ENGLISH COURSES  
University Core (English) \*  
(Applicable to students who admitted to Year 1 of the undergraduate programme in or after the 2018-19 academic year)  
This course aims to enhance students’ English language skills in critical reading and listening as well as academic writing.  
This course strengthens students’ ability to: (1) read academic discourse by engaging in the analysis of the rhetorical and linguistic features used in academic writing; (2) respond critically to ideas through examining and evaluating evidence and arguments; (3) write coherent and structured academic essays by developing core transferable skills in critical thinking, reading, and writing; (4) understand extended academic discourse by employing cognitive and metacognitive lecture comprehension strategies; and (5) use reflection and self-assessment to become a more independent and competent reader, listener and writer.  
Prerequisite:GCLA1008 University English I  
This course, as a continuation of University English I, aims to further students’ English proficiency in reading and writing to an advanced level, and reinforce the effective use of communicative strategies in English for academic purposes.  
This course aims to help students: (1) develop their critical/ evaluative reading skills for extensive academic texts; (2) develop skills in writing academic texts including a literature review, and extended essays/argumentative research papers; (3) develop research skills and conventions of citations and referencing in academic writing; and (4) enhance their oral presentation skills in an academic setting.  
\* To register for theUniversity Core, please go to AR (Academic Registry)–BUniPort (University Cyber Port System)＃Note: 1. Please refer to the lists on the BUniPort for the courses offered during the Semester.  2. Classes may be cancelled due to insufficient enrollment  
English General Education Courses \*  
The most epoch-making development in the field of language in the last 50 years was the rapid rise of English as a de facto ‘world language’, spoken all over the world by more non-native than native speakers. China (including Hong Kong) alone can now boast more speakers of English than the U.S. itself. The world in the 21st century will need to come to terms with these new realities—where English belongs to the entire world rather than to just a few countries, and where many ‘new varieties’ of English are emerging alongside the old varieties.  
The course aims to help students acquire a timely new perspective on the English language as it evolves and adapts itself to communities all over the world where it is widely spoken (such as Singapore, Hong Kong and mainland China), in what Edgar Schneider calls ‘a sequence of identity rewritings and associated linguistic changes’. The dynamic expansion and evolution of English raises linguistic as well as social, political, cultural and educational issues which a world citizen will need to grapple with today, issues which bridge linguistic and cultural studies, identity theories, language pedagogy, as well as communication and media studies. One practical benefit of the course is that students will develop into more sophisticated and versatile users of the English language, be better able to understand different varieties of English as spoken by people around the world and be more sensitive to the cultural backgrounds and assumptions of different speakers.  
  
  
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English Credit-bearing Courses \*  
Prerequisite: Grade B or below in UCLC1008 / GCLA1008 University English I  
This English course aims to help students (1) to improve their spoken fluency and grammatical accuracy in English in an interactive way, including the use of video clips from films, TV programmes, video blogs, songs and other aural materials; (2) to improve their conversational strategies; and (3) to enhance their spoken English to express their views and opinions in informal conversations, formal discussions, impromptu speeches and oral presentations.  
This course aims to enhance students’ general proficiency in English in all the four skills of listening, speaking, reading and writing through films and short stories. Students will get extensive opportunities to watch and read, analyse, discuss, evaluate, and write about films/short stories. These learning activities will improve students’ independent English language learning skills and strengthen their critical thinking and imaginative response. As films and stories reflect human life, by engaging students in in-depth discussions of various issues related to society and life, the course will help them gain a better understanding of the value and meaning of life and their relationship with other people; and this in turn will enhance their cross-cultural awareness. In this respect, this course fulfils several HKBU’s Graduate Attributes.  
  
  
This advanced-level English course provides intensive training and practice involving understanding and analysing English speech in various authentic situations, focusing on contextual meaning and cultural awareness that aid comprehension. The course aims to: (1) improve students’ accuracy in comprehending verbal communication from media, various daily situations and educational resources; (2) expand their cultural awareness – of customs, ethics, history, humour, human relations and regional and cultural speech differences; and (3) develop higher awareness of context-bound meaning such as ambiguity, implied meaning, spoken nuances, connotations beyond literal meaning, etc.  
