



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year B2 Pre-Faculty Module
Syllabus



COURSE OVERVIEW: The B2 Pre-Faculty Module transitions students from general language learners to autonomous academic practitioners by equipping them with the skills to critically extract and mediate complex information from academic texts. Students will systematically construct scholarly arguments in various essay formats using APA 7 standards and a formal register while navigating professional environments with high sociolinguistic and plurilingual awareness. Ultimately, it prepares future ELT and Translation and Interpreting professionals to facilitate conceptual understanding and bridge communication gaps in diverse academic and faculty settings.

COURSE LENGTH: The education in the module covers 16 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Final Draft 3 (Cambridge University Press), Academic Writing (Stephen Bailey) for mechanical drills, academic presentation materials prepared by the Program and Material Development Unit.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1

Course Assessment Components

Assessment Type	%	Description
Project	20	Academic Research Presentation: A 10-minute presentation followed by a Q&A session on a topic related to the student's future major.

Midterm	30	Integrated Reading & Writing: Students read an academic text on a topic related to their future major and write a structured academic essay (such as a Responsive or Cause-Effect essay) based on a prompt.
End-of-Course Exam	40	Integrated Reading & Writing: Students prepare an annotated bibliography (15%) and a literature review (25%) on a topic related to their major.
In-class Assessment	5	Seminar Participation: Evaluation of the student's ability to engage in academic debates and give feedback to peers during the module.
Online Platform Activities	5	Academic Skills Lab: Completion of small assignments on citations, plagiarism awareness, and advanced search techniques.
Total	100	

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

B2 Pre-Faculty Module Goals		
Communicative Language Activities	Goals (By the end of the module, students can:)	Objectives
Reception: Reading	- extract, critically evaluate, and synthesize complex information from academic texts to support scholarly writing.	To reach the goal(s), students can: 1. Critical Reading & Evidence Extraction: Scan complex academic texts quickly to locate relevant details, and distinguish between objective factual information, authorial stance, and persuasive arguments. 2. Discursive Mapping: Recognize and map intricate academic discourse structures, including contrasting arguments, problem-solution patterns, and cause-effect relationships, to inform their own writing and synthesis.
Production: Oral Production	- systematically develop and support academic arguments.	To reach the goal(s), students can: 1. Structured Academic Presentations: Give clear, prepared presentations that support a specific point of view with subsidiary points and relevant evidence. 2. Spontaneous Interaction & Adaptation: Depart spontaneously from a prepared text to follow up on interesting points raised by the audience. 3. Q&A Management & Fluency: Handle follow-up questions and academic discussions with fluency and spontaneity without causing strain for the audience..
Production: Written Production	- produce structured academic texts that systematically develop and support arguments drawn from multiple sources.	To reach the goal(s), students can: 1. Systematic Essay Development: Produce essays that develop an argument systematically, highlighting significant points and providing relevant supporting details.

		2. Multi-Source Synthesis: Synthesize information and arguments from multiple sources to create a coherent academic text. 3. Critical Evaluation: Evaluate different solutions to a problem, explaining the advantages and disadvantages of various options in a formal essay format.
Interaction: Oral, Written and Online Interaction	- navigate professional and collaborative academic environments.	To reach the goal(s), students can: 1. Formal Discussion and Seminars: participate actively in formal discussions, presenting and responding to complex lines of argument convincingly, and account for and sustain opinions in a discussion by providing relevant explanations and comments. 2. Written Interaction: use the appropriate level of formality and academic conventions when writing professional correspondence and emails. 3. Online Interaction: engage in online academic exchanges, effectively linking contributions to previous ones in a thread while understanding cultural implications.
Mediation	- bridge information and facilitate conceptual understanding.	To reach the goal(s), students can: 1. Mediating a Text: relay in writing the relevant points contained in propositionally complex, well-structured academic texts, summarize a wide range of factual and imaginative texts commenting on contrasting points of view and main themes, and interpret and describe reliably detailed information contained in complex diagrams, charts and visually organized data.
Linguistic, Pragmatic and Sociolinguistic Competences	- refine the “academic persona” and linguistic precision. - recognize and interpret sociocultural cues.	To reach the goal(s), students can: 1. Linguistic & Pragmatic Competence: use a range of linking expressions to mark clearly the relationships between ideas in a text,

