1. Introduction – the LanGuide approach

English for Academic Purposes (EAP) is considered to be a special genre of English and an example of English for Specific Purposes (ESP). As such, it entails that the particular needs and requirements of the learners are reflected in the teaching content (Gillet, 1989).

EAP is aimed at developing a set of skills necessary for an individual to independently perform in an English-speaking academic setting (de Chazal, 2014) and is generally used in the domains of research, study, teaching and higher education (McMahon, 2019). Moreover, it exists whenever English is taught to learners in order to prepare them for their academic path, whatever the educational level. Although often associated with only academic writing, a complete course in EAP should cover all four language skills (namely listening, reading, speaking and writing) as all of them are employed in the academic studies. Additionally, EAP's vocabulary register differs significantly from the one used in "everyday English" so a special attention to the vocabulary is in order as the fifth component.

The process of developing an EAP course should be a systematic one. In developing the EAP syllabus for the LanGuide guidance tool we have taken the following steps that are based on the works of Bell (Bell, 1981) and Frydrychova Klimova (Frydrichova Klimova, 2015):

1. analysis of learner needs
2. definition of course objectives
3. syllabus design
4. development of course materials
5. internal evaluation of course materials
6. implementation into the tool
7. course delivery / use
8. post-use evaluation

The stages of the development process are executed in a chronological order as above. The output of each stage is taken to be the input for the one that follows. Once the materials have been developed (stage 4), they undergo the scrutiny of evaluators in an iterative procedure of *internal evaluation – implementation* and *delivery – post-use evaluation*, resulting in materials better suited to the needs and requirements of learners.

Each of the eight stages of the development process is described the following sections.

2 Analysis of learner needs

The analysis of learner language needs was undertaken by (1) *observations* of the target situation and establishing necessities or objective needs that exist in that context, backed by (2) *informal consultation* with the teachers, specialists, learners and other faculty, including *online* sources, who are most closely involved in EAP teaching and learning.

According to relevant literature (Elsaid Mohammed & Nur, 2018), Target Situation Analysis (TSA) aims at identifying language priorities for ESP education through defining necessities, lacks and wants regarding language skills, the teaching/learning situation and the functions or activities to be performed by the learners (later, users of language). In the TSA approach, *necessities* refer to skills and knowledge a learner is expected to have in order to be able to function in the target situation. *Lacks* signify the difference between what the learner currently knows or can do as opposed to what he will have to know or do in order to perform in the target situation. Finally, *wants* pertain to students' idea of what they need to operate in the target situation (Hutchinson & Waters, 1987).

The analysis of learner needs employed for the LanGuide guidance tool is structured following Mundby's model of linguistic needs (Munby, 1981) and is realised in the form of a *profile of needs*. Such a profile includes several key categories that the developer of a syllabus/course is required to describe keeping in mind the learner(s), learning context and learning outcomes. The profile is probably the most important step of the course development process as it sets a clear standard against which all future decisions are compared, including the definition of course objectives, detailing course syllabus, and creating learning materials.

2.1 Participants

The learners are users of the LanGuide guidance tool who participate in the Erasmus mobility scheme, whether before, during or after the mobility period. Given their position within the academia, they may be divided into three main groups:

1. students,
2. t   e   a   c   h   e   r   s   a   n   d
3. administrative staff.

2.2 Domain

English for academic purposes. It is aimed at general competences found in any academic context so there is no particular subdivision for a specific field or area.

2.3 Setting

Computer application – for both desktop and mobile devices – to be used any time and any place convenient for the learner.

2.4 Interaction

All three categories of learners are expected to use the application for independent learning, without direct interaction with other participants in the communicative process. This reduces their interaction patters to only those with the software. ?? Aren't they learning in order to communicate in real-

life situations?

- Role: *learner(s)*
- Relationship: *learner – software, software – learner*

2.5 Medium and channel of communication

There are two basic media of communication employed during the learning process:

- spoken (includes listening as receptive and speaking as productive skill; vocabulary, grammar)
- written (includes reading as receptive and writing as productive skill; vocabulary, grammar)

The channel of communication is provided by technology, without face-to-face contact. Technology serves as the generator of constructive feedback and steers the learner during the learning process.

2.6 Target levels

In the LanGuide guidance tool there are three basic levels used to distinguish learners with different linguistic competences. The levels are defined following the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). However, as we do not require finer-grained levels as they appear in the CEFR, the six levels of the CEFR have been reduced to three by omitting the higher and lower interpretations of the classic division:

- Basic level – includes A1 and A2 levels of the CEFR scale;
- Intermediate level – includes B1 and B2 levels of the CEFR scale; and
- Advanced level – includes C1 and C2 levels of the CEFR scale.

2.7 Communicative events and profile

It is anticipated that the language learner will have to participate in all or in a subset of the following communicative activities using the English language:

1. Student	
READING	- Read academic texts such as journal articles, textbooks, essays, and reports for general understanding (skimming), specific points (scanning), or for information and argument. - Read texts related to their academic study such as syllabi, curricula, learning agreements, grant conditions, educational policies, or personal and institutional communication (e.g., email or letter of acceptance), including online content appearing on university/faculty websites, in news bulletins, public announcements and calls. - Read texts of immediate concern to their academic success such as instructions, task descriptions, exam tasks, class notes, handouts, feedback or grading guidelines.
LISTENING	- Attend and follow live lectures and talks on a variety of topics, including highly specialised and technical ones related to their field of study. - Listen to digital recordings on a variety of topics, including highly specialised and technical ones related to their field of study. - Listen to instructions and announcements related to their academic success.
WRITING	- Write shorter and longer academic texts related to their field of study, including essays, reports, seminar papers, and instructions. - Take notes during classes, live lectures/talks or digital recordings of lectures/talks. - Write short communicative texts such as emails, queries, messages, forms, or memos.

SPEAKING	• Prepare and deliver live presentations in front of an audience.
	• Ask for clarification and additional information on matters related to their academic context.
	• Answer questions related to educational content as part of examination, test or evaluation activity.
	• Converse with other speaker of English, including native speakers, in formal and informal situations related to their academic study such as meetings, goal-oriented co-operative activities, training, discussions, or interviews.

2. Teacher

READING	• Read academic texts such as journal articles, textbooks, essays, and reports for general understanding (skimming), specific points (scanning), or for information and argument.
	• Read texts related to academic studies such as syllabi, curricula, learning agreements, grant conditions, educational policies, or personal and institutional communication (e.g., email or letter of acceptance), including online content appearing on university/faculty website, in news bulletins, public announcements and calls.
	• Read and follow instructions and guidelines related to their scope of work.
LISTENING	• Attend and follow live lectures and talks on a variety of topics, including highly specialised and technical ones related to their field of study.
	• Listen to digital recordings on a variety of topics, including highly specialised and technical ones related to their field of study.
	• Listen and follow instructions and guidelines related to their scope of work.
WRITING	• Write texts of immediate concern to their work with students such as instructions, task descriptions, exam tasks, handouts, feedback messages, evaluations or grading guidelines.
	• Write shorter and longer academic texts related to their field of expertise, including journal articles, books, book chapters, essays, and reports.
	• Write short communicative texts such as emails, queries, messages, forms, or memos pertaining to their immediate working environment.
SPEAKING	• Prepare and deliver live lectures and talks on a variety of topics, including highly specialised and technical ones related to their particular field.
	• Give instructions and announcements to students related to their academic success including task explanations, activity expectations, and feedback.
	• Explain the particulars of the subject matter during office hours and in other contexts outside the usual class setting.
	• Converse with other speaker of English, including native speakers, in formal and informal situations related to their academic context such as meetings, goal-oriented co-operative activities, discussions, or interviews.