Meet the teacher:https://youtu.be/2HePnZGUBHQ  
  
Prerequisite:UCLC1008 / GCLA1008 University English I and UCLC1009 / GCLA1009 University English II  
This course welcomes undergraduate students from all majors and provides vital professional communication skills that are much in demand in the globalized 21st century workplace. Through a focus on workplace communication needs, the course enables students to communicate effectively in a variety of formal and informal settings, including through a multi-cultural telecollaboration project. In the project, students will collaborate online with international peers to co-create business project proposals. The lecture portion of the course provides a foundation for effective business communication, teamwork strategies, and telecommunication skills. The workshop portion provides hands-on opportunities for students to implement the skills and strategies learned in a multi-cultural telecommunication environment. By taking the course, students will improve their professional communication skills by using English as a Lingua Franca, gain experience in producing multimodal marketing materials, and develop skills and strategies for telecollaboration with international peers.  
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English Supplementary Courses / Workshops / Services (Non Credit-bearing) \*\*  
The course aims to cover the sound system of English as well as intonation, stress and rhythm. The difficulties experienced by Chinese speakers of English are addressed and students are encouraged to participate in pair and group work.  
By the end of the course, students should be able to:  
This 6-hour course aims to increase students’ confidence in speaking English through understanding the fundamentals of English Pronunciation. Class activities and lab practices will help students improve their articulation of English sounds and overcome pronunciation problems. Areas to be covered include International Phonetic Alphabet (vowels, consonant sounds) and pronunciation techniques (how to properly use the jaw, mouth and tongue).  
This 6-hour course aims to increase students’ confidence in English pronunciation by focusing on intonation and stress. Class activities and lab practices will help students understand the key features of English pronunciation (such as rhythm, stress and intonation) and improve the speech-level aspects of their pronunciation. Areas to be covered include word stress, sentence stress, connected speech, and intonation.  
Hong Kong Baptist University holds an English Speaking Contest annually in Semester 2 to offer all students a chance to use their English communication skills in a fun, lively setting.  
In these two 2-hour workshops, the tutor will offer advice and discuss some important information and rules about the contest. Various examples of the type of speech expected will be shown and a Q and A session offered.  
By the end of the workshop, students should be able to:  
Nurturing Global Citizenship Through English (NGCE) is an English for Specific Purposes (ESP) course that puts language learning and practice in the context of global themes such as climate change and environment, diversity and communication, equity in education and consumerism and consumption. As an ESP course , it focuses on the pragmatic demands of language and multimodal critical texts for global citizenship education using critical ESL (English as a Second Language) pedagogies. It, therefore, simultaneously develops learners’ understanding of issues and challenges facing humanity today, enhances their English communicative competencies and promotes their ability to develop a critical awareness of the world and take action to improve it. Through this course, it is expected that students will become more open to differences, more receptive to diversity and more motivated to take action to make the world a better place.  
This course aligns with HKBU’s institutional strategic goal of Whole Person Education. With NGCE as a framework for learning and the belief that young people can all make a difference, through themed collaborative learning activities under three major categories: cognitive, social-emotional and behavioural according to UNESCO’s global citizenship education framework (2015), the course aims to encourage students to embrace their social responsibility and act for the benefit of all societies while developing their knowledge, language skills and values they need to engage with the world. ESP skills including English for data presentation and communication, English for persuasion and advocacy and English for narrative construction will be emphasised.  
This course is offered to students who are preparing for their final-year honours project. The course equips students with the skills to write different sections of their honours project and develops their competence to write more accurately and confidently. By the end of the course, students will become familiar with the appropriate structure and language features of academic style for writing the abstract, literature review, methodology, and results and discussion, and will have practised a range of skills in citing and documenting sources accurately. Final-year undergraduate students are given priority in taking this course.  
Final-year undergraduate students who complete all five sessions will be given priority to register for the one-on-one 3-hour Writing Enhancement Service (WES) subject to the availability of places on WES and possible matches between students’ available timeslots and those of teachers.  
The workshop will focus on specific language features and grammar for technical and scientific writing. The workshop will also provide awareness of writing with a focus on readers of such writing and their interpretation of the text.  