	- modify linguistic expression to fit the formal environment of a university faculty.	employ “hedging” (caution) by using stock phrases to gain time or modify the strength of a claim, and maintain high grammatical control and lexical accuracy even when using complex sentence forms. 2. Sociolinguistic Competence: express themselves confidently and politely in a formal academic register, making a clear distinction between the language used in academic essays and informal interaction; recognize and interpret common sociocultural cues and consciously modify their written and spoken expression to suit the specific academic situation; and identify and reflect on cultural assumptions and prejudices within academic texts, explaining how different ways of communicating can generate risks of misunderstanding.
The outcomes are taken from the B2+ level illustrative scales of CEFR (2020).		
The materials of the Academic Presentation Section will be provided by the Program and Material Development Unit.		

B2 Pre-Faculty Module Weekly Schedule (Academic Writing)

Weeks Units to be Covered	Learning Outcomes (Students can:)	CEFR Descriptors
1 (----) The Academic Identity & Opinion Essay Unit 1 Final Draft 3 Focus: Unit 1 (Academic Writing Foundations). Bailey Integration: Unit 1.1 (Background) & 2.10 (Style).	- produce a well-structured opinion essay using appropriate paragraph organization and academic formatting conventions.	• Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas.
	- write in an appropriate formal academic register for the intended audience.	• Orthographic Control: Can produce clearly intelligible, continuous writing which follows standard layout and paragraphing conventions.
	- apply standard spelling, punctuation, and paragraphing conventions consistently.	• Sociolinguistic Appropriateness: Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.
2 (----) Reading for Argument & The Responsive Essay Unit 2 Final Draft 3 Focus: Unit 2 (Developing an Argument).	- identify similarities and differences presented in academic texts.	• Reading for Information/Argument: Can scan quickly through complex texts, locating relevant details. • Can recognize different structures in discursive text, specifically contrasting arguments.
	- write comparison and contrast paragraphs using appropriate organizational patterns.	• Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas.

Bailey Integration: Unit 1.2 (Critical Thinking) & 1.6 (Summarizing).		• Can use cohesive devices and comparison transitions accurately.
	- use cohesive devices and comparison transitions accurately.	• Coherence and Cohesion: Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas. • Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse.
	- develop ideas with relevant supporting details.	• Thematic Development: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. • Can develop a clear argument, expanding and supporting points of view with relevant supporting detail.
3 (----) Cause-Effect & Logic Unit 3 Final Draft 3 Focus: Unit 3 (Cause and Effect). Bailey Integration: Unit 3.2 (Cause and Effect).	- write a cause-and-effect essay with a clear thesis and logical organization.	• Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas. • Coherence and Cohesion: Can produce text that is generally well-organized using a range of linking expressions. Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

	- develop arguments using appropriate supporting evidence and examples.	• Thematic Development: Can develop a clear argument, expanding and supporting points of view with relevant supporting detail. • Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
	- explain causal relationships using accurate academic language.	• Reading for Information and Argument: Can recognize different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships. • Goal-Oriented Co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
		• Thematic Development: Can develop a clear argument, expanding and supporting points of view with relevant supporting detail.
4 (----) Comparison & Translation Logic Unit 4 Final Draft 3 Focus: Unit 4 (Comparison and Contrast).	- produce a coherent comparison and contrast essay.	• Thematic Development: Can develop a clear argument, expanding and supporting points of view with relevant supporting detail. • Coherence and Cohesion: Can produce text that is generally well-organized using a range of linking expressions.

Bailey Integration: Unit 3.3 (Comparison) & 2.4 (Cohesion).	- use a range of cohesive devices to improve textual flow.	• Coherence and Cohesion: Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas. • Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse.
	- compare ideas critically by explaining similarities, differences, and their significance.	• Analysis and Criticism of Creative Texts: Can compare two works, considering themes, exploring similarities and contrasts and explaining the relevance of the connections between them. • Reading for Information/Argument: Can recognize different structures in discursive text, specifically contrasting arguments.
5 (----) Professional Reflection & The Narrative/Analytical Balance Unit 5 Final Draft 3 Focus: Unit 5 (Using Narrative in Academic Writing).	- summarize the main ideas of academic texts accurately.	• Processing Text in Writing: Can summarize in writing the main content of complex texts on subjects related to their field. • Processing Text: Can summarize the important points made in longer, complex texts on subjects of current interest, including their fields of special interest.
	- paraphrase information while maintaining the original meaning.	• Pragmatic Competence / Flexibility: Can reformulate an idea to emphasize or explain a point.