3. Administrative staff

READING	• Read communicative texts such as emails, notes, queries, messages, forms, or memos pertaining to their immediate working environment and everyday situations.
	• Read and follow instructions and guidelines related to their scope of work.
LISTENING	• Listen and follow instructions and guidelines related to their scope of work.
	• Attend and follow live lectures and talks on a variety of professional topics, including highly specialised and technical ones related to their work.
WRITING	• Write short communicative texts such as emails, queries, messages, forms, or memos pertaining to their immediate working environment and familiar everyday situations.
	• Write longer formal texts within their scope of work duties including reports, meeting minutes, certificates, or invoices.

SPEAKING	• Converse with other speaker of English, including native speakers, in formal and informal situations related to the academic context such as meetings, goal-oriented co-operative activities, training, discussions, video conferences, or interviews.
	• Offer answers to queries, both formal and informal, related to their scope of work in a variety of modalities including face-to-face, over the telephone or using other digital communication devices.
	• Asking for clarifications or elaborations related to their work duties.

3 Course objectives

English for academic purposes course, within the LanGuide guidance tool, has the following course objectives:

- Introduce learners to EAP and its prominent lexical, syntactic, and semantic features so they are able to apply them in daily activities in the academic context.

- Expose learners to a wide variety of written texts that typically appear in the academic context and enable them to understand general points and specific information contained within.

- Expose learners to a wide variety of spoken texts that represent typical (aural) communicative situations and facilitate both general understanding and understanding of finer points and arguments that enables them to (re)act accordingly.

- Facilitate learner's writing skills by focusing on formal aspects of a variety of written texts found regularly in the academic context.

- Facilitate learner's speaking skills.

- Empower learners to use a range of specific vocabulary characteristic of EAP in written and oral form, including both productive and receptive modality.

- Enable learners to become proficient in using the English language for the purposes of research, study, teaching and working within the academic context.

4 Syllabus

4.1 Student

Level	Reading	Listening	Writing	Speaking
BASIC	• Can understand short, simple texts of a concrete type containing mainly high-frequency vocabulary. • Can understand basic, routine letters (queries, memos, confirmations). • Can find specific, predictable information in simple, everyday materials (timetables, website news, prospectuses, reference lists, signs) and isolate them. • Can identify specific information in simple informational texts (brochures, letters, short articles), especially if provided visual support. • Can understand short, simple instructions for classroom tasks and directions related to classroom work. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can understand phrases and expressions in clearly articulated, slow speech enough to meet the needs of a concrete type. • Can identify the main topic of a conversation between native speakers. • Can understand the main point of short, clear, simple instructions for classroom tasks and directions related to classroom work. • Can understand and pinpoint the most relevant information from short, recorded texts on familiar, everyday topics. • Can recognize grammatical forms in a listening text appropriate for the level and use them to construct general or specific meaning.	• Can connect simple phrases and sentences and organise them into a meaningful whole using simple connectors. • Can recognise a topic sentence and a conclusion sentence in short, descriptive essays. • Can use basic punctuation rules in short texts. • Can use basic quotations (X says / According to X) and reporting signals without citations. • Can recall and rehearse an appropriate set of phrases from his/her repertoire. • Can show limited control over a small repertoire of grammatical structures and sentence patterns and edit writing for mistakes given the level-appropriate grammar.	

Commented [U11]: I have left this skill intentionally empty. Any advice or guideline is welcome given that we are rather limited by the technology when it comes to speaking and speech recognition.

INTERMEDIATE			
• Can read independently with a satisfactory level of comprehension employing a broad active reading vocabulary. • Can grasp the essential meaning of correspondence texts. • Can scan longer texts to locate and understand desired information from different parts of a text or from different texts. • Can understand texts (articles, reports, essays, policies) in which the writer adopts a viewpoint or stance, or provides a line of argument, and identify main conclusions. • Can understand clearly written, longer, complex instructions for classroom tasks. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can follow the main points of extended discussions between native speakers who modify their language (familiar accent, clear articulation, explicit markers). • Can follow the essentials of lectures, talks and reports found in an academic/professional presentation. • Can understand and follow detailed instructions in the classroom setting, both abstract and concrete, spoken in a standard dialect. • Can identify and understand essential information in linguistically complex, recorded audio material on concrete and abstract topics, including the meaning of information content, and speaker viewpoint, mood, tone and attitude. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can connect parts of texts on familiar topics into a meaningful whole using appropriate connectors. • Can structure straightforward and detailed texts on a range of familiar topics by linking a series of shorter, discrete elements into a linear sequence. • Can identify a summary of a simple text in which vocabulary substitutions are used. • Can employ paraphrase to report someone's words including adjective clauses, noun clauses, passive voice and vocabulary substitutions. • Can recognize and discriminate between *for* and *against* arguments found in the body of an academic essay. • Can use advanced punctuation rules in longer texts. • Can use reporting signals and simple in-text citations. • Can show high control over a substantial repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar.	

ADVANCED			
• Can understand in detail implicit and explicit meanings in any longer and complex text, including abstract ones. • Can understand any correspondence, including longer and complex ones. • Can scan through longer, complex texts on professional topics and locate relevant details. • Can obtain details from highly specialised sources, including ones outside his/her field of specialty, and understand attitudes and implied opinions, rarely having to consult dictionaries and/or other sources. • Can understand in detail longer, complex instructions for classroom tasks, regardless whether they refer to his/her field of specialty. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can follow any extended speech on abstract and complex topics even beyond his/her field, recognising finer points of meaning including idioms and colloquialisms, regardless of the speed of delivery. • Can understand animated, fast-paced conversation between native speakers and other complex interactions (discussion, debate) on abstract, complex topics. • Can follow and understand details of longer, specialised lectures, talks and presentations. • Can understand in detail longer, complex instructions for classroom tasks, regardless whether they refer to his/her field of specialty. • Can identify finer points of detail and meaning in almost all recorded audio material, including implicit attitudes of speakers. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can connect parts of texts on any topic into a meaningful whole using appropriate connectors. • Can structure detailed texts on complex topics by linking a series of shorter, discrete elements into a linear sequence. • Can employ APA-style paraphrase techniques to report someone's words including adjective clauses, noun clauses, passive voice and vocabulary substitutions. • Can recognize significant points and relevant supporting detail in complex academic texts (reports, essays, articles). • Can use reporting signals and APA-style quotations in the text and write APA-style bibliography at the end of an academic text. • Can show extensive control over a wide repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar.	

4.2 Teacher

Level	Reading	Listening	Writing	Speaking
BASIC	• Can understand short, simple texts of a concrete type containing mainly high-frequency vocabulary. • Can understand basic, routine letters (queries, memos, confirmations). • Can find specific, predictable information in simple, everyday materials (timetables, website news, prospectuses, reference lists, signs) and isolate them. • Can identify specific information in simple informational texts (brochures, letters, shorter articles), especially if provided visual support. • Can understand short, simple instructions related to his/her work. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can understand phrases and expressions in clearly articulated, slow speech enough to meet the needs of a concrete type. • Can identify the main topic of a conversation between native speakers. • Can understand and pinpoint the most relevant information from short, recorded texts on familiar, everyday topics. • Can recognize grammatical forms in a listening text appropriate for the level and use them to construct general or specific meaning.	• Can connect simple phrases and sentences and organise them into a meaningful whole using simple connectors. • Can recognise a topic sentence and a conclusion sentence in short, descriptive essays. • Can use basic punctuation rules in short texts. • Can use basic quotations (X says / According to X) and reporting signals without citations. • Can recall and rehearse an appropriate set of phrases from his/her repertoire. • Can show limited control over a small repertoire of grammatical structures and sentence patterns and edit writing for mistakes given the level-appropriate grammar.	

