UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
Str. Horea nr. 31
400202, Cluj-Napoca
https://lett.ubbcluj.ro

# SYLLABUS

*Limba engleză – Curs practic limbaj specializat*

Academic year 2026-2027

## 1. Information about the study programme

| | |
|---|---|
| 1.1.University | Babeş-Bolyai University |
| 1.2. Faculty | The Faculty of Letters |
| 1.3. Department | The Department of Foreign Languages for Specific Purposes |
| 1.4. Field of study | Language and literature |
| 1.5. Study cycle | BA |
| 1.6. Study programme/ Qualification | BA |
| 1.7. Enrolment frequency | Full time |

## 2. Information about the subject

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.1. Course title | | English for specific purposes - practical course | | | | Course code | LLU0012 | |
| 2.2. Course tutor | | | | | | | | |
| 2.3.Seminar/ practical course tutor | | Lect. Dr. Mudure-Iacob Ioana | | | | | | |
| 2.4. Year of study | I | 2.5. Semester | 2 | 2.6. Type of assessment | C | 2.7. Course status | Contents | DC |
| | | | | | | | Mandatory | DO |

## 3. Total estimated time (teaching hours per semester)

| | | | | | |
|---|---|---|---|---|---|
| 3.1. Number of hours per week | **2** | of which: 3.2. course | | 3.3. seminar / practical course | **2** |
| 3.4. Total number of hours in the curriculum | 28 | of which: 3.5. course | | 3.6 seminar / practical course | **28** |
| **Allotted time for individual study (ID) and self-study activities (SA)** | | | | | **hours** |
| Study based on textbook, course manual, recommended bibliography, personal notes (SA) | | | | | 10 |
| Additional research (in the library, online scientific databases/platforms, or field documentation) | | | | | 10 |
| Preparation for seminars / laboratory classes/ essays/ projects/ homework/ portfolios and reports | | | | | 10 |
| Tutoring | | | | | 2 |
| Assessment (examinations) | | | | | 6 |
| Other activities | | | | | 4 |
| **3.7. Total hours for individual study (ID) and self-study activities (SA)** | | | | | **42** |
| **3.8. Total hours per semester** | | | | | **70** |
| **3.9. Number of credits** | | | | | **3** |

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**4. Prerequisites (if necessary)**

| | |
|---|---|
| 4.1. curriculum | |
| 4.2. skills | Minimum B1 level on CEFR scale |

**5. Conditions (if necessary)**

| | |
|---|---|
| 5.1. for delivering lectures | |
| 5.2. for teaching seminars/ **practical courses** | Computer, projector, whiteboard/flipchart, internet connection, learning materials in printed or digital format. |

**6.1. Acquired specific skills after graduating the study programme** (to be taken unmodified from the study plan)[1]

| **Transversal competences** | |
|---|---|
| **Competence code** | **Competence** |
| **CT1** | Mastering foreign languages for specific and academic purposes |
| **CT2** | Communicating in foreign languages using specialized terminology and/ or academic language |

**6.2. Learning outcomes specific to the study programme** (to be taken unmodified from the study plan)[2]

| **Learning outcomes targeted through the course** | | |
|---|---|---|
| **Competence code** | **Knowledge and understanding** | **Specific academic skills** |
| **CT2** | The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language. | The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content. |

**7. Course-specific learning outcomes**

| **Knowledge and understanding** |
|---|
| 1.The student recognizes the features of oral messages and understands the specific content heard in various professional and academic communicative situations in the studied foreign language. |

[1] The professional and/or transversal competences to which the course contributes will be taken from the study plan of the study programme for which the course description is being prepared. For each competence, the full statement will be included, together with the competence code, exactly as it appears in the study plan, without any modifications. If no competence is selected from either of the two categories, the corresponding row in the table shall be deleted.

[2] The programme-specific learning outcomes to which the course contributes will be indicated. The statements, taken without modification from the study plan according to the type of course (DF/DS/DC), will be indicated next to the corresponding associated competence.

