

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	LAN392
Module Title	English for Academic Support
Level	3
Credit value	0
Faculty	International and Partnerships – Language Centre
HECoS Code	100318
Cost Code	GASL
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
WUCCE International Foundation Year (Business)	Core
WUCCE International Foundation Year (Computing)	Core
WUCCE International Foundation Year (Engineering)	Core

Breakdown of module hours

Learning and teaching hours	50 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	50 hrs
Placement hours	0 hrs
Guided independent study hours	0 hrs
Module duration (Total hours)	50 hrs

Module aims

This non-credit bearing module is designed to supplement the credit-bearing **LAN392 English for Academic Purposes** module. It is for IFY students who have achieved the requisite average IELTS 5.5 score (or equivalent) for entry to the IFY Programme with no individual skill below 5.0 and a maximum of two skills at 5.0. It will provide additional



teaching and learning support for students to achieve the required English Language entry level by the end of the programme. Scheduled classroom activities will reinforce content taught on the core module to cover the extra skills improvement required.

Module Learning Outcomes

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

1	If target skill is reading: demonstrate a 0.5 IELTS-band improvement from 5.0 to 5.5 (or equivalent) by showing greater accuracy in understand the structure, tone, and implicit meaning of longer academic and general texts, employing improved skimming and scanning strategies.
2	If target skill is writing: demonstrate a 0.5 IELTS-band improvement from 5.0 to 5.5 (or equivalent) by producing well-structured essays with a clear introduction, body, and conclusion, using more varied sentence structures and a wider range of academic vocabulary while reducing grammatical errors.
3	If target skill is listening: demonstrate a 0.5 IELTS-band improvement from 5.0 to 5.5 (or equivalent) by showing a greater ability to follow longer and more complex spoken texts, identifying key arguments, opinions, and implied meanings with greater accuracy.
4	If target skill is speaking: demonstrate a 0.5 IELTS-band improvement from 5.0 to 5.5 (or equivalent) by expressing opinions and ideas more fluently on a variety of topics, using more precise vocabulary, better organisation of ideas, and fewer pauses or hesitations.

Assessment

Indicative Assessment Tasks:

Assessment is by means of a systematic collection of student work and related material that depicts the student's activities, accomplishments, and achievements covering the learning outcomes.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3 and 4	Portfolio	NA	100	NA

Derogations

No Derogations

Learning and Teaching Strategies

The module integrates course book content with a broad range of supplementary written and spoken materials accessible via VLE. As this module focuses on improving a maximum of two individual skills from IELTS 5.0 to 5.5 (or equivalent), the teaching and learning sessions will be tailored to the delivery of these target skills. Sessions will draw on a variety of language learning resources to encourage independent study to reinforce classroom

learning. Progress tests will be scheduled regularly so that students can track their own learning journey and take on board suggestions on how to make their learning more effective.

Welsh Elements

Various elements of Welsh culture will be incorporated into classroom discussions on aspects of life and culture in the UK.

Indicative Syllabus Outline

This support module will be based on the core module syllabus as indicated below but will provide extended practice on elements pertaining to the target skill(s) needing improvement.

Listening Skills

Listening strategies: predicting, paraphrasing, identifying keywords
Listening for main ideas and supporting points
Recognizing lecture cues and transitions
Effective note-taking systems
Listening to a variety of academic subjects

Reading Skills

Skimming, scanning, reading for detail
Understanding paraphrasing and inference
Understanding text structure and organization
Identifying argument, evidence, and stance
Skimming and scanning in academic journals
Reading strategies for dense texts

Writing Skills

Understanding essays, reports and other types of written assignments
Essay structure: introduction, body, conclusion
Describing graphs, charts, tables, and processes
Paraphrasing and summary writing
Common linking devices and signposting
Plagiarism and referencing

Speaking Skills

Fluency, diction, and vocabulary practice
Developing ideas and engaging in discussion
Seminar participation skills
Presentation skills
Peer feedback and speaking confidence

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Brook-Hart, G. and Jakeman, V. (2012) *Cambridge English Complete IELTS Bands 5-6.5 Student's Book*. Cambridge: CUP.

Cullen, P. (2012) *Cambridge English Vocabulary for IELTS advanced with answers*. Cambridge: CUP.

Hopkins, D. and Cullen, P. (2007) *Cambridge Grammar for IELTS with answers*. Cambridge: CUP.

Other indicative reading:

Administrative Information

For office use only	
Initial approval date	16/07/25
With effect from date	01/09/25
Date and details of revision	
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