4

INTERMEDIATE	• Can read independently with a satisfactory level of comprehension employing a broad active reading vocabulary. • Can grasp the essential meaning of correspondence texts. • Can scan longer texts to locate and understand desired information from different parts of a text or from different texts. • Can understand texts (articles, reports, essays, policies) in which the writer adopts a viewpoint or stance, or provides a line of argument, and identify main conclusions. • Can understand clearly written, longer, complex instructions for classroom tasks. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can follow the main points of extended discussions between native speakers who modify their language (familiar accent, clear articulation, explicit markers). • Can follow the essentials of lectures, talks and reports found in an academic/professional presentation. • Can understand and follow detailed instructions related to his/her work, both abstract and concrete, spoken in a standard dialect. • Can identify and understand essential information in linguistically complex, recorded audio material on concrete and abstract topics, including the meaning of information content, and speaker viewpoint, mood, tone and attitude. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can connect parts of texts on familiar topics into a meaningful whole using appropriate connectors. • Can structure straightforward and detailed texts on a range of familiar topics by linking a series of shorter, discrete elements into a linear sequence. • Can identify a summary of a simple text in which vocabulary substitutions are used. • Can employ paraphrase to report someone's words including adjective clauses, noun clauses, passive voice and vocabulary substitutions. • Can recognize and discriminate between *for* and *against* arguments found in the body of an academic essay or report. • Can use reporting signals and simple in-text citations. • Can use advance punctuation rules in longer texts. • Can show extensive control over a substantial repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar.	

ADVANCED			
• Can understand in detail implicit and explicit meanings in any longer and complex text, including abstract ones. • Can understand any correspondence, including longer and complex ones. • Can scan through longer, complex texts on professional topics and locate relevant details. • Can obtain details from highly specialised sources, including ones outside his/her field of specialty, and understand attitudes and implied opinions, rarely having to consult dictionaries and/or other sources. • Can understand in detail longer, complex instructions regardless whether they refer to his/her field of specialty. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can follow any extended speech on abstract and complex topics even beyond his/her field, recognising finer points of meaning including idioms and colloquialisms, regardless of the speed of delivery. • Can understand animated, fast-paced conversation between native speakers and other complex interactions (discussion, debate) on abstract, complex topics. • Can follow and understand details of longer, specialised lectures, talks and presentations. • Can understand in detail longer, complex instructions regardless whether they refer to his/her field of specialty. • Can identify finer points of detail and meaning in almost all recorded audio material, including implicit attitudes of speakers. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can connect parts of texts on any topic into a meaningful whole using appropriate connectors. • Can structure detailed texts on complex topics by linking a series of shorter, discrete elements into a linear sequence. • Can employ APA-style paraphrase techniques to report someone's words including adjective clauses, noun clauses, passive voice and vocabulary substitutions. • Can recognize significant points and relevant supporting detail in complex academic texts (reports, essays, articles). • Can use reporting signals and APA-style quotations in the text and write APA-style bibliography at the end of an academic text. • Can show extensive control over a wide repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar.	

4.3 Administrative staff

Level	Reading	Listening	Writing	Speaking
BASIC	• Can understand short, simple texts of a concrete type containing mainly high-frequency vocabulary. • Can understand basic, routine letters (queries, memos, confirmations). • Can find specific, predictable information in simple, everyday materials (timetables, website news, prospectuses, reference lists, signs) and isolate them. • Can identify specific information in simple informational texts (brochures, letters, shorter articles), especially if provided visual support. • Can understand short, simple instructions and directions related to his/her work. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can understand phrases and expressions in clearly articulated, slow speech enough to meet the needs of a concrete type. • Can identify the main topic of a conversation between native speakers. • Can understand the main point of short, clear, simple instructions related to his/her work. • Can recognize grammatical forms in a listening text appropriate for the level and use them to construct general or specific meaning.	• Can connect simple phrases and sentences and organise them into a meaningful whole using simple connectors. • Can recognise and understand a topic sentence and a conclusion sentence in short correspondence. • Can use basic punctuation rules in short texts. • Can recall and rehearse an appropriate set of phrases from his/her repertoire. • Can show limited control over a small repertoire of grammatical structures and sentence patterns and edit writing for mistakes given the level-appropriate grammar.	

7

| INTERMEDIATE | • Can read independently with a satisfactory level of comprehension employing a broad active reading vocabulary.

• Can grasp the essential meaning of correspondence texts.

• Can scan longer texts to locate and understand desired information from different parts of a text or from different texts.

• Can identify the main conclusions in an argumentative text.

• Can understand clearly written, longer, complex instructions related to his/her work.

• Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning. | • Can follow the main points of extended discussions between native speakers who modify their language (familiar accent, clear articulation, explicit markers).

• Can follow the essentials of talks and reports found in a professional presentation.

• Can understand and follow detailed instructions related to his/her work, both abstract and concrete, spoken in a standard dialect.

• Can identify and understand essential information in linguistically complex, recorded audio material on concrete and abstract topics, including the meaning of information content, and speaker viewpoint, mood, tone and attitude.

• Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning. | • Can connect parts of texts on familiar topics into a meaningful whole using appropriate connectors.

• Can connect text parts into a meaningful whole using appropriate connectors.

• Can structure straightforward and detailed texts related to his/her work by linking a series of shorter, discrete elements into a linear sequence.

• Can identify a summary of a simple text in which vocabulary substitutions are used.

• Can employ paraphrase to report someone's words including adjective clauses, noun clauses, passive voice and vocabulary substitutions.

• Can show extensive control over a substantial repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar. | |

ADVANCED	• Can understand in detail implicit and explicit meanings in any longer and complex text, including abstract ones. • Can understand any correspondence, including longer and complex ones. • Can scan through longer, complex texts on professional topics and locate relevant details. • Can obtain details from highly specialised sources, including ones outside his/her field of specialty, and understand attitudes and implied opinions, rarely having to consult dictionaries and/or other sources. • Can understand in detail longer, complex instructions regardless whether they refer to his/her field of specialty. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can follow any extended speech on abstract and complex topics even beyond his/her field, recognising finer points of meaning including idioms and colloquialisms, regardless of the speed of delivery. • Can understand animated, fast-paced conversation between native speakers and other complex interactions (discussion, debate) on abstract, complex topics. • Can follow and understand details of longer, specialised lectures, talks and presentations. • Can understand in detail longer, complex instructions regardless whether they refer to his/her field of specialty. • Can identify finer points of detail and meaning in almost all recorded audio material, including implicit attitudes of speakers. • Can recognize grammatical forms in the text appropriate for the level and use them to construct general or specific meaning.	• Can connect parts of texts on any topic into a meaningful whole using appropriate connectors. • Can structure detailed texts on complex topics by linking a series of shorter, discrete elements into a linear sequence. • Can recognize significant points and relevant supporting detail in complex academic texts (reports, articles). • Can show extensive control over a wide repertoire of grammatical structures and sentence patterns depending on the needs and conventions of the type of text and edit writing for mistakes given the level-appropriate grammar.	

4.4 Overview of grammar and vocabulary across all three levels

Grammar and vocabulary are pervasive in the tasks involving the four skills (namely reading, listening, writing and speaking). What follows in an attempt to categorise vocabulary and grammar elements based on their complexity into the three levels: basic, intermediate and advanced.

In order to create a somewhat detailed map of grammar notions across the three levels, we have first analysed academic texts, both written and spoken, in terms of most salient characteristics, and pinpointed eight broad categories necessary for EAP:

1. conjunctions,
2. determiners/articles,
3. prepositions,
4. adverbs,
5. modality,
6. passive voice,
7. reported speech, and
8. conditional clauses.

