



## **Assessment of English language needs and preparation for English-medium instruction courses**

MARCH 2012

### **An intensive course for students at the Department of Human Nutrition**

DEPT OF HUMAN NUTRITION

#### **Aim**

The aim of the course is to make the students conscious of their language strengths and weaknesses, and to give them strategies and tools to meet the linguistic challenges of their Master's programme.

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#### **Structure**

1. Introductory lecture (3 lessons)
2. Testing of the students' language skills (3 hours)
3. Workshop based on the test results (3 lessons per group)

#### **Content**

##### ***1. Introductory lecture***

*A joint lecture for all students consisting of 2 consecutive lessons.*

Prior to the introductory lecture, the students will be asked to fill in a form in which they evaluate their own language skills. This form must be brought to the introductory lecture. The introductory lecture is a joint lecture for all students, and will touch upon the below mentioned subjects, which will then be further elaborated in the workshop:

- What does it mean to be communicatively competent in a foreign language?

- Introduction to vocabulary strategies: Focus will be on strategies to acquire new words, and to memorize new vocabulary. Furthermore, emphasis will be on *which* words are important for the students to study (e.g. academic and domain specific words.)
- Introduction to listening and reading strategies: Focus will be on strategies to optimize listening and reading comprehension.
- Introduction to oral and written communication strategies: Focus will be on the so-called '*discourse markers*' or '*sign posts*' that are fixed, and discourse regulating expressions in English, which can help the students to, among others, structure and focus the content of their oral and written productions.
- Introduction to testing of the students' language skills.

## ***2. Testing of the students' language skills***

*A joint testing session for all students lasting 3 hours. Each student must take all 3 tests.*

All students are gathered in a room, and are given the following tests:

An academic listening test (approx. 30 minutes)

An academic reading test (approx. 1 hour)

A writing test (approx. 45 minutes)

The two first tests are paper tests the students write by hand. The last test, the students can either write by hand or on their **own** laptop.

All tests are corrected by instructors from IHE in cooperation with CIP and returned to the students at the following workshop.

## ***3. Workshop based on the test results***

*The students are divided into 3 groups. Each group participates in a half-day workshop lasting 3 lessons.*

The aim of the workshop is to follow up on the students' test results, and to give them an opportunity to work on some of the strategies introduced in the introductory lecture.

The workshop will have the following overall content:

- The corrected tests are given back to the students
- A general discussion of how the students experienced the different tests: what was difficult and what was easy?

- How are the test results to be interpreted?
- How well do the students' test results match with their self-evaluation of their English language skills? Significant differences will be discussed.
- What can the students do themselves to meet some of the challenges they come across in English-medium instruction courses and at exams?
- Pair- and group work to give the students an opportunity to try some of the strategies (e.g. reading strategies) introduced in the introductory lecture. This is done with a point of departure in their specific test results.
- The students will be introduced to different types of language tools they can use to become better language users in English (e.g. online tools).
- The students will summarize what they have learned during the workshop, what they should particularly be aware of in the future, and they will draft an action plan for how they will continue to tackle their specific linguistic challenges.