

English Courses

for Higher Education

Professionals

The following course outlines a programme of 25-hours tuition over a five-day period and has been targeted at learners at CEFR B1. A group needs-analysis is suggested to take place before the course starts and items can be expanded or eliminated depending on requirements. Topics will be fully integrated and spread over a three-hour morning session (e.g. 9.30 to 12.30) and a two-hour afternoon (13.30 to 15.30).

The focus is on the key skills of speaking, both face-to-face and by telephone or other media, listening, reading and writing. Attention will also be given to competence in gram-

mar, lexis and pronunciation, and intercultural communication will also form an important component of the course.

Through needs-analysis learners are encouraged to articulate their specific needs in order to tailor the course to their own requirements.

Workplace seminar

This element will be arranged where there is a suitable partner/department for learner to develop and discuss topics related to this area.



SOCIAL AND CULTURAL SUGGESTIONS

Wednesday, 15.30 to 17.30hs – TOUR OF TRINITY COLLEGE CAMPUS / Friday, 15.30 to 17.30 hs– TEMPLE BAR CULTURAL QUARTER.

LEARNER TYPE

This seminar workshop is intended for learners with an English language level of at least CEFR B1 and who are working in an administrative or management capacity within a Higher Education Institute.

1 Getting to know the place and the people

Speaking

Introduce self and colleagues (roles in institution /relationships within hierarchy/responsibilities)
Welcome visitors /Make invitations
Accept or decline invitations
Make small talk – travel/weather/hotel etc.
Respond to small talk
Outline itinerary/schedule
Ask questions about itinerary/schedule
Suggest/request changes to itinerary/schedule

Listening

Understand introductions
Understand job titles, functions and roles
Understand times, dates and locations
Follow extended small talk
Recognise invitations
Assess tone and content in order to interpret intention (e.g. Is an invitation genuine or a matter of form?)

Reading

Follow an itinerary and identify key information quickly
Select dates, times and locations from e-mails or social media
Writing
Write an e-mail making arrangements
Write an e-mail confirming arrangements
Write an e-mail changing arrangements
Write an e-mail making an invitation
Write an e-mail accepting an invitation
Write an e-mail declining an invitation

Grammar

Present (including for schedules)
& present progressive (including for plans)
Present perfect to describe experience & circumstances
Simple past
Future forms – will/going to

Lexis

Greetings & introductions
Self, nationality, culture
Appropriate topics for small talk
Appropriate responses to small talk
Pronunciation
Letters of the alphabet
Job titles/academic titles
'ed' endings
Contractions

2 Paths to Study Education & Training

Speaking

Describe own education and training to date
Describe education system in home country and how education is funded
Describe standard paths (directly from school/apprenticeships/training/further education/higher education) to work in home country
Describe attitudes to education and training
Ask about education & training systems in other countries
Express opinions of same
Compare and contrast different systems
Present and defend arguments in favour of or against different systems
Present a breakdown of costs for a student in full-time education
Suggest ways to fund education
Accept & reject suggestions
Offer alternatives
Defend a decision

Listening

Follow a detailed description of a person's education and training
Follow a detailed description of an unfamiliar education system
Follow a detailed description of a variety of paths to work/study
Follow a detailed description of attitudes to education and training
Understand a variety of opinions of same
Understand similarities and differences between different systems
Understand arguments in favour of or against different systems
Follow a breakdown of costs for a student in full-time education
Follow suggestions of ways to fund education
Follow arguments and discussion of suggestions, alternatives and final decisions when presented by one person

Reading

Scan authentic texts related to education to identify key information
Skim same to identify general meaning before more intensive reading
Identify purpose of text
Identify audience

Writing

Application forms (masters degree/grant or scholarship applications)
Statement outlining personal skills and strengths and education to date

Grammar

Modals of possibility, probability and obligation
Conditionals zero to third
Comparatives and superlatives
Graded adjectives
Connectors of contrast and addition

Lexis

Academic institutions
Education systems
Academic awards & related terminology
Finance in context of education

Pronunciation review

Strong and weak auxiliaries
Silent letters
Sentence stress and linking

Other

Identify false friends in differing terminology regarding qualifications, e.g. Diploma in English has a different meaning to the German/Austrian 'Diplom'

3 Applying For A Course (Ba/Ma/PhD. etc.)

Speaking (including on telephone)

Describe personal strengths, weaknesses, personality and character
Ask about same
Compare and contrast same
Respond to questions about strengths, weaknesses, personality and character in a professional context
Outline benefits and drawbacks of strengths and weaknesses in professional context
Describe knowledge and experience
Respond to questions about professional knowledge and experience
Ask about professional knowledge and experience
Describe areas of academic/professional interest
Explain reasons for interest
Explain plans for personal professional development
Define transferable skills
Define concept of customer (students/internal customers) service
Respond appropriately to customer enquiries