These were additionally broken down to reflect the usual acquisition orders as laid down in various documents prepared under the supervision of the European Union's Council of Europe (van Ek & Trim, Threshold 1990, 1990; van Ek & Trim, Waystage 1990, 1998; van Ek & Trim, Vantage, 2001), and numerous other sources including primary and secondary school textbooks and related materials and official state curricula for primary and secondary English language education. However, with regard to the levels, it needs to be noted that each higher level includes all the grammatical notions enlisted for lower levels as well but they may be employed in contexts/texts that are more complex (e.g., longer texts, more complex vocabulary register, abstract topic, etc.).

Level	Vocabulary	Grammar
BASIC	1. Spelling (common misspellings) 2. Reporting verbs 3. Stative verbs 4. Phrasal verbs 5. Confusing words – homophones, homonyms and homographs	**1. CONJUNCTIONS** o non-contrastive *and*, contrastive *but*, disjunctive *or*, complementizing *that*, time *when*, place *where*, reason *because*, condition *if* **2. DETERMINERS** o definite article, indefinite article before consonant and vowel **3. PREPOSITIONS** o position (*against, among, at, behind, between, in,* on, *opposite, under, with*), direction (*across, down, from, into, past, through, to, up*), origin (*from*), arrangement (*after, before, between*), time (*at, in, on,* before, *after, during, for, since, till, until, from … to*), quantity (*about*), agency (*by*), giving (*to*), instrumentality (*with, by*), benefit (*for*), possession (*of, with, without*), focusing (*about*) **4. ADVERBS** o form (simple, adjective + *ly*, comparative and superlative, irregular), of time (*now, then, soon, …ago, today, tomorrow, yesterday, tonight, early, late, before, already, yet, afterwards, later* (*on*), *first … then, just, always, never,* (*not*) *often, once, sometimes, twice, usually, daily, weekly, monthly, again, suddenly*), existential (*there, here, away*), of place (*here, there, nowhere, everywhere, somewhere,* (*not*) *anywhere, inside, outside, near, far, away*), of direction (*away, back, down, in, out, left, right, straight* (*on*), *up, east, north, west, south*), of degree (*enough, too …, very …, a little, a lot, quite, much, almost, rather, only*), of quality ((*not*) (*very*) *well*), of manner (*badly, fast, hard, quickly, slowly, well,* adjective + *ly*), of conjunction (*also, too, together*), of effect (*then …, so …*), indefinite (*everywhere,* (*not*) *… anywhere, somewhere, nowhere, sometimes, never, always*), interrogative (*how?, when?, where?, why?*) **5. MODALITY** o present affirmative, negative (full and contracted) and interrogative forms of *have, can, may, must, shall, will* o past affirmative, negative (full and contracted) and interrogative forms of *have, can, may, must, shall, will* o *have* (for obligation, wants and desires, availability), *can* (for ability, denying possibility, permission, offering or requesting assistance), *must* (for withholding permission/forbidding), *shall* (for suggestions), *should* (for advice), *will* (for intention, requests, accepting), *would* (for wants/desires, preference, inviting) **6. PASSIVE VOICE** o form (*be* + past participle, *get* + past participle), objective as subject using modals, infinitive (*going to, need to, want to*), affirmative form (past simple, present simple, present continuous), negative (present simple) **7. REPORTED SPEECH** o no tense shift (affirmative and negative statements, demands, requests, yes/no and *wh-* questions), reporting with modal verbs (*can, may, must, have*) **8. CONDITIONAL CLAUSES** o first conditional (*if* + present simple + *will* for likely outcome), if clause + modal (possible outcome)

> **Commented [U12]:** Needs to be specified for each level based on relevant corpora.

INTERMEDIATE

1. **CONJUNCTIONS**
   o as well as, plus, *both/and* with nouns, *either/or, after, before, since, until, while,* preposition + *which, how +* adverb, *since, as, whether, (al)though, who, what, whom, that, which, whose, both/and* with clauses or phrases, *neither/nor, once, whereas, unless, provided* (*that*)*, except* (*that*)*, as long as, as soon as, in order that, due to the fact, despite the fact, as if, as though,* and for expressing sequence, *as well as, as +* adjective/verb + *as,* inclusive *or,* temporal (*after, before, since, until, while*), preposition + *which, how, how +* adverb, *as,* since, *so* (+ adj + *that*), relative *what, who, whom, that, which, whose*

2. **DETERMINERS**
   o no article (general nouns sg/pl, preposition + no article in fixed expressions), definite article (with uniques, with uniques for a given person/situation, generically, when defined by adjectival phrase or clause, *the more … the more*), indefinite article (unspecified thing or person, to designate frequency, to designate amount)

3. **PREPOSITIONS**
   o position (*above, before, below, inside, outside, over, round*), distance (*near*), direction (*along, for, towards*), origin (*from*), arrangement (*among*), time (*by, in* for future reference, *on* for frequency), manner (*as, by, with*), agency (*by*), instrumentality (*through*), benefaction (*for*), inclusion/exclusion (*with/without*), similarity (*as … as, like*)

4. **ADVERBS**
   o arrangement (*first, last*), anteriority (*before, already, yet*), posteriority (*afterwards*), sequence (*then, next, first, secondly, lastly*), simultaneity (*at the same time*), future reference (*soon, tomorrow*), present reference (*now, still*), past reference (*just, recently*), frequency (*always, often, sometimes*), intermittence (*sometimes*), permanence (*always*), repetitiousness (*again*), uniqueness ((*only*) *once*), change (*suddenly*), preferences (*rather … than*)

5. **MODALITY**
   o *can* (for possibility), *could* (for tentative offer, tentative request, suggesting course of action, suggestions, hypothetical possibility), *may* (for possibility, asking permission), *might* (for suggesting a course of action), *must* (logical or physical necessity, obligation/compulsion, pressing invitations, emphatic statements), *shall* (for making an offer), *should* (for duty, expectation, rightness/wrongness), *will* (for expressing about certainty, promises, invitations, satisfaction/dissatisfaction, prediction, (im)possibility, capacity), *would* (for polite requests, hypothetical conditions, unreal conditions, advice)

6. **PASSIVE VOICE**
   o infinitive (affirmative, negative after main modal verbs, adjectives, nouns), modal perfect, affirmative (past continuous, past perfect simple, present perfect simple), negative (past perfect simple, past simple, present continuous, present perfect simple), form (*get* + reflexive pronoun + *-ed, have* + object + *-ed, get* + object + to infinitive)

7. **REPORTED SPEECH**
   o tense shift (with pronouns, *say* or *tell* + that clause, reported thought with *wonder,* affirmative requests and commands, yes/no and *wh-* questions), temporal shift – future, reporting with modal verbs (*could, might, would*)