This is a fun way to learn English! In this short course you will learn songs and study the vocabulary, idioms, and grammar and discuss the songs’ lyrics. This class will also give you some exposure to the learning strategies and the resources for self-study to help you continue using songs to study English on your own. You will be surprised at how much you can learn in six hours!By the end of the course, students should be able to:  
The course aims to improve students’ proficiency and confidence in English listening and speaking for their academic and social purposes through a variety of activities, including watching and critiquing multi-media materials.  
By the end of the course, students should be able to:  
This 10-hour course aims at developing students’ oral English communication skills and intercultural competence. By adopting the story circles method developed by Darla K. Deardorff and promoted by UNESCO, the course brings together learners of different cultural backgrounds and provides them with a meaningful context to communicate in English and learn from each other.  
The objective of the course is to provide students an authentic environment where a variety of world Englishes is spoken and enhance students’ empathy for people from other cultures by practicing active listening, reflection, and critical thinking skills.  
This semester, we will be working with students from the United States. Students who complete a minimum of 6 hours of intercultural dialogue will receive a collaborative online international learning (COIL) certificate issued by Old Dominion University, U.S.A.  
This course aims to:1) Raise students’ awareness of different vocabulary learning strategies;2) Promote self-regulation in vocabulary learning; and3) Help students develop their own set of vocabulary learning strategies.Upon successful completion of this course, students should be able to:1) Identify and develop a set of vocabulary learning strategies which are most suitable for their own learning style;2) Apply cognitive and metacognitive vocabulary learning strategies effectively for long-term retention; and3) Take ownership of their learning and become more autonomous and motivated life-long learners.  
This course aims to help research postgraduate students upgrade their general English language proficiency. A diversity of multimedia materials will be used, including general academic texts, TED talks and lectures. With a special emphasis on advanced academic and professional skills such as synthetic reporting, analytical argumentation and academic presentation, through extensive integrated training and practice, students can consolidate their knowledge of English, improve their integrated skills, and strengthen their confidence in English medium academic studies.  
Upon completion of the course, students should be able to:  
Classes: 20 hours (2 hours x 10 weeks)Self-study project: 8-10 hours  
This course, divided into 3 modules, aims to develop students’ English socialisation skills through facilitation of their self-confidence and willingness to communicate socially in English, and implicitly prepare them for the IELTS Speaking Interview format. Students will engage in a variety of collaborative activities based themes and everyday conversation topics and practise using key vocabulary and idiomatic language in different social situations.  
Module Themes  
Module 1: 6 hoursWS1 Conversation StartersWS2 TV & FilmsWS3 Travel & Tourism  
Module 2: 6 hoursWS4 Social MediaWS5 Food ToursWS6 Sport  
Module 3: 6 hoursWS7 Cultural FestivalsWS8 SuperstitionsWS9 Crime  
By the end of the course, students should be able to:  
By the end of this 6-hour course, students will be able to:  
Content:  
This course aims to prepare students for the Listening and Speaking Modules of the International English Language Testing System (IELTS).  
By the end of the course, students will have  
1) become familiar with the format of the Listening and Speaking Tests, and2) practiced a range of skills, language, and exam strategies needed for the types of tasks used in the examination  
This 10-hour course focuses on preparing students for the Speaking Interview of the IELTS.  
Students will become familiar with the1) interview format;2) types of skills tested and3) grading criteria used by the examiner.  
Students will practice1) introducing themselves and talking about familiar topics (Part 1);2) preparing for and talking about a topic for 1-2 minutes (Part 2);3) discussing more abstract issues and concepts related to a topic (Part 3).  
This 16-hour course aims to prepare students for Task 1 (Descriptive Report) and Task 2 (Argumentative Writing) of the Academic Writing Module of IELTS.  
Students will be given practice in1) Studying a diagram or some data such as a graph, table or chart;2) Organizing and presenting the information in their own words;3) Comparing data;4) Describing the stages of a process, an object or event;5) Arguing for or against a given statement;6) Presenting a solution to a problem;7) Justifying an opinion;8) Comparing and contrasting evidence and opinions; and9) Evaluating ideas, evidence or arguments.  
Students will become familiar with the1) Types of tasks tested; and2) Grading criteria used by the examiner.  
This course is recommended for candidates who aim at achieving a high score and are prepared to work hard and intensively during the course period.  
