

**MODULE SPECIFICATION PROFORMA**

<b>Module Title:</b>	<b>Pre-Sessional English preparation for achievement of GELT 6.5 from IELTS 4.5</b>	<b>Level:</b>	4	<b>Credit Value:</b>	100
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<b>Module code:</b>	PRE408	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	n/a
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<b>Cost Centre(s):</b>	GASL	<b>JACS3 code:</b>	Q330
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<b>With effect from:</b>	June 18
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<b>School:</b>	Creative Arts	<b>Module Leader:</b>	Dr. Leila Luukko-Vinchenzo
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Scheduled learning and teaching hours	690 hrs
Guided independent study	310 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>1000 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
Stand-alone module	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Entry Criteria</b>
Must have a B1 SELT with a minimum overall score of at least 4.5, and a minimum score in all four skills of no less than 4.0

Office use only

Initial approval: June 17

Date of revision: June 18

Version: 2

Have any derogations received Academic Board approval?

Yes  No  N/A

## Module Aims

This module is intended for those who have reached B1 in the CEFR and are a maximum of 2.0 overall short of IELTS 6.5, and no more than 2.5 bands short of IELTS 6.5 in any of the four skills. The aim of this module is to enable students to develop their existing skills in English in order to achieve improved accuracy and general proficiency as required at IELTS 6.5. The main focus for the module is the development of linguistic skills and acquisition of socio-cultural awareness with particular attention to preparing students for the appropriate level in GELT. At the end of this module, students will have improved all four skills as appropriate to a maximum of 0.5 short of IELTS 6.5 and reached IELTS 6.5 overall. On completion of this module, they should be able to communicate according to the level in most academic and social situations, both in receptive and productive skills. As competent/good users of English, students will have near-operational command of the language, though with occasional inaccuracies. Students will generally handle complex language rather well and understand detailed reasoning to a large extent. By achieving the required pass mark in each skill and overall in the final assessment, students will fulfil the University's English language entry criteria for taught postgraduate studies.

## Intended Learning Outcomes

### Key skills for employability

1. Communicate at IELTS level 6.5 in English, both orally and in writing; in everyday contexts, common social and academic contexts.
2. Contribute effectively and independently during group activities at IELTS level 6.5; exercise negotiation and persuasion skills using English; optimise organisational skills; agree ground rules and goals; plan actions, manage and arrange tasks independently.
3. Apply creative thinking approaches in a wide range of situations using English at IELTS level 6.5.
4. Listen and read for, interpret, process, summarise and produce information in English at IELTS level 6.5, whilst adapting to changing contexts.

At the end of this module, students will be able to		Key Skills	
1	Understand extended speech and lectures with little difficulty, and including some dialectal usage; follow abstract argumentation (e.g. balancing alternatives) and draw conclusions with limited difficulty; handle slang and idiomatic usage within limits; display developed cultural knowledge and awareness, with particular attention to a range of academic situations.	1.	
		4.	
2	Understand authentic, complex factual and literary texts as well as differences in style with some difficulty; display proficiency in a large variety of registers, including specialised language of higher education	1.	
		4.	
3	Speak at length without noticeable effort to a large extent; use discourse markers and paraphrase with some flexibility; produce error-free sentences frequently; use an extended range of pronunciation features – be relatively easy to understand throughout with minimal mispronunciation of words or sounds	1.	
		3.	
		4.	
4	Write relatively accurately using a sufficient range of vocabulary to allow precision and flexibility generally; pay attention to paragraphs and coherence/cohesion; produce extended main ideas - with occasional errors in word choice, spelling, or lack of focus	1.	
		2.	
		4.	

### Transferable skills and other attributes

Use ICT with growing independence and efficiency to gain deeper and wider knowledge and further information in intercultural and academic contexts in line with the improved skills in English.

Find, process and produce information in English to a greater degree and at a higher level with improving skills in English.

Exercise highly developed skills in personal qualities and attributes: adaptability, independence and confidence, working with and relating to others – as empowered by the improving skills in English.

Alongside the improved language skills, show growing awareness of own learning styles, personal preferences and needs, and barriers to learning.

### Awarding of credits

The module is governed by the English Language Policy approved by Academic Board and follows its own mark scheme and pass marks, in line with the University's regulations for GELTs. Students must achieve a minimum score in each of the 4 skills and a minimum overall score.