		8. CONDITIONAL CLAUSES o zero conditional, present continuous *if* clause (for plans or advice), second conditional (*if* + past simple + *would/could* for imagined situations, *if I were you* + *would* for imagined situations), *unless* for exception (present and future reference), third conditional (*if* + past perfect + *would have* + *-ed* for imagined situations in the past or regret)
ADVANCED		**1. CONJUNCTIONS** o *not only … but also*, (*and*) *yet*, *whatever*, *whoever*, *whomever*, *wherever*, *however*, *whichever*, *whosever* **2. DETERMINERS** o N/A **3. PREPOSITIONS** o N/A **4. ADVERBS** o adverb phrase (adverb + *enough*), front position + inversion with *never* **5. MODALITY** o *can* (for negative deductions), *could* (for criticism), *dare* (expression *I dare say…*, for disapproval or offence), *might* (for past impossibility, consoling/justifying, polite (asking) criticism, *ought* (for desired state, likelihood), *will* (habitual and typical), *may* (emphasis to unexpected), *shall* (for formal commands and instructions) **6. PASSIVE VOICE** o form (dummy *it* for reporting and evaluation, causing or instructing something to happen *get* + object + *-ed*, causing to do something *get* + object + *-ing*) **7. REPORTED SPEECH** o temporal shift – past (negative requests and commands, yes/no and *wh-* questions), citation, past continuous of reporting verbs + *wh-* clause, temporal shift - past **8. CONDITIONAL CLAUSES** o subordinate conjunctions + present simple/continuous (*provided*, *as long as*), *if* + past perfect + modal verb *have* + *-ed* and inversion (for imagined past, regret), *if you should …* and inversion (for polite and formal context)

6. Activity Categorisation

	Activity categorisation form
Task ID	[provide task ID, e.g. AUTHOR'S INITIALS + number -> **VS001**]
Source of the text	[type of text, e.g. letter of recommendation, newspaper article, fill-in form, contract, email, …]
Text authenticity	[authentic or adapted]
Level for which the activity is intended	[basic, intermediate or advanced]
Skill	[reading, writing, listening, speaking or vocabulary]

Activity type	[see the list of task types in the LanGuide Methodology document and provide a number, e.g. **3.1.5. Editing task**]
Learning persona	[administrator, student or teacher]
Field	[academic English, mobility English or secretarial English]
Cognition	[remembering, understanding, applying, analysing, evaluating or creating]
Instructions	[provide short instructions for the activity]
Text	[provide the text that will feature in the activity or link to a sound file]
Text source (copyright)	[provide text source (e.g., URL or citation)]
Task	

[add the task and task items here]

7. Task description and examples

Task description form

Field: (Select at least one among these fields: *secretarial, finance, mobility, metalanguage, business and marketing management, academic English*.)

Type of skill: (Select at least one among these types of skills: *listening, vocabulary, writing, speaking, reading*.)

Type of task: (Explain in more detail what the task addresses.)

Task: (Give clear instructions; provide the text for reading or listening; provide tasks/questions and correct answers)

Learning materials: (Suggest learning or reviewing materials for students to use.)

Task 1

Field: Academic English

Type of skill: Writing

Type of task: Linking words (Emphasis vs. addition vs. contrast vs. order)

Task:

Choose the most likely linking word/phrase to fill each gap.

This paper integrates elements from the theory of agency, the theory of property rights and the theory of finance to develop a theory of the ownership structure of the firm. Firstly, we define the concept of agency costs and show its relationship to the 'separation and control' issue. ___1___, we investigate the nature of the agency costs generated by the existence of debt and outside equity, demonstrate who bears these costs and why, and investigate the Pareto optimality of their existence. ___2___, we provide a new definition of the firm, and show how our analysis of the factors influencing the creation and issuance of debt and equity claims is a special case of the supply side of the completeness of markets problem.

The directors of such [joint-stock] companies, ___3___, being the managers rather of other people's money than of their own, it cannot well be expected, that they should watch over it with the same anxious vigilance with which the partners in a private copartnery frequently watch over their own. ___4___ the stewards of a rich man, they are not apt to consider attention to small matters as not for their master's honour, and very easily give themselves a dispensation from having it. Negligence and profusion, ___5___, must always prevail, more or less, in the management of the affairs of such a company.

Adapted from (Jensen & Meckling, 1976).

1	A Secondly	B Second	C Previously
2	A It should be noted	B Obviously	C Finally
3	A absolutely	B first and foremost	C however
4	A Unlike	B Despite	C In particular
5	A besides	B therefore	C whereas

Learning materials: List of linking words and phrases for emphasis vs. addition vs. contrast vs. order. Meaning of linking words and phrases, enriched with examples.

Task 2

Field: Mobility

Type of skill: Reading

Type of task: Reading comprehension

Task:

Read the following email carefully. Answer the questions or complete the statements below by choosing <u>one</u> of the suggested options.

To: erasmusoffice@hu-berlin.de

Subject: ERASMUS agreement prolongation

Dear Colleagues,

The Erasmus agreement between our institutions (Information and Communication Technologies) expires in 2020. We would like to extend our cooperation for the academic year 2020/2021. For us an e-mail confirmation is sufficient. Therefore, could you please confirm that you agree that we prolong the agreement for one academic year?

Kind regards from the University of Rijeka,

Mathew Jones

SEND

1 What is the main topic of the email?
   a) Renewing an existing agreement.
   b) Writing a new document.
   c) Search for an institution to cooperate with.

2 What is true about the Erasmus agreement in question?
   a) It was signed by a person and a university.
   b) It was signed by two universities.
   c) It was signed by two people.

3 What does the author of the email need from the recipient?
   a) a signature
   b) a signed document
   c) a written statement

4 It is certain that the agreement is valid through the year …
   a) 2019
   b) 2020
   c) 2021

Learning materials: List of specific words (e.g., institution, to expire, to extend, confirmation, to prolong, etc.) and their explanations.

Task 3

Field: Finance

Type of skill: Writing, vocabulary

Type of task: Spelling (of words often used when dealing with a budget)

Task:

For each of the underlined words in the text decide whether it is spelled correctly. If it is written correctly, put a tick (✓) on the line; otherwise, spell it correctly.

The European Union (EU) has been providing <u>budget</u> support to Cambodia in the education sector since 2003 on the basis of sound and comprehensive plans to improve performance in the sector and to gradually implement public finance management (PFM) reforms, as well as continued improvements in both areas. Over the same period Cambodia has made steady progress in poverty <u>redduction</u> in the last decade underpinned by high <u>economic</u> growth. However important challenges remain in the education sector, such as the need to increase enrolment and retention at secondary level, to improve quality at all levels and to reduce regional and social disparities. Addressing these requires Government to increase its resources <u>alocated</u> to the sector. The further scaling up of budget support provided by the EU to the sector, as proposed, building on a recently agreed programme, will enhance the support to Government's efforts to reverse the fall in the share of Government <u>reccurent</u> funds provided to the Ministry of Education, Youth and Sports (MoEYS) by supporting an increase of Government <u>resorses</u> <u>avarded</u> to specific interventions aimed at improving key service delivery indicators related to access, equity and quality in the sector. It will also encourage Government to continue strengthening its PFM systems and increase budget <u>transperrency</u>. The proposed amount is a top up to a recently signed programme covering the period 2014- 2016. An Addendum to the ongoing Financing <u>Agrement</u> will be signed. This additional amount should cover one additional year and in effect lead to more than a doubling of the yearly amount for the period 2014-2016. This increased level will be possibly <u>maintained</u> in 2017 with the additional financing <u>foresen</u> under the MIP 2014-2020. (European Comission, 2014)	_____✓_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Learning materials: List of specific words (e.g., budget, to allocate, to award, reduction, etc.) and their explanations.

Task 4

Field: Secretarial

Type of skill: Listening

Type of task: Listening comprehension

Task:

You have 30 seconds to read the questions below. Then listen to the conversation between a firm's client and the firm's secretary. Answer the questions by choosing one of the suggested options. You will hear the recording twice.

