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Refer to guidance notes for completion of each section of the specification.

<b>Module Code:</b>	LAN426
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<b>Module Title:</b>	English for Professional Purposes – Proficiency Level
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<b>Level:</b>	4	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASL	<b>JACS3 code:</b>	Q330
		<b>HECoS code:</b>	

<b>Faculty</b>	Language Centre / Partnerships	<b>Module Leader:</b>	Tom Rozario
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Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>36 hrs</b>
Placement / work based learning	
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
Institution wide and community based	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
Minimum C1 knowledge of English Language as determined through official proof of English proficiency or in-house level testing.

<b>Office use only</b>		
Initial approval:	31/01/2020	Version no:1
With effect from:	31/01/2020	
Date and details of revision:		Version no:

## Module Aims

*The aim of this module is to bring participants' CEFR C1 competence in the English language to a level where they are effectively communicating using C2 knowledge, strategies and nuances in meaning typical of native-speaker speech. On completion of the module, participants should be able to understand with ease practically everything they hear or read. They should also be able to summarise information and arguments from different spoken and written sources in the context of work and study, and present them coherently and concisely. In addition, they should be able to speak spontaneously and express themselves fluently and precisely, differentiating finer shades of meaning even in more complex situations. All of the above aims are consistent with CEFR C2 Can-do statements.*

## Module Learning Outcomes - at the end of this module, students will be able to

1	Recognise and use C2 grammar and structures in spoken interaction in a range of professional contexts.
2	Identify and apply C2 grammar and structures to written communication and reading comprehension in a range of professional contexts.
3	Recall and deploy C2 vocabulary in spoken and written interaction in a range of professional contexts.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<i>Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.</i>	
<b>CORE ATTRIBUTES</b>	
Engaged	I / A
Creative	I / A
Enterprising	I
Ethical	I
<b>KEY ATTITUDES</b>	
Commitment	I
Curiosity	I
Resilient	I
Confidence	I / A
Adaptability	I / A
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	I
Organisation	I
Leadership and team working	I
Critical thinking	I
Emotional intelligence	I
Communication	I / A

## Derogations

N/A

## Assessment:

Indicative Assessment Tasks:

*Guidance: please ensure you add indicative word count and durations within the narrative body of this section*

Two in-class tests (not exceeding a combined total of 3hrs) incorporating the five skills below.

Test 1:

- Integrated Reading, Writing, Speaking, Listening, Vocab Skills: Debate – read up on assigned topic and debate an issue with partner (25%)

Test 2:

- Speaking skills: 10-min free discussion (15%)
- Writing skills: write a 300-word text, e.g. an article, report, review or proposal (20%)
- Reading skills: read an authentic text and answer comprehension questions (20%)
- Listening skills: listen to audio material and answer comprehension questions (20%)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3 (all in part)	In-class test	25%
2	1,2,3	In-class test	75%

## Learning and Teaching Strategies:

The module will be delivered through lectures and conversation classes. The lectures will follow a recommended coursebook and supplemented with authentic real-world samples of English usage.

### Speaking & Listening skills

Student-led presentations will reinforce each theme and help participants use vocabulary and structures learnt. These will be further consolidated in the conversation classes led by the lecturer who will be assisted by PGCE trainees doing their TEFL placement with the Language Centre. Pair and small-group work will be emphasised in order to foster teamwork and develop interpersonal skills.

### Writing & Reading skills

Writing tasks will be set regularly to ensure participants are familiar with the different genres of writing expected at C2 level. Appropriate feedback will be given using error code annotations to foster self-correction. Apart from reading materials presented in class, students will be encouraged to read one or two books in their own time and build a vocabulary database so as to structure the learning output from this independent learning activity.

**Vocabulary skills**

Participants will be introduced to techniques to expand their mental lexicon in terms of learning, retaining, recalling and using vocabulary effectively. This will be reinforced through graded vocabulary exercises which will be administered sequentially through Moodle, accompanied by follow-up self-check tasks for students to monitor their own progress during the course. Useful mobile apps and websites will be highlighted to support technology-enhanced independent learning.

**Syllabus outline:**

Topics cover the following:

1. Society and human behaviour
2. The World of Work
3. Culture and the Arts
4. The environment
5. Language
6. Science and Technology
7. Leisure Time

**Indicative Bibliography:****Essential reading**

Capel, A. and Sharp, W. (2013) *Cambridge English Objective Proficiency: Student's Book with answers*. 2<sup>nd</sup> ed. Cambridge: CUP.

**Other indicative reading**

Dummett, P., Stephenson, H. and Lansford, L. (2016) *Keynote Proficient: Student's Book*. Andover: National Geographic Learning and ELT.

Foley, M. and Hall, D. (2012) *MyGrammarLab Advanced C1/C2*. Harlow: Pearson Education Ltd.

Mann, M. and Taylore-Knowles, S. (2008) *Destination C1&C2: Grammar & Vocabulary*. London: Macmillan Education.

Sunderland, P. and Whettam, E. (2013) *Cambridge English Objective Proficiency: Workbook with answers*. 2<sup>nd</sup> ed. Cambridge: CUP.

Vince, M. (2014) *Language Practice for Advanced: English Grammar and Vocabulary*. 4th ed. London: Macmillan Education.