

University of Nottingham Ningbo China  
CENTRE FOR ENGLISH LANGUAGE EDUCATION

Take-home exam

# Answer Booklet

All answers must be typed in the Answer Booklet.

Submit only the Answer Booklet containing your response to Moodle.

Save your work as a .pdf file and name the Submission as below

Your name Your Student ID number RWAC EoS Exam

**Example:** Jiahua Chen 20511973 RWAC EoS Exam

**Describe two differences between the Semester 1 RWAC course and the Semester 2 ESAC course at UNNC. Make a recommendation for a student who is preparing to move from RWAC to ESAC study**

For many freshmen in UNNC, the RWAC course is a completely new course that they could not handle easily. As they move to semester 2, the ESAC course will take the place of RWAC, which would cause the students more confused. In this condition, this essay will describe two differences between the semester 1 RWAC and the semester 2 ESAC to help students of year 1 to adapt to the new course better.

In the first semester, all the UNNC freshmen study the same course. The RWAC teaches the basics of academic English. Students are asked to use formal words to fulfilling Academic Requirements (Mapperley, 2022). By contrast, in the second semester, the ESAC course is more targeted at different majors of students. This difference will provide a more specific situation for students, and makes the writing conventions more similar to their future work, which may increase their enthusiasm for learning this course. This change will also cause many differences such as types of writing, topics, and concepts between different majors (Carrington, 2019). For this kind of difference, students are advised to prepare better for their majors, or consider changing their majors to help them study ESAC in their preferred environment.

The ESAC course would be more challenging for students. As the RWAC is aimed at all Y1 students, it is designed to be broad so that any students could easily

understand. However, the ESAC course can use 'subject-specific vocabulary' to help develop skills based on the major of each student. Also, the change in the previous paragraph will provide a requirement for a new kind of academic skill (Carrington, 2019). This can give challenges to students as the skill could be completely strange to them. For example, a student in the business department may be asked to evaluate a management theory or develop a marketing plan. These types of assignments may require students to demonstrate a higher level of understanding and critical thinking skills than what was not required in RWAC. To overcome these challenges, the simplest and most effective advice is that students should study harder to keep up with the course.

As the name of the course, the ESAC will teach English in a more specific academic context than RWAC. It will also cause the difficulty of the course to increase from RWAC. The change of courses might be a challenge, but it can also be an opportunity for students who want to increase their ability in their major. As the course no longer has relations with 'wellbeing', the new course has more connection to the future jobs of students, therefore the importance of ESAC is increased and students should put more effort into it.

**(Word count: 448)**

## Reference list

Carrington, S. (2019). *Success in CELE*. Ningbo: Duck.

Mapperley, A. (2022). Let's get specific. *New Directions in EAP*, 8, pp. 99-109.