8 Bibliography

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	Activity categorisation form
Task ID	VS001
Source of the text	School composition
Text authenticity	Authentic
Level for which the activity is intended	Basic
Skill	Writing
Activity type	3.3.2 Ordering task
Learning persona	Student
Field	Academic English
Cognition	Applying
Instructions	Put the parts of the essay in correct order.
Text	My Dad My dad is my hero. I have always looked up to him. He is a great man in his way. My father is a good husband. He helps my mother around the house. He does laundry, washes dishes and fixes things that are broken. When I was a boy, he renovated our house. I felt very proud when he let me help him. It made me feel good to be trusted to do such important work and to spend so much time with my hero. He is a good father who pays attention to his children, teaches them important skills, and encourages them to be great by his words of counsel and his own example. When I think of great people, I think of people who use their time and talents to help others. My dad is one of the greatest people I know.
Text source (copyright)	https://marsdenarenglish.wordpress.com/short-essays/model-short-descriptive-essays/
Task	

My father is a good husband. He helps my mother around the house. He does laundry, washes dishes and fixes things that are broken. When I was a boy, he renovated our house. I felt very proud when he let me help him. It made me feel good to be trusted to do such important work and to spend so much time with my hero. He is a good father who pays attention to his children, teaches them important skills, and encourages them to be great by his words of counsel and his own example.
My dad is my hero. I have always looked up to him. He is a great man in his way.
When I think of great people, I think of people who use their time and talents to help others. My dad is one of the greatest people I know.
My dad

Activity categorisation form

Task ID	VS002
Source of the text	Argumentative essay
Text authenticity	Adapted
Level for which the activity is intended	Basic
Skill	Writing
Activity type	3.3.3. Cloze task
Learning persona	Student
Field	Academic English
Cognition	Applying
Instructions	Fill in the blanks (1-6) using the correct conjunction.
Text	-
Text source (copyright)	Own material
Task	

1 Doctors may help us to understand how smoking affects the human brain _____(1)_____ damages the lungs. (**and**)

2 Smoking damages one's health _____(2)_____ some people still smoke without any consideration for themselves or others. (**but**)

3 Many people continue to smoke and only try to quit _____(3)_____ it is too late to recover. (**when**)

4 People who do not smoke are often bothered by people around them who smoke _____(4)_____ they cannot stand the smell of cigarettes. (**because**)

5 Doctors often warn people to quit the bad habit _____(5)_____ face the consequences. (**or**)

6 In the end, I want to point out _____(6)_____ there is a lot of evidence in favour of leading a healthy, smoke-free life. (**that**)

Activity categorisation form

Task ID	VS003
Source of the text	Journal article abstracts
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Writing
Activity type	3.3.6 Matching
Learning persona	Teacher
Field	Academic English
Cognition	Understanding
Instructions	Match each article title (on the left) with the extract taken from its summary (on the right).
Text	**The impact of online use of English on motivation to learn** - Profound changes in the literacy practices of young people in the early part of this century mean that many are encountering and using English in their personal lives while studying the language formally in school or university, potentially shaping their language development and attitudes. **User evaluation of an adaptive language learning system prototype** - It reports on the strengths and weaknesses of the system in question with a special emphasis on its content (tests, language tasks, learning materials and feedback opportunities), adaptive capabilities, and the overall graphical design, and, where appropriate, suggests ways for improvement. **Self-Study with Language Learning Software in the Workplace: What happens?** - Volunteers from different United States government agencies agreed to use these programs according to each manufacturer's usage guidelines and to complete regular assessments to document their language proficiency throughout the study **Discovering students' preferences for classroom activities and teachers' frequency of activity use** - Twenty English language teachers and 263 students of a language school were included in the study.
Text source (copyright)	Lamb, M. & Arisandy, F. E. (2020). The impact of online use of English on motivation to learn. *Computer Assisted Language Learning*, 33, 85-108. Slavuj, V., Kovačić, B., & Jugo, I. (2019). User evaluation of an adaptive language learning system prototype. *Proceedings of the 42nd International Convention MIPRO 2019*, p. 873-878. Nielson, K. B. (2011). Self-Study with Language Learning Software in the Workplace: What happens?. *Language Learning & Technology*, 15, 110-129.

13

	Sampiero, N. (2017). Discovering students' preferences for classroom activities and teachers' frequency of activity use. *Colombian Applied Linguistics Journal*, 19, 51-66.
Task	

User evaluation of an adaptive language learning system prototype	Twenty English language teachers and 263 students of a language school were included in the study.
Self-Study with Language Learning Software in the Workplace: What happens?	Profound changes in the literacy practices of young people in the early part of this century mean that many are encountering and using English in their personal lives while studying the language formally in school or university, potentially shaping their language development and attitudes.
Discovering students' preferences for classroom activities and teachers' frequency of activity use	Volunteers from different United States government agencies agreed to use these programs according to each manufacturer's usage guidelines and to complete regular assessments to document their language proficiency throughout the study
The impact of online use of English on motivation to learn	It reports on the strengths and weaknesses of the software in question with a special emphasis on its content (tests, language tasks, learning materials and feedback opportunities), adaptive capabilities, and the overall graphical design, and, where appropriate, suggests ways for improvement.

	Activity categorisation form
Task ID	VS004
Source of the text	Email
Text authenticity	Authentic
Level for which the activity is intended	Basic
Skill	Reading
Activity type	3.5.7 Comprehension questions
Learning persona	Administrative staff
Field	Academic English
Cognition	Understanding
Instructions	Read the following email carefully. Answer the questions or complete the statements below (1-4) by choosing <u>one</u> of the suggested options (a-c).
Text	Dear Colleagues, The Erasmus agreement between our institutions (Information and Communication Technologies) expires in 2020. We would like to extend our cooperation for the academic year 2020/2021. For us an e-mail confirmation is sufficient. Therefore, could you please confirm that you agree that we prolong the agreement for one academic year? Kind regards from the University of Rijeka, Mathew Jones
Text source (copyright)	Own material
Task	

1 What is the main topic of the email?
   d) Renewing an existing agreement.
   e) Writing a new document.
   f) Search for an institution to cooperate with.

2 What is true about the Erasmus agreement in question?
   d) It was signed by a person and a university.
   e) It was signed by two universities.
   f) It was signed by two people.

3 What does the author of the email need from the recipient?
   d) a signature
   e) a signed document
   f) a written statement

4 It is certain that the agreement is valid through the year …
   d) 2019
   e) 2020
   f) 2021

Commented [NC3]: The University of Rijeka wishes to extend the agreement to

Activity categorisation form

Task ID	VS005
Source of the text	Email
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Reading
Activity type	3.5.7 Comprehension questions
Learning persona	Administrative staff
Field	Academic English
Cognition	Understanding
Instructions	Read the email a professor sent to an ERASMUS coordinator of a foreign institution asking for a confirmation of his proposed teaching programme for mobility. Answer the questions or complete the statements (1-5) by choosing the most likely option (a-d).
Text	Dear Ms Georgiatis, my name is Ivan Marković, Assistant professor at the Department of Informatics, University of Rijeka, Croatia, and I am contacting you on behalf of myself and a colleague of mine from the Department, namely Ana Perić, Assistant professor. We are interested in spending a period of 5 days at the University of Cyprus, Department of Computer Science, as part of the ERASMUS teaching staff mobility and training programme. Please find attached our proposed teaching/training programmes for the period of mobility. Even though the programmes we are sending are rather comprehensive (requirements of our home institution), we are more than willing to adapt to your institution's schedule in order to disrupt your usual teaching sessions as little as possible, or even carry out only those activities related to training (according to a timetable suggested by you). We are very much looking forward to visiting your University and the Department of Computer Science and its facilities in order to learn more about its study programmes, research projects and general organisation. Also, we are very excited about the opportunity to see your beautiful town and country. We hope to hear from you soon. Sincerely, Ivan Marković
Text source (copyright)	Own text
Task	

1 What is true about Ana Perić?

    a)   She has already communicated with Ms Georgiatis.

    b)   She is yet to communicate with Ms Georgiatis.

    c)   She is communicating with Ms Georgiatis via this email.

    d)   She will never communicate to Ms Georgiatis.

