

MODULE SPECIFICATION PROFORMA



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Module Title: English for Professional Purposes Intermediate Level	Level: 4	Credit Value: 20
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Module code: LAN413	Cost Centre: GASL	JACS3 code: Q330
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Trimesters in which to be offered: 1, 2, 3	With effect from: January 2008
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Office use only: To be completed by AQSU:	Date approved: January 2008 Date revised: September 2015 Version no: 2
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Existing/ New :	Title of module being replaced (if any): N/A
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Originating Academic Business Division:	Business/Language Centre	Module Leader: Dr. Leila Luukko-Vinchenzo
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Module duration (total hours): 200 Scheduled learning & teaching hours: 40 Independent study hours: 160	Status: elective/option
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Programme(s) in which to be offered: Institution wide and community based; To be submitted to Language Centre's assessment board	Pre-requisites per programme (between levels): N/A
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Module Aims:

The aim of this module is to enable students to revise and expand on skills already acquired in speaking, listening, reading and writing to a level which allows them to develop greater fluency in English. The main focus for the module is the development of linguistic skills and acquisition of socio-cultural awareness with particular attention to workplace situations. This module is intended for those who have reached A2 in the Common European Framework. At the end of this module, students will have reached level B1 in the Common European Framework. On completion of this module, they should be able to communicate effectively in fairly demanding linguistic situations. They will be able to understand coherent speech and complex authentic texts.

Intended Learning Outcomes:

At the end of this module, students will be able to ...

1. Provide evidence of being able to follow standard conversational discourse with particular attention to workplace situations, and be able to give an oral or written summary of aural material.
2. Converse using a range of tenses and be able to use language relating to a range of familiar matters with particular attention to professional situations, and use and adapt language for new purposes.
3. Reveal an understanding of authentic texts on familiar matters with particular attention to workplace situations, and give an oral/written summary on what has been read.
4. Use a range of tenses and linguistic patterns and be able to use and adapt language for new purposes in the written medium with spelling which is generally accurate. Write on familiar matters with particular attention to professional situations, using a range of simple language.

Key skills for employability

1. Communicate at B1 CEFR level in English, both orally and in writing; further develop communication skills in both work-based and cultural context
2. Contribute actively to group activities at B1 level; enhance organisational skills further; agree ground rules and goals; plan actions and allocate tasks more independently
3. Enhance creative thinking approaches to new situations using English at B1 level; discuss any new contexts and words which might influence potential opportunities, problems and creativity at B1 level
4. Use ICT more independently and to a great degree to enhance (linguistic) knowledge and information seeking in intercultural contexts
5. Listen for, interpret, process and summarise information in English at B1 level
6. Find, process and produce information in English at B1 level
7. Communicate in English at B1 level and adapt to changing cultural contexts
8. Enhance the previously gained adaptability, independence and confidence, working with and relating to others
9. Perform an in-depth analysis of language learning progression; identify barriers to learning and develop further strategies to overcome them
10. Understand and use numbers in English at B1 level

Assessment:

The indicative assessment comprises the tasks as listed below with one integrated mark being submitted for assessment. Weightings identified are for indicative purposes only.

- conversation skills in English, using 2 extended role-plays and free discussion (30%)
- writing skills: a text (150 words), e.g. a letter or a story (20%)
- reading skills: read and understand an authentic text, answer questions in English (20%)
- listening skills: listen to extended passages of audio material, answer questions about the material in English (30%)

All material used will be within the aims of the module and the Can-Do statements for B1 of CEFR

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
One	1,2,3,4	In-class test	100%	No more than 2 hours in total	

Learning and Teaching Strategies:

The module will be delivered mainly through tutor-led weekly formal classes. Language learning resources including audio and visual materials and other appropriate materials will be available for private study. Classes will be scheduled so as to ensure opportunities for the intensive study and practice of language skills. Sufficient emphasis will be placed on paired and small-group work in order to develop communicative skills. Students will follow a course book and a range of authentic resources with backup material on Moodle. Students will complete regular written exercises to consolidate learning.

Syllabus outline:

1. Selected lexical, syntactical, morphological and phonetic aspects of English appropriate to the level of the module
2. Spoken and written communication in English for professional purposes, appropriate to the level of the module.
3. Enhancement of cultural awareness within the language learning programme
4. Topics within social and work contexts, e.g. expressing opinions, stating what you would, should and would like to do, discussing the news, writing a letter as appropriate to the level of the module and with particular attention to workplace situations
5. Understanding sympathetic native speakers in situations similar to those listed above.
6. Listening for specific information within an extended piece of authentic recorded material.
7. Writing extended pieces of connected, structured text, consisting of simple sentences relevant to the situations listed above and appropriate to the level of the module
8. Using formal and informal registers within extended written paragraphs
9. Understanding relevant information from extended authentic texts e.g. short newspaper articles, and short extracts from books written in English
10. Grammatical aspects appropriate to the level of the module
11. Vocabulary relevant to the situations above and as appropriate to the level of the module

Bibliography:

Essential resources:

REDSTON, C./CUNNINGHAM, G. (2013) *face2face Intermediate Student's Book*. 2nd ed. CUP

TIMS, N./REDSTON, C./CUNNINGHAM, G. (2013) *face2face Intermediate Workbook with Key*. 2nd ed. CUP

Other indicative resources:

MURPHY, R. (2012) *English Grammar in Use*. 4th ed. CUP

SEELY, J. (2013) *Oxford A-Z of Grammar and Punctuation*. Revised ed. OUP
Oxford or Collins English-English (Concise) Dictionary, newest edition

Newspapers, magazines, TV programmes etc. (any authentic language material as appropriate to the students' needs)

Appropriate additional materials will be prepared and made available to students on Moodle, including linguistic exercises, comprehension exercises and other stimulus material. Students will be directed to online resources where appropriate in order to facilitate independent learning.