Bailey Integration: Unit 4.5 (Pronouns) & 3.7 (Reports).		• Processing Text in Writing: Can summarize in writing the main content of complex texts on subjects related to their fields of interest and specialization.
	- use varied vocabulary to avoid unnecessary repetition.	• Vocabulary Range: Can vary formulation to avoid frequent repetition. • Has a good range of vocabulary for matters connected to their field and most general topics.
6 (----) Advanced Persuasion & The Argumentative Essay Unit 6 Final Draft 3 Focus: Unit 6 (Persuasive Writing). Bailey Integration: Unit 3.1 (Argument and Discussion) & 2.11 (Caution).	- write a well-developed argumentative essay.	• Reports and Essays: Can produce an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. • Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
	- support claims with logical reasoning and evidence.	• Expressing Personal Response: Can give a clear presentation of their reactions to a work, supporting them with arguments. • Thematic Development: Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.

	- use appropriate academic and discipline-specific vocabulary.	• Vocabulary Range: Can understand and use the main technical terminology of their field, when discussing their area of specialization with other specialists. • Has a good range of vocabulary for matters connected to their field and most general topics.
	- demonstrate consistent grammatical accuracy throughout the essay.	• Grammatical Accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. • Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
7 (----) Synthesis & Multi-Source Response Unit 7 Final Draft 3 Focus: Unit 7 (Synthesizing Sources). Bailey Integration: Unit 1.7 (Combining Sources).	- synthesize information from multiple written sources to form cohesive arguments.	• Reports and Essays: Can produce an essay which develops an argument systematically with appropriate highlighting of significant points. • Can synthesize information and arguments from a number of sources.
	- use and understand technical terminology specific to the student's field of study.	• Linguistic Competence / Vocabulary Range: Can understand and use the main technical terminology of their field when discussing their area of specialization with other specialists. • Has a good range of vocabulary for matters connected to their field and most general topics.

8 (----) Accuracy, APA 7 & Portfolio Finalization Unit 8 Final Draft 3 Focus: Unit 8 (Editing and Finalizing). Bailey Integration: Unit 1.12 (Proofreading).	- revise and edit academic essays for content, organization, language, and mechanics.	• Overall Written Production: Can write clear, detailed texts on a variety of subjects related to their field, incorporating considerations of style and structure. • Processing Text: Can revise and edit written drafts to improve clarity, structural coherence, and linguistic accuracy.
	- improve coherence, cohesion, and grammatical accuracy through self- and peer-editing.	• Coherence and Cohesion: Can produce coherent texts using a variety of cohesive devices and organizational patterns effectively. • Grammatical Accuracy: Can monitor their own output for grammatical and mechanical errors, applying corrections during review and editing phases.
	- apply genre conventions in the final version of an academic essay.	• Sociolinguistic Appropriateness: Can format and structure texts in accordance with specific academic genre conventions and register requirements. • Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas.

B2 Pre-Faculty Module Weekly Schedule (Academic Presentation)

Weeks Units to be Covered	Learning Outcomes	CEFR Descriptors
1 (----) Introduction to Academic Presentations & Body Language Alignment with Writing: Academic Identity & Style (Unit 1) Core Concepts: Elements of a formal presentation, overcoming stage fright, posture, eye contact, and vocal projection. 4-Hour Breakdown: Hour 1: Lecture on the anatomy of an academic presentation vs. an informal speech. Hour 2: Video analysis of good and bad student presenters (identifying body language cues). Hour 3: Controlled practice: “The 1-Minute Icebreaker”	- deliver a short academic presentation using intelligible pronunciation, stress, rhythm, and intonation.	• Phonological Control (Prosodic Features): Can employ prosodic features (e.g., stress, intonation, rhythm) to support the message they intend to convey. • Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly.
	- use appropriate body language and eye contact to support meaning.	• Sociolinguistic Competence / Sociolinguistic Appropriateness: Can recognize and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.
	- adapt language and level of formality according to the audience and presentation context.	• Pragmatic Competence / Flexibility: Can adjust what they say and the means of expressing it to the situation and adopt a level of formality appropriate to the circumstances
	- identify the main ideas of academic presentations using contextual clues.	• Audio-Visual Comprehension: Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.