This course aims to prepare students for the Academic Part of the Reading and Writing Modules of the International English Language Testing System (IELTS).  
By the end of the course, students will have  
1) become familiar with the types of tasks tested and the grading criteria used by the examiner, and2) practiced a range of skills, language, and exam strategies that they need for the types of tasks of the examination.  
This 10-hour course aims to help students prepare for the Language Proficiency Assessment for Teachers of English (LPATE).By the end of the course, students will  
This 10-hour course aims to help students prepare for the Language Proficiency Assessment for Teachers of English (LPATE).By the end of the course, students should be able to:  
UGC-funded students from the Department of Education Studies are given priority to take the course.  
UGC-funded students who have attended at least 85% of lessons are eligible to apply for a full refund of course fees before a specified deadline. Please refer tohttp://lc.hkbu.edu.hk/course\_refund.phpfor details.  
With intensive practice of a wide range of exercises in the four question types of the test (i.e. reading comprehension, error identification, sentence completion and paragraph improvement), this course aims to help students prepare for the “Use of English” paper of the civil service Common Recruitment Examination of the Hong Kong SAR government (CRE).  
By the end of the course, students will have  
The course aims to develop students’ academic writing skills in the context of preparing for TOEFL and/or GRE writing tests through workshops and tutorials virtually run in Moodle and WeChat.  
By the end of the course, students should be able to:  
This 12-hour course aims to prepare students for the integrated tasks of the TOEFL Speaking and Writing sections. Different task types that require integrated skills in the Speaking and Writing sections will be introduced and analyzed, and students will be equipped with effective test-taking strategies.  
By the end of the course students will be able to:  
The Language Centre offers a FREE WORKSHOP for students who have not taken an IELTS preparation course and need to know more information about the IELTS Test. The instructors will talk about the 4 modules (LISTENING, SPEAKING, READING AND WRITING), show students some Specimen Papers and provide an opportunity for students to do some selected tasks.  
This two-hour workshop will familiarize you with the test format of the four sections of TOEFL: reading, listening, speaking and writing. Useful test tips and hands-on practice will be provided. This workshop is designed for students who have no or minimal exposure to the TOEFL test.  
This two-hour workshop will familiarize you with the test format of TOEFL listening and speaking. Useful test tips and hands-on practice will be provided. This workshop is designed for students who have no or minimal exposure to the TOEFL test.  
This two-hour workshop will familiarize you with the test format of TOEFL reading and writing. Useful test tips and hands-on practice will be provided. This workshop is designed for students who have no or minimal exposure to the TOEFL test.  
This​​ ​2.5-hour workshop will familiarize you with the test format of Analytical Writing and Verbal Reasoning of the GRE revised General Test. Useful test tips and hands-on practice will be provided. This workshop is designed for students who have no or minimal exposure to the GRE General Test.  
By the end of the 2-hour workshop, students should  
By the end of the workshop, students should be able to:  
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The Culture Exchange course aims to raise cultural awareness and preparedness amongst outbound exchange programme students by connecting students synchronously and asynchronously via virtual and physical face-to-face tools and activities.This course has been designed to prepare you for studying and working with people from different cultures. Specifically, the course will help you:  
\* Supplementary Courses and free services are open only to UGC-funded undergraduate and postgraduate degree students as stipulated by the UGC.\*\* Some courses may not be offered every semester. For the latest information regarding theSupplementary Coursesoffered, please refer to theonline registration website.  
Students who have fulfilled the attendance requirement of supplementary courses may apply for aCertificate of Attendancebefore a specified deadline.  
UGC-funded students who have attended at least 85% of lessons of English, Chinese or Putonghua supplementary courses are eligible to apply for afull refundof course fees before a specified deadline.  
^Undergraduate students who are required to take LANG0036 Nurturing Global Citizenship through English will be assigned by the Academic Registry to a particular section via the BUniport. It is thus not necessary to register for the course via the online system for supplementary courses.  
@Research postgraduate students who are required to take SUPE3700 English Proficiency Course for Postgraduate Students will be assigned by the Graduate School to a particular section. It is thus not necessary to register for the course via the online system for supplementary courses.  
Suggest a new course

URL: https://lc.hkbu.edu.hk/main/main/english-course