

# Communicative English Language Skills II

## Lecture 1

### Course Orientation: Review of Communicative English Skills

I

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# Communicative English Language Skills II

## **Dear students;**

Welcome to Communicative English Language Skills II (FLEn 1004)

- ✓ Builds on Communicative English Language Skills I
- ✓ Previous focus: Listening & Reading (foundations)
- ✓ Current focus: Speaking & Writing (main skills)
- ✓ Listening & Reading remain integrated

## **Goal:**

- ❖ Improve fluency
- ❖ Enhance accuracy
- ❖ Build confidence in academic & social communication

# The Focus of Communicative English Skills II

- Primary Focus: Speaking & Writing (at the center)
- Integrated Skills: Listening & Reading
- Active Participation Expected
- ✓ Engage in discussions
- ✓ Provide peer feedback
- ✓ Revise your work regularly

# Learning Objectives

By the end of this course, you will be able to:

- Communicate with accuracy and fluency
- Use English appropriately in academic/social contexts
- Develop autonomy and independent study skills

In short, this course helps you to express yourself more confidently in both academic and social settings. You will also learn strategies to study independently and continue improving your English beyond the classroom.

# Outline

In the lecture, the following concepts will be introduced:

- ❖ Course Progression
- ❖ Review of Foundations: Grammar and Vocabulary
- ❖ Thematic Units
- ❖ Assessment Structure and Grading Criteria
- ❖ Academic Integrity and Plagiarism Policies
- ❖ Strategic Study Habits
- ❖ Diagnostic Assessment of current proficiency

# Orientation Outcomes

- Review key concepts from Communicative English Language Skills I
- Explain course structure and assessment methods
- Conduct a quick diagnostic activity

This orientation session is designed to refresh your knowledge from Communicative English Skills I, introduce the structure of Communicative English Skills II, and help me gauge your current level through a short diagnostic activity.

# English Language Skills I Foundations

## Listening & Reading

### Listening

- Note-taking
- Identifying cues
- Extracting key facts

### Reading

- Skimming
- Scanning
- Summarizing

## Grammar & Vocabulary

### Grammar

- Modals
- Present perfect
- Conditionals
- Voice

### Vocabulary

- Guessing meaning from context
- Collocations
- Connotation

# How Communicative Skills I Supports Skills II

Communicative English Skills I gave you the foundation. You practiced listening to lectures, taking notes, reading strategically, and using grammar structures like modals and conditionals. These skills now become the building blocks for speaking and writing tasks in Communicative English Skills II.

- Notes → oral reports
- Reading → academic writing
- Grammar → accurate communication
- Vocabulary → precise expression

Everything you learned in Communicative English Skills I now transforms into production. Notes become oral summaries, reading becomes essay writing, grammar ensures accuracy, and vocabulary helps you express ideas clearly.

# Quick Diagnostic Activity

Silent reading → main idea + details + summary

## Reading

“Reading is a fundamental aspect of academic work. It is likely to be the major way to gather information about the discipline you are studying and it is a very valuable skill to enhance and develop at university or college...”(Adapted from the Course Module).

- Main Idea: Reading is vital in academic life for building discipline knowledge and career readiness.
- Supporting Details: (1) Helps understand your field of study; (2) Supports future career success.
- Summary Sentence: Share your one-sentence summary with a partner; volunteers read aloud for class diagnostic to assess reading/summarizing skills.

# Unit Themes of Communicative Skills I

- Unit 1: Study Skills
- Unit 2: Health & Fitness
- Unit 3: Cultural Values
- Unit 4: Wildlife
- Unit 5: Population

Let's briefly revisit the five thematic units of Communicative English Skills I. Each unit introduced listening, reading, grammar, and vocabulary activities that we will now extend into speaking and writing.

# Unit Themes of Communicative English Skills II

- Unit 1: Life Skills
- Unit 2: Future of Science
- Unit 3: Environmental Protection
- Unit 4: Indigenous Knowledge
- Unit 5: Cultural Heritage

Communicative English Skills II introduces new themes. These topics are broader and more discussion-oriented, giving you opportunities to practice speaking and writing in meaningful contexts.

# Teaching & Learning Focus

- Integrated skills
- Grammar in context
- Critical thinking
- Applied learning
- Communicative practice

The teaching approach emphasizes integration. Grammar is taught in context, critical thinking is encouraged, and applied learning connects language to real-world issues. Communicative practice ensures you use English actively.

# Progression

- Communicative Skills I → comprehension & accuracy
- Communicative Skills II → production & fluency

Think of Communicative English Skills I as the foundation. You learned to understand and process information. Communicative English Skills II is about producing language—speaking fluently and writing accurately.

# Integrated Class Activities

- Listening tasks with note-taking
- Reading comprehension tasks
- Speaking: oral summaries, presentations
- Writing: paragraphs, essays, journals

Each unit combines listening, reading, speaking, and writing. You'll take notes, read texts, present orally, and write essays. Grammar and vocabulary are always linked to the themes.