Listening

(including on telephone)
Follow a detailed description of areas of academic/professional interest
Follow a detailed description of different types of academic/professional knowledge and experience
Follow interview-style questions regarding areas of academic/professional interest, knowledge and experience, hopes and plans for career development, strengths and weaknesses
Follow detailed descriptions of responsibilities, duties and procedures related to a particular position within a company
Follow all of the above by telephone at a less detailed level

Reading

Identify suitable courses from print media (e.g. prospectus/newspaper) and the internet
Identify requirements and qualifications from print media and the internet
Extract key information regarding deadlines for application, details required (cover letter/cv/application form) and how (internet/regular mail) to submit to the person dealing with the application

Writing

Basic CV
Cover letters to support/introduce CV
E-mail requesting further information/clarification
Filling out application forms online/on paper

Grammar

Action verbs
Comparatives and superlatives
Nouns in word families
Prefixes and suffixes

Lexis

Institutional policy and hierarchy

Pronunciation

Names and titles (stress and emphasis)
Rising and falling tone in questions/statements

Other

Cultural norms regarding use of job titles and names/titles, e.g. "Prof Wilson, Head of Faculty" or "Susan, who looks after exam scheduling"
Levels of formality/informality in different professions and countries





4 Presentations, Interviews, Meetings, Offers And Rejections.

Speaking

(including on telephone)

- Participate in one-to-one interviews/meetings
- Participate in panel-style interviews/meetings
- Participate in group interviews
- Participate in telephone/video/skype interviews
- Conduct one-to-one interviews
- Conduct panel-style interviews
- Conduct group interviews
- Conduct telephone/video/skype interviews
- Make an offer
- Accept offers
- Reject offers
- Ask for feedback on an assignment
- Give feedback on an assignment
- Make a presentation (e.g. applying for a course or funding for a project)

Listening

(including on telephone)

- Follow one-to-one interviews/meetings
- Follow panel-style interviews/meetings
- Follow group interviews/meetings
- Follow telephone/video/skype interviews
- Recognise an offer
- Recognise a rejection
- Recognise terms and conditions
- Follow feedback after a meeting - face-to-face or by telephone

Reading

- Extract information from an application form/ letter
- Extract information from a CV
- Deal with an online application process
- Find and select appropriate courses from a range advertised on a website/in a newspaper or journal
- Navigate a university website

Grammar

- Reported speech
- Past simple and present perfect
- Countable and uncountable nouns
- Prepositions
- Separable and inseparable phrasal-verbs

Lexis

- University courses and requirements
- University policy and hierarchy
- Keyboard symbols (used in e-mail addresses and other ITC applications)

FINANCING

Participation on the course can be funded through the use of an Erasmus Plus STT grant from your academic institution.

The Organiser, Dorset College, will provide the required documents including the STT invitation, work plan and a Certificate of Participation for all seminar participants.

PROGRAMME COST

Option A

Course + Apartment €755

Option C

Course + B&B (On Request)

5 Planning & Schedules Dealing With Difficult Situations

Speaking

(including on telephone)

- Outline a project plan
- Make suggestions regarding a project plan
- Raise objections regarding time- frame of plan
- Deal with comments/questions and objections about plan
- Describe a colleague in terms of professional performance with attention paid to strengths and weaknesses
- Respond to assessment of strengths and weaknesses in a professional context
- Make recommendations on how to deal with weaknesses and build on strengths
- Make excuses
- Respond to excuses
- Explain difficulties
- Offer advice/sympathy
- Defuse difficult situations
- Make a complaint
- Respond to a complaint
- Offer solutions

Listening

(including on telephone)

- Follow and identify stages of a project plan
- Recognise the difference between suggestions and objections
- Identify general questions from those requiring specific information
- Differentiate speculation from fact
- Follow a complaint

Reading

- Extract both general and detailed information from a project plan
- Extract information from a feedback/ review report
- Writing
- Construct a project plan/time-line for a project (e.g. dissertation/thesis)
- An action plan for a project which is behind schedule
- Compose warning letter/e-mail
- Compose a complaint e-mail
- Compose a response to a complaint

Grammar

- Past modals
- Past perfect
- Third conditional
- Be/get used to
- Used to

Lexis

- Project planning & management
- Constructive criticism
- Making suggestions/recommendations – weak, neutral and strong

Other

- Cultural attitudes to complaints, criticism and self-promotion
- Cultural attitudes to time and deadlines

Final Review

Learners will be assigned a number of communicative tasks (maximum three) in groups (e.g. role-play a meeting/give a short presentation/deal with a difficult situation) to consolidate their learning over the week.

Option B

Course + Host Family €755

Option D

Course + Hotel (On Request)