2 The visit to the University of Cyprus…:

    a)   will occur in 5 days' time.

    b)   will last for 5 days.

    c)   has lasted for 5 days.

    d)   usually lasts for 5 days.

3 What is true about the teaching/training programmes?

    a)   They are contained within this email.

    b)   They will be created during the period of mobility.

    c)   They were created by the Department of Computer Science.

    d)   They are proposed by Ms Georgiatis.

4 What is the reason for possible changes to the teaching/training programmes?

    a)   It is the requirement of the authors' home institution.

    b)   The authors would prefer to do only the training part (and not teaching).

    c)   The University of Cyprus has a comprehensive programme.

    d)   Authors' teaching would affect the already planned classes.

5 The authors of the email…:

    a)   expect a quick reply to the email.

    b)   do not know anything about the University of Cyprus.

    c)   want to participate in research projects.

    d)   all of the above.

Commented [NC4]: Rephrase the question. As it is the question is not clear.

Commented [NC5]: Enclosed?

Activity categorisation form

Task ID	VS006
Source of the text	Journal article abstract
Text authenticity	Authentic
Level for which the activity is intended	Advanced
Skill	Reading
Activity type	3.5.1. Multiple choice cloze
Learning persona	Teachers, Students
Field	Academic English
Cognition	Apply
Instructions	Choose the most likely linking word/phrase to fill each gap.
Text	This paper integrates elements from the theory of agency, the theory of property rights and the theory of finance to develop a theory of the ownership structure of the firm. Firstly, we define the concept of agency costs and show its relationship to the 'separation and control' issue. ___1___, we investigate the nature of the agency costs generated by the existence of debt and outside equity, demonstrate who bears these costs and why, and investigate the Pareto optimality of their existence. ___2___, we provide a new definition of the firm, and show how our analysis of the factors influencing the creation and issuance of debt and equity claims is a special case of the supply side of the completeness of markets problem. The directors of such [joint-stock] companies, ___3___, being the managers rather of other people's money than of their own, it cannot well be expected, that they should watch over it with the same anxious vigilance with which the partners in a private copartnery frequently watch over their own. ___4___ the stewards of a rich man, they are not apt to consider attention to small matters as not for their master's honour, and very easily give themselves a dispensation from having it. Negligence and profusion, ___5___, must always prevail, more or less, in the management of the affairs of such a company. *Adapted from (Jensen & Meckling, 1976).*
Text source (copyright)	Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs and ownership structure. Journal of Financial Economics, 305-360.

Task		

1	A Secondly	B Second	C Previously
2	A It should be noted	B Obviously	C Finally
3	A absolutely	B first and foremost	C however
4	A Unlike	B Despite	C In particular
5	A besides	B therefore	C whereas

	Activity categorisation form
Task ID	VS007
Source of the text	Video tutorial
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Listening
Activity type	3.1.3. Information transfer
Learning persona	Administrative staff
Field	Academic English
Cognition	Understanding
Instructions	Listen to the instructions on how to manage learning agreements in the Erasmus Dashboard application. Put the activities in their correct chronological order.
Text	6:40 to 9:47 mins of the video
Text source (copyright)	https://www.youtube.com/watch?v=MpYcvRA2ykA
Task	

1	Teacher creates multiple learning agreement templates
2	Teacher imports data from documents prepared in other computer programs
3	Teacher completes the missing data in learning agreement templates
4	Teacher uploads the learning agreements
5	Student receives email message
6	Student completes the online learning agreement
7	Student signs the online learning agreement
8	Student submits the online agreement
9	Teacher checks learning completed learning agreements and evaluates them

Activity categorisation form

Task ID	VS008
Source of the text	Recorded lecture
Text authenticity	Authentic
Level for which the activity is intended	Basic
Skill	Listening
Activity type	3.1.4. Communicative stimulus-response tasks
Learning persona	Student
Field	Academic English
Cognition	Understanding
Instructions	Listen to a teacher explain how to write a descriptive essay. You have 20 seconds to read the questions and prepare for listening. Then answer the questions or complete the statements (1-6) by choosing the most likely option (a-c). You will hear the recording twice.
Text	0:00 to 3:12 mins. Sound only – no video!
Text source (copyright)	https://www.youtube.com/watch?v=V8aqhzzkurQ
Task	

1 What is it that the teacher does not mention as a possible topic of a descriptive essay?
- a) object
- **b) time**
- c) person

2 What is the most important thing when writing a descriptive essay?
- a) "show and tell"
- b) "don't show, tell"
- **c) "show, don't tell"**

3 The teacher gave some examples of sentences. Which sentence is more descriptive?
- a) the first sentence
- **b) the second sentence**
- c) the third sentence

4 Why is one sentence more descriptive?
- **a) The reader can feel and experience what the writer is saying.**
- b) The writer has experienced the situation he is describing.
- c) The reader enjoys the experience of painting pictures.

5 What is necessary for the students to master writing a descriptive essay?
- **a) more reading and exercising**
- b) more writing and repetition
- c) more listening and following rules

6 What is the second rule of writing a good descriptive essay?
- a) focus on all the senses
- b) focus on some senses
- **c) focus on 5 senses**

	Activity categorisation form
Task ID	VS009
Source of the text	Recorded lecture
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Listening
Activity type	3.1.4. Communicative stimulus-response tasks
Learning persona	Student
Field	Academic English
Cognition	Understanding
Instructions	Listen to a teacher explain how to write a successful essay. You have 20 seconds to read the questions and prepare for listening. Then answer the questions or complete the statements (1-5) by choosing the most likely option (a-d). You will hear the recording twice.
Text	0:00 to 3:01 mins. Sound only, no video!
Text source (copyright)	https://www.youtube.com/watch?v=liyFKUFCQno
Task	

1 What is a prerequisite for a good essay?
    a) presentation
    b) quotations
    c) proof
    d) ideas

2 An essay …
    a) must contain 5 paragraphs
    b) should contain 5 paragraphs
    c) could contain 5 paragraphs
    d) contains at least 5 units

3 Which parts of an essay contribute to the balance of the entire text?
    a) first and last
    b) first and second
    c) second and third
    d) second, third and fourth

4 Paragraph 3 of the essay …
    a) usually contains arguments in favour of something
    b) appears only in argumentative essays
    c) usually contains arguments against something
    d) can contain both arguments in favour and against

5 What must be done before writing an essay?
    a) plan it
    b) structure it
    c) draft it

21

    d)   write an introduction

6 In paragraph 4 of an essay you …
    a)   agree with the points you made before
    b)   reject the points you made before
    c)   question the points you made before
    d)   argue the points you made before

Activity categorisation form

Task ID	VS010
Source of the text	Study programme
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Listening
Activity type	3.1.3 Information transfer
Learning persona	Student
Field	Academic English
Cognition	Applying
Instructions	Listen to the Dean describe the study programme in informatics offered at his university. Your friend is interesting in attending this particular programme but does not understand English well. Help him by deciding which elements of the programme are mandatory for a student and which are elective. Drag and drop each component of the programme (column Study elements) into the appropriate column.
Text	The proposed study programme consists of the compulsory part, equal for all students, and elective modules that students may choose according to their own preferences and interests. Learning outcomes for compulsory courses (first two years of the study programme and courses Bachelor's Thesis and Undergraduate Internship in the last semester of the 3rd year) have been aligned with units of learning outcomes (ULOs) for the proposed qualification standard for the "bachelor of informatics" and assigned appropriate assessments. This qualification standard corresponds to the occupation of software engineer from the CROQF occupational standard subregister. The modules are introduced in the 3rd year of studies as sets of related courses. They are intended to cover a wide range of different jobs expected on the present-day labour market from "information scientists", i.e. software engineers who completed undergraduate study programmes in informatics. They also allow students to specialize in those fields that correspond to their preferences. When designing the modules, special attention was paid to the requirements of the labour market as well as to the practices of similar study programmes in this field. As a result, 4 modules have been proposed: 1. Software Development (SD) 2. Communication Systems (CS) 3. Multimedia Systems (MMS) 4. Information Systems (IS) In the 3rd year of their studies, students choose one of the modules, thus specializing in the chosen field of informatics. In addition, students can choose compulsory courses from other modules as their elective courses or they can choose shared elective courses, which also increased in number compared to the previous version of the study programme.