### Indicative Assessment:

**Formative assessment** will take place in all four skills, normally and earliest

- 1) at the beginning of the course for diagnostic purposes and
- 2) after 4 weeks with the aim of achieving close to IELTS level 5.0 overall, no more than 2.0 short of 6.5 in any skill and
- 3) after 10 weeks with the aim of achieving close to IELTS level 5.5 overall, no more than 1.5 short of 6.5 in any skill
- 4) after 18 weeks with the aim of achieving close to IELTS level 6.0 overall, no more than 1.0 short of 6.5 in any skill
- 5) after 28 weeks with the aim of achieving close to IELTS level 6.5 overall, no more than 0.5 short of 6.5 in any skill

### Summative assessment after 30 weeks, normally and earliest:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Required pass mark	Word count (or equivalent if appropriate)
1	reading	Examination	25%		6	
2	writing	Examination	25%		6	
3	speaking	Examination	25%		6	
4	listening	Examination	25%		6	
5	Overall GELT score	Summative score	100%	3.5 hrs	6.5	

All four skills will be tested using online Password system, and all 4 skills and the overall GELT score are to be recorded in SITS.

### **Learning and Teaching Strategies:**

Progression on the course is guaranteed and streamlined by using well-established course books relevant to the area and level as a leading thread but supplemented by plentiful other spoken and written material, usually available on Moodle. The module is delivered mainly through tutor-led weekly formal classes. Language learning resources including audio and visual materials and other appropriate materials will be available for both scheduled and independent study. All material used will be within the aims of the module and the Can-Do statements from B1 CEFR/IELTS 4.5 to B2+ CEFR/IELTS 6.5.

Classes will be timetabled so as to ensure opportunities for the intensive study and practice of language skills, usually 23 hrs/week over 30 weeks. Sufficient emphasis will be placed on paired and small-group work in order to develop communicative skills. Students will complete regular oral and written exercises and progress tests to consolidate learning. Particularly towards the end of the intensive course, students will work through sample and past exam papers in order to be appropriately prepared for their final assessment. Portfolios are kept during the course by students to record their learning activities with reflection on scheduled tasks and targets. Where possible, students should be living in a multilingual environment during their language learning programme in order to use English as their common language of communication 24/7.

### **Syllabus outline:**

1. widening the selection of lexical, syntactical, morphological, semantical and phonetic aspects of English as appropriate to the level stages of the module - leading from a quick introduction/revision of lower intermediate level notions finally to e.g. using prepositions correctly to using non-frequent prepositional phrases and question tags correctly, increasing awareness of *form vs. function*, word order in sentences of growing complexity, participating in more demanding social and academic communication.
2. Understanding native speakers in situations similar to those listed above, as appropriate to the level stages of the module.
3. Spoken and written communication in English, with particular attention to written language in academic situations and as appropriate to the level stages of the module.
4. Enhanced sensitivity to cultural issues in today's multicultural society and the academic environment, as appropriate to the level stages of the module.
5. Listening, as appropriate for the level stages of the module, initially for specific information given by native speakers with a reasonably clear accent, addressing the listener directly and speaking fairly slowly; progressing rather quickly and subsequently listening for understanding in lectures, films etc. whilst inferring the meaning of words/phrases from the context; leading to listening for understanding in common and complex social and academic situations without referring to source language
6. Developing writing skills, as appropriate to the level stages of the module; initially short pieces of connected, structured text, consisting of simple sentences relevant to familiar social and academic contexts; rather quickly moving on to extended pieces of connected, structured text, consisting of simple sentences relevant to more complex situations; towards the end of the module extended writing with attention also to editing and punctuation.
7. At the beginning of the module, understand principal information from short authentic texts (e.g. tourist leaflets, instructions) initially, leading rapidly to extended authentic texts (e.g. short newspaper articles) and further to a range of relevant, longer factual and non-factual texts, also with complex syntax and less familiar

vocabulary; towards the end of the module and with increasing skills levels, understand and produce a wide range of relevant, coherent and cohesive spoken and written texts of considerable length and with syntax of growing complexity and a wider range of vocabulary and registers.

## **Bibliography:**

### **Essential reading**

#### Essential resources:

REDSTON, C./CUNNINGHAM, G. (2012) *face2face Pre-Intermediate Student's Book* with CD ROM/Audio CD. 2<sup>nd</sup> ed. CUP

TIMS, N./REDSTON, C./CUNNINGHAM, G. (2012) *face2face Pre-Intermediate Workbook with Key*. 2<sup>nd</sup> ed. CUP

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

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

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

TIMS, N./BELL, J./REDSTON, C./CUNNINGHAM, G. (2013) *face2face Upper Intermediate Workbook with Key*. 2<sup>nd</sup> ed. CUP

CUNNINGHAM, G./BELL, J./CLEMENTSON, T./TIMS, N. (2013) *face2face Advanced Student's Book*. 2<sup>nd</sup> ed. CUP

TIMS, N./CUNNINGHAM, G./BELL, J./REDSTON, C. (2013) *face2face Advanced Workbook with Key*. 2<sup>nd</sup> ed. CUP

#### Other indicative resources:

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

HEWINGS, M. (2013) *Advanced Grammar in Use*. 3<sup>rd</sup> ed. CUP

SEELY, J. (2013) *Oxford A-Z of Grammar and Punctuation*. Revised ed. OUP

Access to a good dictionary, online or paper

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

Appropriate additional materials are 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.