focusing only on stance and eye contact. Hour 4: Peer feedback workshop on delivery mechanics.		
2 (----) Structuring an Argument & Signposting Language Alignment with Writing: Reading for Argument & Summarizing (Unit 2) Core Concepts: Presenting a clear thesis orally; using structural signposts (“Moving on to my next point...,” “To illustrate this...”). 4-Hour Breakdown: Hour 1: Introduction to oral signposting language and structural templates. Hour 2: Listening practice: Students listen to a short academic talk and map out the speaker’s outline based only on signposts.	- organize presentations using clear introductions, body sections, and conclusions.	• Thematic Development: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. • Can follow the conventional structure of the communicative task concerned when communicating their ideas.
	- use signposting language to guide the audience through a presentation.	• Coherence and Cohesion: Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas. • Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse.
	- present arguments logically with appropriate supporting evidence.	• General Linguistic Range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words. • Sustained Monologue (Putting a Case): Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

Hour 3: Group work: Transforming a short, written summary into a spoken 2-minute argument. Hour 4: Mini presentations of the summaries using a strict structural template.	- follow extended spoken arguments and identify key supporting points.	• Understanding as a Member of a Live Audience: Can follow complex lines of argument in a clearly articulated lecture, provided the topic is reasonably familiar. • Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
3 (----) Presenting Logic & Cause-and-Effect Relationships Alignment with Writing: Cause-Effect & Logic (Unit 3) Core Concepts: Verbally linking causes to effects, using transitional phrases of consequence, and maintaining logical flow under pressure. 4-Hour Breakdown:	- present logical arguments using clear cause-and-effect relationships. - explain advantages, disadvantages, causes, and consequences of an issue.	• Sustained Monologue (Putting a Case): Can construct a chain of reasoned argument. • Reading for Information and Argument: Can recognize different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships. • Goal-Oriented Co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. • Sustained Monologue (Putting a Case): Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Hour 1: Language focus: spoken transitions for cause and effect (“Consequently,” “This led to...”). Hour 2: Case study analysis: brainstorming the causes and effects of a global issue (e.g. climate change, social media usage). Hour 3: “Chain Presentations”: in groups, Student A presents a cause, Student B presents the immediate effect, Student C presents the long-term consequence. Hour 4: Individual 2-minute impromptu cause-effect speeches based on simple prompts.	- follow the conventional structure of an academic presentation. - use an appropriate formal register throughout the presentation.	• Pragmatic Competence / Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas. Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • Sociolinguistic Competence / Sociolinguistic Appropriateness: Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation. • Pragmatic Competence / Flexibility: Can adjust what they say and the means of expressing it to the situation and adopt a level of formality appropriate to the circumstances.
4 (----) Comparative Presentations & Visual Aid Design (Slide Logic)	- design presentation slides that clearly support spoken content.	• Thematic Development: Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. • Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.

Alignment with Writing: Comparison & Contrast (Unit 4) Core Concepts: Structuring a point-by-point or block-method comparison speech; slide design rules (the 6x6 rule, data visibility, avoiding text walls).	- compare alternative viewpoints using appropriate evidence.	• Sustained Monologue (Putting a Case): Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. • Analysis and Criticism of Creative Texts: Can compare two works, considering themes, exploring similarities and contrasts and explaining the relevance of the connections between them.
4-Hour Breakdown: Hour 1: Presentation structures for comparing two items. Good vs. bad slide design workshop. Hour 2: Group workshop: looking at “bad slides” and redesigning them for clarity and impact. Hour 3: Drafting a 3-slide comparative presentation comparing two universities, countries, or technologies. Hour 4: Symposium Project: topic & source approval feedback.	- explain advantages and disadvantages of different options effectively.	• Thematic Development: Can evaluate the advantages and disadvantages of various options. • Goal-Oriented Co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