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| |
|---|
| 2. The student recognizes the conventions of certain categories of specialized texts and understands the structural elements of the message read in the studied foreign language. |
| 3. The student recognizes, evaluates, and appropriately plans oral communication situations with members of the socio professional and academic community in the studied foreign language. |
| 4. The student distinguishes, classifies, and compares established principles and techniques of writing, with an emphasis on written communication of specialized content in the studied foreign language |
| 5.The student recognizes and understands the rules and linguistic norms of the studied foreign language, in accordance with the target level of linguistic competence established for the course. |
| 6. The student recognizes, understands, and establishes the correlation between specialized terminology and/or academic language in the mother tongue and in the studied foreign language. |
| **Specific academic skills** |
| 1. The student uses appropriate knowledge and strategies for processing information heard in the studied foreign language. |
| 2. The student identifies the techniques used to construct the written message and transfers concepts, principles, and operational strategies for interpreting specialized written texts in the studied foreign language. |
| 3. The student manages and adjusts discourse in the studied foreign language within typical communication situations, in accordance with the profile of the socio professional and academic community members and with the specific context (monologue, dialogue, technical report, seminar presentation, scientific description, etc.) |
| 4. The student observes the norms of various functional styles in order to synthesize, design, process, structure, and revise specialized written content. |
| 5. The student applies the rules and linguistic norms of the studied foreign language, in accordance with standard assessment criteria for measuring linguistic competence/level. |
| 6. The student makes use of specialized terminology and/or academic language in the studied foreign language to interpret, explain, and transfer specialized written and/or oral content. |

**8. Contents**

| 8.2 Seminar / practical course | Teaching methods | Observations |
|---|---|---|
| Introduction into the practical course<br>Information about the course ( contents, evaluation format, formative assessment, teaching and learning instruments)<br>Establishing the students' needs analysis<br>Explaining the structure of the language competence test | | |
| Niche tourism<br>Sectors in niche tourism. Dealing with figures. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Niche tourism products. Medical and wellness tourism. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Cultural tourism. Profile of cultural tourism. Fairs and exhibitions. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and | |

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| | | |
|---|---|---|
| | discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Festival and event tourism. Features of festival tourism. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Running a hotel. The hospitality industry. Jobs in a hotel. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Human resource in the hospitality industry. Staff problems. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Customer service. Customer expectations. Codes of conduct. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Business travel. Features of business travel. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Guiding. Working as a tour guide- etiquette | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Space tourism. Commercial space flights. Environmental impact. | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Developments in tourism. Sustainable tourism and new trends in tourism | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |

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| | | |
|---|---|---|
| Review and consolidation. Formative assessment.<br>Escape room challenge | Interactive practical course, peer and group work, collaborative learning, debate, role play, research-led and discovery-based learning, blended learning, synchronous/asynchronous learning etc. | |
| Final evaluation- writing, reading, listening and speaking competences | Evaluation | |

Bibliography

Strutt, Peter; *English for International Tourism- Intermediate New Edition,* Pearson Longman, 2013.
Jordan, R.R, *Academic Writing Course*, Nelson, 1992.
Prodromou, L., *Grammar and Vocabulary for First Certificate,* Longman, 2001.
SIDE, RICHARD – WELLMAN, GUY: *Grammar & Vocabulary For Cambridge Advanced and Proficiency*, Longman, 2001.
Vince, Michael; *Intermediate Language Practice, English Grammar and Vocabulary*, Macmillan, Oxford, 2003.
*Longman Dictionary of Contemporary English,* Longman, 2003.

**Online Resources (selection)**

1. Grammar revision resources https://www.thoughtco.com/esl-grammar-4133089
   https://www.thoughtco.com/esl-reading-comprehension-4133090
2. Writing practice resources https://www.thoughtco.com/esl-writing-skills-4133091
3. Listening comprehension resources https://www.esl-lab.com/intermediate/
4. General English Resources List provided by Manchester University. URL: http://www.langcent.manchester.ac.uk/elplinks/general/

**9. Assessment (examination)**

| Type of activity | 9.1 Assessment criteria | 9.2 Assessment methods | 9.3 Weight in the final grade |
|---|---|---|---|
| 9.4 Course | | | |
| | | | |
| **9.5 Seminar / practical course** | -acquisition of specialized vocabulary<br>-accuracy, fluency, and appropriateness of English (both spoken and written)<br>-ability to use English effectively in specific academic and professional contexts<br>-mandatory completion of all language proficiency assessment components | Oral examination | 25% |
| | | Written examination | 75% |

9.6 Basic performance standard

The students will be able to:
-make use of listening, reading, speaking and writing skills in general and specific purpose contexts
- apply individual learning strategies in developing academic reading and in improving specialised vocabulary through printed and electronic resources
-write academic texts (articles, essays, reports etc); do oral presentations (seminar, debate)
- communicate the content of individual and collaborative academic work

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**10. ODD labels( Sustainable Development Goals)**

| | | |
|---|---|---|
|  | **X** | Sustainable Development Generic Label |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |
| ○ | ○ | ○ | **X** | ○ | ○ | ○ | ○ | ○ |
|  |  |  |  |  |  |  |  | No label applies |
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Date:
03.04.2026

Course tutor's name and signature

Ioana Mudure-Iacob

**Seminar's/ practical course's signature**

Data of approval:
17.04.2026

Head of Department's name and signature

Camelia Teglaș

Date of approval
Name and signature of Dean