# Assessment Breakdown

- Quizzes: 10%
- Group assignment: 10%
- Individual assignment: 10%
- Midterm exam: 20%
- Final exam/project: 40%
- Attendance: 80% minimum

Assessment is balanced. Quizzes and assignments test your progress, while midterm and final exams evaluate integrated skills. Attendance is crucial—missing more than 20% disqualifies you from final evaluation.

# Grading Criteria

- Content & task achievement
- Language accuracy
- Vocabulary range & precision
- Delivery (speaking)
- Presentation materials

When grading, I look for relevance, completeness, grammar accuracy, vocabulary precision, fluency in speaking, and clarity in presentation materials.

# Course Policies

- Attendance: 80% minimum
- Submit assignments on time
- Academic integrity: no plagiarism
- Respectful participation

Policies are strict but fair. Attendance is mandatory, deadlines must be respected, plagiarism is unacceptable, and respectful communication is expected both in class and online.

# Plagiarism

- Plagiarism = copying without credit
- Plagiarism means presenting someone else's work as your own. Always cite sources properly. Use plagiarism checkers if needed. Originality is essential.

## Study Habit

- Plan weekly study blocks; join study groups; practice speaking daily; review regularly—consistency beats cramming. Vocabulary Logs: Record collocations (e.g., "make decision"); note connotations; write example sentences beyond single words. Key Benefit: Builds fluency through regular, focused practice over irregular long sessions.

# Grammar Micro-lessons

- 10–15 minutes daily review
- Grammar is best learned in small doses. Dedicate short daily reviews to conditionals, voice, or tense contrasts. Link grammar practice to your writing and speaking tasks.

# Attendance Tips

- Attendance = active participation

Attendance is not just being present. It means engaging actively in discussions, group work, and peer review. Missing more than 20% disqualifies you from final evaluation.

# Support & Resources

- Module books (FLEn 1003 & 1004)
- Grammar references
- Online dictionaries
- Study groups & office hours

Resources are available to support your learning. Use module books, grammar references, reliable dictionaries, and study groups. Office hours are open for questions.

# Instructor Support

- Micro-lessons on grammar
- Formative feedback
- Structured peer review
- Extra handouts
- Office hours

I will support you with short grammar lessons, timely feedback, structured peer review, and additional resources. Office hours and recorded sessions are available for review.

# Review of Unit 1 (Study Skills)

- Note-taking strategies
- Time management habits
- Reading for study
- Grammar: present perfect, advice language

Unit 1 in Communicative English Skills I emphasized study skills. You practiced note-taking during lectures, managing study time, and reading strategically. Grammar focused on the present perfect tense and advice language using modals and infinitives. These skills now support oral summaries and reflective writing in Communicative English Skills II.

# Link from Unit 1 to Comm. English Skills II

- Notes → oral summaries
- Reading notes → written paragraphs
- Grammar → reflections and recommendations

The connection is clear. Notes taken in lectures become oral summaries. Reading notes transform into written paragraphs. Grammar structures like the present perfect and modals help you reflect and give recommendations in both speaking and writing.

# Review of Unit 2 (Health & Fitness)

- Listening: biographical narratives
- Grammar: conditionals
- Reading: main ideas, supporting details
- Vocabulary: meaning from context

Unit 2 focused on health and fitness. You listened to a sports biography, practiced conditionals, and identified main ideas in reading. Vocabulary work included guessing meaning from context and collocations related to health.

# Link from Unit 2 to English Skills II

- Biographies → oral reports
- Conditionals → persuasive speaking
- Vocabulary → precise writing

Biographical notes now become oral reports. Conditionals help you build persuasive arguments in speaking and writing. Vocabulary precision ensures clarity in descriptive and argumentative essays.

# Review of Unit 3 (Cultural Values)

- Listening: cultural tourism
- Reading: Awramba community case study
- Grammar: tense contrasts
- Skills: summarizing, reflective writing

Unit 3 explored cultural values. You listened to a lecture on cultural tourism, read about the Awramba community, and practiced tense contrasts. Summarizing and reflective writing were key skills, alongside cultural sensitivity in language.

# Link from Unit 3 to English Skills II

- Tourism notes → position talks
- Case study → reflective essays
- Tense contrasts → accurate reporting

Tourism notes can now be used for short position talks. Case studies become reflective essays. Tense contrasts ensure accuracy when reporting cultural practices and values.

# Review of Unit 4 (Wildlife)

- Listening: human–wildlife interaction
- Reading: Africa’s wild animals
- Vocabulary: denotation vs connotation
- Grammar: conditionals in conservation

Unit 4 dealt with wildlife. You listened to talks on human–wildlife interaction, read about Africa’s wild animals, and explored vocabulary choices with denotation and connotation. Conditionals were applied to conservation scenarios.

# Link from Unit 4 to Skills II

- Notes → conservation talks
- Vocabulary → persuasive writing
- Conditionals → mitigation proposals

Listening notes now support conservation policy talks. Vocabulary precision helps in persuasive writing. Conditionals allow you to propose solutions and predict outcomes in environmental discussions.

