



CENTRE FOR MODERN LANGUAGES

**ULE2342
ENGLISH FOR PROFESSIONAL COMMUNICATION
SEMESTER 1 – SESSION 2024/2025**

**ASSESSMENT 3
FINAL PROJECT – MEETING SKILLS (40%)
WEEK 14**

NAME	UMP ID	MARKS								TOTAL
		LANGUAGE (35M)			CONTENT (58M)				DELIVERY (15M)	
		Role play	Minutes	TOTAL	Role play	Notice & Agenda	Minutes	TOTAL	Role play TOTAL	
		(20M)	(15M)	(35M)	(38M)	(5M)	(15M)	(58M)	(15M)	
1.										
2.										
3.										
4.										
5.										
6.										
LECTURER:					SECTION:			DATE:		

COURSE LEARNING OUTCOME:

CLO3 Display effective communication in meetings and in related meeting documents using appropriate language and strategies.

SCENARIO:

You are a member of a committee at your workplace. The committee is required to conduct a formal problem-solving meeting to discuss two issues at your workplace.

INSTRUCTION:

You will be assigned to a group of **FIVE** or **SIX** in your respective classes to role play a 16 to 18-minute meeting to discuss two issues at your workplace.

VERIFIED BY:

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DR. UMI KALSOM BINTI MASROM
HEAD OF PROGRAMME (ENGLISH LANGUAGE)
CENTRE FOR MODERN LANGUAGES

OVERVIEW:

In a group of **five (5)** or **six (6)** students, the group will conduct a **problem-solving meeting**. The meeting will address **two main issues** in the workplace, specifically **related to the field of study**. The **two main issues** should be related to; **products and services / project planning / management / safety and health / other workplace related issues**.

GUIDELINES

1. Form a group of **five (5)** or **six (6)** students.
2. Name your committee (e.g. **Executive Committee / Workers Welfare Committee / Safety & Health Committee** etc.) to conduct a **16-to-18-minute** problem-solving meeting.
3. Decide the role for each group member e.g.:
 - a. Chairperson
 - b. Secretary
 - c. Roles of the managers and workers
4. Find **2 recent issues** in the industry from published sources (refer to sample) related to your **field of study** and identify **solutions** to these issues.
5. Prepare a **meeting notice with an agenda**.
6. Send the **notice** via **email** to multiple recipients including all committee members as primary recipient, chairperson as CC recipient and your instructor as BCC recipient at least **seven (7) days prior to the date of the meeting**.
7. Write a complete **script** of the meeting based on the prepared agenda. Additionally, include the following:
 - a. Discussion on the **issues, possible solutions** and the **best action(s)** to be taken.
 - b. One example of a **negative behaviour** in a meeting and how it is handled professionally.
8. Include the **news article (source)** and **other visual aids** (e.g. **graph / chart / pie chart / diagram / photograph / table / drawing** etc.) to enhance audience understanding on these **two issues**.
9. Book an appropriate meeting / discussion room to conduct the role-play and record it to demonstrate effective meeting skills.
10. Before submission, ensure that the video recording has the **highest quality** which includes a clear sound and visual.
11. After the meeting role-play, prepare **minutes of resolution** of the meeting based on a **contemporary format**.
12. **Reminder:** If there are any team members who are not contributing to the completion of the assignment, the other team members can inform the respective instructor formally via email. Marks will be given based on one's contribution.

SUBMISSION

1. Submit the following documents as instructed by **Sunday, 19 January 2025, at 11:59 p.m. (Week 14)**:
 - a. Notice with agenda via email (pdf)
 - b. Meeting scripts
 - c. Recording of the meeting role play
 - d. Minutes of the meeting
2. In the case of late submission, the group must adhere as follows:
 - a) With a Valid and Formal Excuse**

Examples: A medical certificate, a formal excuse, or an official appointment.

Percentage Allocated: 40%.
 - b) Without a Valid and Formal Excuse**

Examples: Oversleeping or forgetting the deadline.

Percentage Allocated: 20% only.
3. Ensure all documents are complete and submitted according to these guidelines to avoid penalties.

ASSESSMENT 3: MEETING ROLE-PLAY EVALUATION FORM: MARKING SCHEMES WITH CEFR DESCRIPTORS

Rate each speaker according to the following scale:

5-point rating scale	1 – Very Poor	2– Poor	3– Average	4– Good	5– Excellent
3-point rating scale	1 - Poor		2 - Average	3 - Good	

Name		1.	2.	3.	4.	5.	6.
Descriptors		Rating/Marks					
Language (20 marks) Individual marks	Vocabulary range	/5	/5	/5	/5	/5	/5
	Grammatical accuracy	/5	/5	/5	/5	/5	/5
	Fluency	/5	/5	/5	/5	/5	/5
	Formal interaction	/5	/5	/5	/5	/5	/5
	Total	/20	/20	/20	/20	/20	/20
Content of meeting (38 marks) Group marks	Opening Ordinary Business		/5				
	Special Business	Issue 1: Issues identified	/3				
		Issue 1: Depth of discussions for solutions provided	/3				
		Issue 1: Decision(s)	/3				
		Issue 2: Issues identified	/3				
		Issue 2: Depth of discussions for solutions provided	/3				
		Issue 2: Decision(s)	/3				
	Final Ordinary Business		/5				
	Appropriate response to negative behavior – with non-derogatory remarks		/5				
	Effective use of visual aids to enhance understanding for each of the Special Business – (e.g. presentation slides / graph / chart / pie chart / diagram / photograph / table / drawing / news article)		/5				
Total		/38					
Delivery (15 mark) Individual marks	Demonstrate appropriate voice (projection and intonation), gesture, posture, and eye contact.		/5	/5	/5	/5	/5
	Smooth flow of thought		/5	/5	/5	/5	/5
	Duration / Length of meeting role play (within 16-18 minutes: <8.01 - 10.00 mins= 1; 10.01 - 12.00 mins= 2; 12.01 - 14.00 mins= 3; 14.01 - 16.00 mins= 4; 16.01 - 18.00 mins= 5; > 18.01 mins: 3		/5				
	Total		/15	/15	/15	/15	/15

LANGUAGE DESCRIPTORS FOR MEETING ROLE-PLAY					
Descriptors	LEVEL OF ACHIEVEMENT				
	5	4	3	2	1
Range (CEFR Companion 2020, Communicative Language Competences - Linguistic Competence p.131)	Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to their area of specialisation. (C1)	Can understand and use the main technical terminology of their field, when discussing their area of specialisation with other specialists. (B2H)	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Has a good range of vocabulary for matters connected to their field and most general topics. (B2)	Can produce appropriate collocations of many words/signs in most contexts fairly systematically. (B2L)	Can understand and use much of the specialist vocabulary of their field but has problems with specialist terminology outside it. (B2L)
Accuracy (CEFR Companion 2020, Communicative Language Competences - Linguistic Competence p.132)	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. (C1)	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. (B2H)	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (B2)	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy. (B2L)	Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (B1H)
Fluency (CEFR Companion 2020, Communicative Language Competences - Pragmatic Competence p.142)	Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. (C1)	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of language. (B2H)	Can produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses. (B2)	Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. (B2L)	Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (B1H)
Formal Interaction (CEFR Companion 2020, Interaction – Oral Interaction p.76)	Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood. (C1)	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. (B2H)	Can express their ideas and opinions with precision, and present and respond to complex lines of argument convincingly. (B2)	Can contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses. (B2L)	Can follow the discussion on matters related to their field, understand in detail the points given prominence. (B2L)