

Module Code:	LAN425
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Module Title:	English for International Foundation Year 1
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Level:	4	Credit Value:	60
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Cost Centre(s):	GASL	JACS3 code:	Q330
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School:	Creative Arts	Module Leader:	Dr. Leila Luukko-Vinchenzo
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Scheduled learning and teaching hours	414 hrs
Guided independent study	186 hrs
Placement	0 hrs
Module duration (total hours)	600 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
International Foundation Year	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
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.

Office use only

Initial approval: 11/06/2018

Version no:1

With effect from: 01/09/2019

Date and details of revision: Revalidated December 2018

Version no:2

Module Aims

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 level 6. 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 and reached IELTS 6 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 users of English, students will use, understand and have generally effective command of fairly complex language, despite some inaccuracies. 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 undergraduate studies.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Understand and process main ideas in extended speech and lectures, follow complex lines of argument in a fairly wide range of topics but of familiar nature and avoiding dialectal variations – allow for some misunderstandings	KS1	
		KS4	
2	Understand main ideas of authentic, complex texts on both concrete and abstract topics, and in a variety of registers; from descriptive and factual to discursive and analytical texts, containing also non-verbal materials such as diagrams, graphs or illustrations – with some errors but not impeding communication	KS1	
		KS4	
3	Speak at length, using a wide ranging vocabulary, a range of discourse markers and paraphrasing successfully overall; using a mix of simple and complex structures and pronunciation features – with few comprehension problems but with limited flexibility	KS1	
		KS3	
		KS4	
4	Present relevant main ideas in writing coherently, using appropriate devices and organisation; using an adequate range of vocabulary and sentence forms – with some errors but not impeding communication	KS1	
		KS2	
		KS4	

Transferable skills and other attributes

Use ICT more independently and to a greater degree to enhance (linguistic) knowledge and information seeking in intercultural and academic contexts.

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

Gain and enhance adaptability, independence and confidence, working with and relating to others as empowered by the improving skills in English.

Analyse language learning progression; identify barriers to learning quickly and develop strategies to overcome them.

Derogations

A student who is eligible for a further attempt at this module must attempt the failed module at the first available opportunity. The opportunity shall count towards the total number of attempts permitted, whether or not the student undertakes the assessment.

For students studying this module, the first available opportunity may be a minimum of 6 weeks from the date of the first attempt.

Assessment:

Indicative Assessment Tasks:

Formative assessment will take place in all four skills at the beginning of the course for diagnostic purposes and also periodically throughout delivery of the programme to ensure students are making adequate progress to achieve the final level of GELT i.e. level 6.0 overall with a minimum of 5.5 in all individual skills.

Summative assessment at the end of the International Foundation programme below:

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

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%		5.5	N/A
2	writing	Examination	25%		5.5	N/A
3	speaking	Examination	25%		5.5	N/A
4	listening	Examination	25%		5.5	N/A
5	Overall GELT score	Summative score	100%	3.5 hrs	6	

Learning and Teaching Strategies:

Language skills development on the course is supported and enabled by using well-established course books relevant to the area and levels 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 6.0.

Classes will be timetabled so as to ensure opportunities for the intensive study and practice of language skills, usually divided over 2 semesters – starting with 25 hrs/week and reducing the number of weekly hours gradually to 5 hrs/week. 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. Selected lexical, syntactical, morphological 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, 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 academic/educational interests
2. Understanding sympathetic 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 academic situations and as appropriate to the level stages of the module.
4. Enhancement of cultural awareness within the language learning programme, 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 information within an extended piece of authentic recorded material, leading to listening for understanding in lectures, films, broadcasts, complex educational situations etc, and being able to infer the meaning of an unfamiliar word or phrase from its context
6. Writing, as appropriate for 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 few errors, using formal and informal registers in more coherent texts where appropriate. Formal writing should demonstrate an awareness of typical structures of argument in English.
7. 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 towards the end of the module; some of the more difficult texts may contain complex syntax and less familiar vocabulary. The student should gradually learn to infer meaning in listening and reading contexts.

Indicative Bibliography:**Essential reading**

REDSTON, C./CUNNINGHAM, G. (2012) *face2face Pre-Intermediate Student's Book* with CD ROM/Audio CD. 2nd ed. CUP
TIMS, N./REDSTON, C./CUNNINGHAM, G. (2012) *face2face Pre-Intermediate Workbook with Key*. 2nd ed. CUP
REDSTON, C./CUNNINGHAM, G. (2013) *face2face Intermediate Student's Book* with CD ROM/Audio CD. 2nd ed. CUP
TIMS, N./REDSTON, C./CUNNINGHAM, G. (2013) *face2face Intermediate Workbook with Key*. 2nd ed. CUP
REDSTON, C./CUNNINGHAM, G. (2013) *face2face Upper Intermediate Student's Book* with CD ROM/Audio CD. 2nd ed. CUP
TIMS, N./BELL, J./REDSTON, C./CUNNINGHAM, G. (2013) *face2face Upper Intermediate Workbook with Key*. 2nd ed. CUP

Other indicative reading

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