# Review of Unit 5 (Population)

- Listening: population density
- Reading: population pyramids
- Vocabulary: collocations
- Grammar: active vs passive voice

Unit 5 focused on population. You listened to talks on density, read population pyramids, studied collocations, and practiced active and passive voice for academic reporting.

# Link from Unit 5 to English Skills II

- Demographic notes → presentations
- Passive voice → formal reporting
- Collocations → natural academic language

Demographic notes now become mini-presentations. Passive voice is used for formal academic description. Collocations like “population growth” or “population density” make your language precise and natural.

# Practical Orientation

- Weekly study sessions
- Study groups for practice
- Feedback loops
- Resources: LMS, dictionaries, grammar handouts

Practical orientation is about habits. Plan weekly study sessions, use study groups for practice, and expect feedback loops. Resources include the LMS, dictionaries, and grammar handouts.

# Assessment Details

- Quizzes: vocabulary & grammar
- Group assignment: collaborative speaking
- Individual assignment: essays
- Midterm: integrated skills
- Final: Exam

Quizzes test vocabulary and grammar. Group assignments assess teamwork and speaking. Individual assignments focus on essays. The midterm integrates skills, and the final exam is demonstrating everything you've learned.

# Grading Criteria

- Content relevance
- Grammar accuracy
- Vocabulary precision
- Fluency and clarity
- Organization and delivery

Grading looks at content relevance, grammar accuracy, vocabulary precision, fluency, clarity, and organization. Delivery in speaking tasks is also evaluated.

# Peer Review

- Structured activity
- Checklist: content, grammar, vocabulary
- Respectful feedback

Peer review is structured. Use a checklist to evaluate content, grammar, and vocabulary. Feedback should be respectful, focusing on strengths and suggestions for improvement.

# Example Feedback

- “Your introduction is strong, but transitions could be smoother.”
- This is an example of constructive feedback. It highlights a strength and suggests an area for improvement. Feedback should always be specific and supportive.

# Study Routines

- 3 study blocks per week
- Daily speaking practice
- Vocabulary logs
- Grammar micro-lessons

Effective routines include three study blocks per week, daily speaking practice, vocabulary logs, and short grammar reviews. Consistency is key.

# Speaking Practice

- Oral reflections
- Record short talks
- Listen back for improvement

Speaking practice doesn't require formal settings. Record yourself summarizing a lecture or reflecting on a cultural value. Listening back helps you notice pronunciation and fluency issues.

# Vocabulary Logs

- Collocations
- Connotation differences
- Example sentences

Vocabulary logs should include collocations, connotation differences, and example sentences. This reinforces usage and helps you sound natural.

# Grammar Practice

- Short daily reviews
- Link grammar to writing tasks

Grammar is best practiced in short daily reviews. Link grammar points to your writing and speaking tasks for immediate application.

# Attendance

- Minimum 80% required
- Active participation counts

Attendance is mandatory. Missing more than 20% disqualifies you from final evaluation. Participation is part of attendance—it means engaging actively.

# Academic Integrity

- No plagiarism
- Cite sources properly
- Use plagiarism checkers

Academic integrity is essential. Plagiarism is unacceptable. Always cite sources properly and use plagiarism checkers to ensure originality.

# Online Etiquette

- Mute when not speaking
- Use chat or raise-hand
- Respect peers

Online etiquette matters. Mute your microphone when not speaking, use chat or raise-hand features, and always respect your peers.

# Support Resources

- Module books
- Grammar references
- Dictionaries
- Study groups
- Office hours

Support resources include module books, grammar references, dictionaries, study groups, and office hours. Use them to strengthen your learning.

# Instructor Support

- Micro-lessons
- Formative feedback
- Peer review rubrics
- Extra handouts

I will provide micro-lessons, formative feedback, structured peer review, and extra handouts. These supports are designed to help you succeed.

# Immediate Next Steps

- Complete diagnostic summary
- Self-rate confidence
- Form study groups
- Prepare short talk on cultural value

Your immediate tasks are to complete the diagnostic summary, self-rate your confidence in skills, form study groups, and prepare a short talk on a cultural value using one present perfect sentence.

# Summary and Closing: Bringing It All Together

- Skills I Recap: Reading strategies (predict, summarize, note-making); Grammar (voice, future, modals, reported speech, relatives); Intro writing/speaking (short paragraphs/discussions).
- Themes: Life skills, science, environment, indigenous knowledge, heritage.
- Skills II Builds On: Uses listening/reading for fluent, accurate academic/social speaking/writing.
- Outcome: Apply Skills I knowledge for confident communication.

# Closing

- Communicative English Skills I gave you the tools; Communicative English Skills II helps you use them with confidence. Together, they form a pathway toward effective communication in real world and academic settings. In our next session (lecture 2), we will move to another topic: Speaking: Expressing Opinion.
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