	Elective courses include various courses in mathematics that were compulsory in the previous version of the programme. Since their outcomes do not fall under compulsory learning outcomes according to the future CROQF standard for the university bachelor of informatics, students can now choose them as elective courses. Another novelty is the possibility of enrolling into one of the shared elective courses offered by the University of Rijeka and its constituents, with a minimum of 3 ECTS credits.
Text source (copyright)	Department of Informatics, University of Rijeka, Undergraduate Study Programme: https://inf.uniri.hr/en/study-programmes/undergraduate-study-programmes
Task	

Mandatory study elements	Elective study elements	Study elements
1	**3**	1 a course from the 2nd year of study
2	**4**	2 course Undergraduate Internship
	5	3 a course from the Multimedia Systems module
	6	4 a compulsory course from a module different than student's
		5 a course in mathematics
		6 a course offered at other constituents of the University

Activity categorisation form	
Task ID	VS011
Source of the text	Memorandum
Text authenticity	Authentic
Level for which the activity is intended	Intermediate
Skill	Reading
Activity type	3.5.7 Comprehension questions
Learning persona	Administrative staff
Field	Academic English
Cognition	Understanding
Instructions	Read the following memorandum you have received by email. Check your understanding of it: complete the statements (1-5) based on what is given in the text by choosing the most likely option (a-d).
Text	Office of the Chief Information Officer **MEMORANDUM** **To**: Employees and Appointees, University at Albany and its Affiliated Entities **From**: Office of the Chief Information Officer **Re**: Protection of University at Albany Business Records (1) Faculty and staff at the University at Albany are required to collect and use a wide variety of information. Grades, research data, application submissions, health records, and financial transactions are just some of the types of academic and business records we use in the course of performing our work. (2) As criminal fraud incidents involving stolen or lost information have proliferated, states and the federal government have imposed increasingly stringent requirements on businesses and government entities to ensure that adequate protections are applied to collections of business records containing sensitive, personal information. (3) The Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) are two examples of federal legislation that require specific levels of protection and authorize penalties for failure to comply with those requirements. (4) Two statutes in New York State, the Information Security Breach and Notification law and the Social Security Protection law, impose severe penalties for the mishandling and misuse of social security numbers. (5) Because of the sanctions the University could suffer resulting from the loss or exposure of regulated information, and the increasing threats targeting that information, it is vitally important that University employees accept the role of informed guardians of campus business records. (6) By signing the attached Employee Access and Compliance Agreement, you agree to comply with the applicable laws and University policies and procedures governing the handling and use of those records. Your efforts in

	protecting information vital to the campus's mission of teaching, learning, and research are greatly appreciated. July 2010 University Hall, 208 1400 Washington Avenue, Albany, NY 12222 PH: 518-956-8080 FX: 518-956-8085 www.albany.edu
Text source (copyright)	University of Albany, taken from https://images.sampletemplates.com/wp-content/uploads/2016/11/09094603/Sample-Memo-to-Employees.zip
Task	

1 According to paragraph (1), the University staff… :
- **a) should collect and use data such as medical records and financial information**
- b) can collect and use data such as student grades and medical records
- c) may collect and use data such as financial information and job applications
- d) mustn't collect and use data such as medical records and research results

2 The procedure of collecting sensitive data… :
- a) can be done only by businesses and government offices
- **b) must follow the guidelines made by the federal government**
- c) should not receive appropriate protection
- d) will continue to be done as before

3 If employees of the University do not follow the Health Insurance Portability and Accountability Act, they… :
- a) must not be employed
- b) must be penalised
- **c) can be fined**
- d) should be punished

4 Based on paragraph (5), the sanctions imposed on the University for revealing or losing regulated sensitive information are… :
- a) logical
- b) satisfactory
- c) required
- **d) possible**

5 Once the employees sign the agreement attached to the memo, it is expected they … :
- **a) will follow the law**
- b) can follow the law
- c) might follow the law
- d) shall not follow the law.

Activity categorisation form

Task ID	VS012
Source of the text	Meeting minutes
Text authenticity	Authentic
Level for which the activity is intended	Basic
Skill	Reading
Activity type	3.5.9 Skimming
Learning persona	Administrative staff
Field	Academic English
Cognition	Understanding
Instructions	You were unable to participate in an online meeting of the project so your colleague took your place and did the minutes of the meeting. The next day your supervisor sent you a list of six things about the meeting he needs you to confirm. Take a look at your colleague's notes and decide whether statements your supervisor sent you (1-6) are true or false (T/F).
Text	Minutes of the Skype project meeting 25th February 2020, 5 pm Partners present: John White (University of Bath), Michael Brown (University of Wellington), Ann Rose (University of Madrid), Jennifer Purple (University of Seattle), Joy Green (University of Florida) Issues agreed during the meeting: 1. First pre-financing payment to be made by UoB: The first batch of funds were sent to New Zealand. The money will be available from this week. All other partners will receive funds on 10 March 2020. 2. Common methodology guidelines: Jennifer stared a discussion about the criteria that would be used to decide different levels (basic, intermediate, advanced). The partners confirmed that the overall framework is based on CEFR. However, the Guidelines from the 1st meeting in London point out Coyle's 4Cs and Bloom's taxonomy. It is necessary to define more narrowly how all these strands are implemented and reflected in the production of materials for the web for the creation of flexible learning pathways in line with users' needs and objectives. It was also decided that we follow the template for categorisation of individual exercises prepared by Michael, although some minor improvements are needed such as adding 2 new categories. A careful confrontation of all the core approaches to CEFR, Coyle's 4Cs and Bloom's taxonomy will be needed to establish such a methodology.

	A useful example of such an approach can be found in Erasmus On-line Linguistic Support (www.erasmusplusols.eu). It is a good idea to view the YouTube explanations to understand the methodology. 3. Glossaries: Linguists discussed whether it was better to build the glossary in the beginning or at the end, and whether the glossaries should be reflected in the creation of materials and used for creating the exercises. It was concluded that Glossaries for individual languages will be compiled on the basis of key specialist vocabulary of the Academic Mobility domain (module, course, pass/fail etc.) as Rose has already started. On the other hand, we also need a guidance tool for vocabulary to be included in the exercises at the various levels. Such a tool should be based on frequency lists extracted from a corpus. The content of the corpus should be further elaborated. 4. Exercises production: It was decided that Joy will be the first one to produce exercises for Secretarial English and upload them in Google Drive folder.
Text source (copyright)	Own material
Task	

1	The date of the following meeting was set.	T	**F**
2	There was a discussion on when to build glossaries.	**T**	F
3	A concrete date was set in relation to money issues.	**T**	F
4	The partners did not agree on the overall framework.	T	**F**
5	Exercises for Secretarial English will be send over Gmail.	T	**F**
6	Michael's template for exercises is used.	**T**	F