

MODULE SPECIFICATION PROFORMA



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Module Title: English for Professional Purposes Upper Intermediate Level	Level: 4	Credit Value: 20
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Module code: LAN414	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 further enhance their existing skills in English in order to achieve improved accuracy and general proficiency. The main focus for the module is the further 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 B1 in the CEFR. At the end of this module, students will have reached B2 in the CEFR and should have covered all the principal categories of grammar. On completion of this module, they should be able to communicate effectively in most work and social situations. They will be able to understand complex extended speech and written text.

Intended Learning Outcomes:

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

1. Understand a range of tenses and a variety of registers and reveal understanding of the majority of what they hear in English, including references to the culture and society of the relevant countries/communities where English is spoken, and with particular attention to their respective work place situations.
2. Use a range of tenses and a variety of registers and be able to communicate confidently and maintain a conversation using a wide ranging vocabulary and make reference to the culture and society of countries/communities where English is spoken, with particular attention to their respective professional situations.
3. Reveal an understanding of and display proficiency in a variety of registers. Understand the majority of written material in English, with particular attention to their respective workplace situations
4. Write using a range of complex linguistic structures and a wide ranging vocabulary, with particular attention to their professional situations.

Key skills for employability

1. Communicate at B2 CEFR level in English, both orally and in writing; enhance communication skills in both work-based and cultural context
2. Contribute actively to group activities at B2 level; improve 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 B2 level; discuss any new contexts and words which might influence potential opportunities, problems and creativity at B2 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 B2 level
6. Find, process and produce information in English at B2 level
7. Communicate in English at B2 level and adapt to changing cultural contexts
8. Enhance further the previously gained adaptability, independence and confidence, working with and relating to others
9. Analyse language learning progression in detail; identify barriers to learning quickly and develop strong strategies to overcome them
10. Understand and use numbers in English at B2 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 (25%)
- writing skills: a text (150 words), e.g. a letter or a story (25%)
- 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 B2 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 e.g. using prepositions correctly, making, accepting or rejecting advice or criticism; talking about general areas of cultural (e.g. the media), social (e.g. leisure, holidays), and in particular work/education interests
2. Understanding sympathetic native speakers in situations similar to those listed above
3. Spoken and written communication in English, with particular attention to workplace situations and appropriate to the level of the module.
4. Enhancement of cultural awareness within the language learning programme
5. Listening for understanding in lectures, films, broadcasts, complex workplace situations etc, and being able to infer the meaning of an unfamiliar word or phrase from its context
6. Writing relevant to the situations listed above with few errors, using formal and informal registers where appropriate. Formal writing should demonstrate an awareness of typical structures of argument in English.
7. Understand a range of relevant, longer factual and non-factual texts, some of which may contain complex syntax and unfamiliar vocabulary. The student should be able to infer meaning in listening and reading contexts

Bibliography:

Essential resources:

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

TIMS, N./BELL, J./REDSTON, C./CUNNINGHAM, G. (2013) *face2face Upper 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.