Attentiveness
 - C. Checking for Comprehension
 - D. Asking Questions or Making Clarifications
 - E. Expressing Opinions
 - F. Agreeing or Disagreeing
 - G. Suggesting, Recommending, or Giving Advice
 - H. Asking for and Granting Permission
 - I. Apologizing
 - J. Expressing Gratitude
- IV. Engaging in Individual Oral Presentations
 - A. Planning the Content
 1. Deciding on the Main Idea
 2. Outlining the Supporting Points for the Main Idea
 3. Organizing the Spoken Text: Beginning, Middle, and Ending
 - B. Planning and Rehearsing the Delivery
 1. Deciding on the Type of Delivery
 - a. Reading the Text
 - b. Giving a Rehearsed Presentation
 - c. Using Visuals or Slide Presentations
 2. Focusing on Key Aspects of the Delivery
 - a. Volume, Tone, and Rate of Speaking
 - b. Facial Expressions and Body Movement
 - c. Confidence or Enthusiasm in Expressing Ideas
 - C. Delivering the Oral Presentation

Expected Proficiency and Course Outline of Reading for Academic / Professional Purposes:

- I. Expected Entry Level Proficiency: Intermediate
 - A. Participants should be able to identify the focus or topic of a paragraph.

B. Participants should be able to distinguish the main idea/s from the details.

II. Identifying the Main Idea of a Paragraph as Expressed in the Topic Sentence

III. Identifying the Supporting Points for the Topic Sentence.

IV. Identifying Transition Expressions that Signal How Ideas Are Organized or Presented

A. Expressions that Signal Lists, Steps, or Sequences in Events

B. Expressions that Signal Examples, Details, or Elaborations

C. Expressions that Signal Comparison and Contrast

D. Expressions that Signal Reasons or Purposes

E. Expressions that Signal Results or Effects

F. Expressions that Signal Restatements or Conclusions

V. Identifying the Overall Tone and Purpose of the Paragraph

Expected Proficiency and Course Outline of Writing for Academic / Professional Purposes:

I. Expected Entry Level Proficiency: Intermediate

A. Participants should be able to write short or simple sentences that have subject/s and verb/s.

B. Participants should be able to write sentences that contain very minimal instances of structural errors like fragments, comma splices, and fused elements.

C. Participants should be able to write using the appropriate verb tenses.

D. Participants should be able to use basic transition expressions in organizing ideas.

1. Expressions that Signal Lists, Steps, or Sequences of Events

2. Expressions that Signal Examples, Details, or Elaborations

3. Expressions that Signal Comparison and Contrast

4. Expressions that Signal Reasons or Purposes

5. Expressions that Signal Results or Effects

6. Expressions that Signal Restatements or Conclusions

E. Participants should be able to use vocabulary to write about simple everyday topics.

II. Creating the Main Idea of the Paragraph through the Topic Sentence

III. Providing Supporting Points for the Topic Sentence through an Outline

IV. Deciding on the Tone and Purpose of the Paragraph

V. Drafting the Paragraph based on the Outline, Tone, and Purpose

VI. Using Adequate and Appropriate Transition Expressions to Organize the Ideas

VII. Rewriting the Draft

1. Revising the Content and Organization

2. Editing the Grammar and Vocabulary Used

3. Proofreading for Minor Errors

VIII. Printing the Final Version / Copy