5 (----) Narrating Data & Describing Visuals Alignment with Writing: Narrative/Analytical Balance & Reports (Unit 5) Core Concepts: Describing trends, charts, and graphs; balancing storytelling (anecdotes) with hard analytical data. 4-Hour Breakdown: Hour 1: The vocabulary of graphs (rise, fluctuate, peak, plummet). Hour 2: Practice matching complex graphs to oral descriptions. Hour 3: Guided practice: taking a boring piece of data and creating a short “story” around it to engage the audience. Hour 4: Symposium Project: outline & visual aids workshop feedback.	- interpret information presented in graphs, charts, and tables.	• Explaining Data: Can interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organized information. • Can interpret and present reliably in writing/speech detailed information from diagrams and visually organized data in their fields of interest.
	- present visual data accurately using appropriate academic vocabulary.	• Vocabulary Range: Has a good range of vocabulary for matters connected to their field and most general topics. • Linguistic Competence / Vocabulary Range: Can understand and use the main technical terminology of their field when discussing their area of specialization with other specialists.
	- explain trends, comparisons, and significant findings clearly.	• Sustained Monologue (Giving Information): Can communicate complex information and advice on the full range of matters related to their occupational role. • Thematic Development: Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

6 (----) Persuasion, Voice Modulation, & Handling Q&A Alignment with Writing: Advanced Persuasion & Caution (Unit 6) Core Concepts: Using rhetorical questions, emphasis, and pauses for persuasive effect; managing the Question & Answer session politely; hedging/caution when answering. 4-Hour Breakdown: Hour 1: Persuasive speaking techniques (pitch, tone, pauses) and formal Q&A phrases (“That is an interesting question, however...”). Hour 2–3: The 3-Minute Pitch: students pitch an idea or solution to a problem. Live Q&A: the audience must ask challenging	- synthesize information from multiple written sources.	• Processing Text: Can synthesize and report information and arguments from a number of sources.
	- deliver concise academic briefings based on synthesized information.	• Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • Formal Discussion (Meetings): Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	- use discipline-specific vocabulary accurately in presentations.	• Processing Text: Can synthesize and report information and arguments from a number of sources. • Reports and Essays: Can synthesize information and arguments from a number of sources.

questions, and the presenter must defend their point using academic caution. Hour 4: Symposium Project: rehearsals.		
7 (----) Synthesizing Information Oral Briefing Alignment with Writing: Synthesis & Multi-Source Response (Unit 7) Core Concepts: Verbally citing sources while speaking (“According to a 2024 study by...”); synthesizing different viewpoints into one cohesive spoken briefing. 4-Hour Breakdown: Hour 1: How to orally cite sources naturally without disrupting the flow of speech. Hour 2: Reading lab: students are given 3 short text snippets on a topic and	- synthesize information from multiple written sources.	• Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • Formal Discussion (Meetings): Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	- deliver concise academic briefings based on synthesized information.	• Linguistic Competence / Vocabulary Range: Can understand and use the main technical terminology of their field when discussing their area of specialization with other specialists. • Sociolinguistic Appropriateness: Can recognize and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation
	- use discipline-specific vocabulary accurately in presentations.	• Linguistic Competence / Vocabulary Range: Can understand and use the main technical terminology of their field when discussing their area of specialization with other specialists.

must create a synthesized talking-points outline. Hour 3–4: Symposium Project: rehearsals.		• Sociolinguistic Appropriateness: Can recognize and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.
8 (----) Final Presentation Assessment & Reflection Alignment with Writing: Portfolio Finalization (Unit 8) Core Concepts: Final academic presentations. 4-Hour Breakdown: Final Presentation Day. In a mini-symposium, students deliver their capstone 5-minute academic presentation (integrating slides, signposting, cause-effect or comparison logic, and citations) followed by a 1-minute Q&A.	- deliver a well-organized academic presentation supported by appropriate evidence.	• Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • Sustained Monologue (Putting a Case): Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
	- defend opinions and respond to alternative viewpoints during discussion.	• Formal Discussion (Defense): Can contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses. • Formal Discussion (Meetings): Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	- sustain formal academic discussion by evaluating ideas and responding to hypotheses.	• Formal Discussion (Meetings): Can contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses. • Informal Discussion: Can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

	- demonstrate effective academic presentation skills using appropriate language, organization, and delivery techniques.	• General Linguistic Range: Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words. • Pragmatic Competence / Thematic Development: Can follow the conventional structure of the communicative task concerned when communicating their ideas.
	- handle follow-up questions and academic discussions with fluency, spontaneity, and appropriate use of hedging/caution strategies without causing strain to the audience.	• Addressing Audiences: Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience. • Turn taking (Pragmatic): Can use stock phrases (e.g., “That’s a difficult question to answer”) to gain time and keep the turn while formulating what they want to express.