

Module Code:	LAN476
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Module Title:	English for Specific Academic Purposes
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAME	<u>JACS3</u> code:	Q190
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School:	Applied Science, Computing & Engineering	Module Leader:	Tom Rozario
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
Option: EU and International students already enrolled on UG/PG programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 01/11/2015

Version no:

With effect from: 01/11/2015

Date and details of revision: August 2018

Version no:2

(Change to assessment from four assessment tasks to one)

Module Aims

This module is designed to help non-native speakers of English enrolled on UG/PG courses develop their requisite entry-level language and academic study skills to a level that will enable them to engage in their main course of study at Wrexham Glyndŵr University with greater confidence and with a better understanding of the academic culture in Higher Education in the UK. It aims to do this through teaching and learning in three main areas:

1. General English (with respect to the four skills: reading, writing, speaking and listening)
2. English for Academic Purposes (with respect to various academic skills)
3. English for Specific Purposes (with respect to subject-specific language skills)

On completion of the module, students will have improved their general English language proficiency by an equivalent of half an IELTS band (approx. 0.5).

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	Demonstrate greater confidence in using the syntax, morphology, phonology and lexicon of the English language to effectively convey meaning through productive skills (writing and speaking) and to effectively understand meaning through receptive skills (reading and writing).	KS1	KS9
		KS2	
		KS3	
2	Channel this increased fluency into meeting the demands of successful participation and completion of UG/PG studies in the UK by using it to hone research skills, critical thinking skills, academic writing skills, referencing skills, time-management skills and communication skills.	KS1	KS6
		KS4	
		KS5	
3	Deploy a broader range of subject-specific vocabulary and grammatical structures and make more informed choices of lexicon/register in tackling assignments specific to the students' field of study.	KS1	KS9
		KS3	
		KS6	

Transferable skills and other attributes

Students will develop skills in the following:

- Communicating in English, applied and extended to communication in both academic and professional contexts
- Listening and reading for general and specific purposes
- Speaking and writing using the appropriate style/genre/register
- Independent learning skills and teamwork skills
- Understanding and appreciating intercultural communication
- Time-management skills
- Critical thinking skills in subject-specific academic contexts
- Research skills involving information gathering and evaluation
- Reflection on learning and development

Derogations

None

Assessment:

Indicative Assessment Tasks:

Assessment will be carried out by means of a systematic collection of student work and related material that depicts the students' activities, accomplishments and achievements covering LOs 1-3. This would include in-class student writing exercises as well as grammar and vocabulary exercises.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Portfolio	100%	N/A	N/A

Learning and Teaching Strategies:

The module will be delivered through lectures and tutorials in the Language Laboratory. The tutorials will serve to reinforce lecture content through practical writing, reading, listening and speaking activities administered via Moodle as well as language laboratory software. Tutorials will also afford students the opportunity to discuss language-related issues that are specific to their disciplines. Pair and small-group work will be emphasised in order to foster teamwork and develop interpersonal skills. A range of Moodle quizzes will be accessible off-campus to support independent study. Students will have access to lecture and tutorial notes via Moodle, as well as access to recommended readings and links to recommended websites. Regular tasks administered via Moodle will further consolidate lecture content.

Syllabus outline:

- **Writing skills:** sentence construction, paragraph construction, paraphrasing, summarising, hedging, cohesion, coherence, linking words
- **Reading skills:** skimming, scanning, identifying patterns of organisation
- **Listening skills:** listening for gist/specific details, note-taking,
- **Speaking skills:** presentation skills, pronunciation
- **Vocabulary skills:** Academic Word List, subject-specific vocabulary, word building, collocations
- **Grammar:** word order, tense, noun phrases, adjectival/adverbial/preposition phrases, passive, participial clauses, relative clauses, etc.
- **Academic Skills:** searching for information, critical evaluation, referencing, proofreading, editing; constructing a thesis statement, an abstract, a literature review, a critique, a report, an essay; integrating reading into writing

Indicative Bibliography:

Essential reading

McCarthy, M. and O'Dell, F. (2008) *Academic Vocabulary in Use*. Cambridge :Cambridge University Press.

Other indicative reading

Bailey, S. (2015) *Academic Writing: A Handbook for International Students*. 4th ed., Abingdon: Routledge.

Barr Ebest, S., Alred, G., Brusaw, C.T. and Oliu, W.E. (2004) *Writing from A to Z*, 5th ed., Columbus: McGraw-Hill Higher Education.

Lynch, T. (2004) *Study Listening*, 2nd ed., Cambridge: CUP.

Moore, J. (2017) *Oxford Academic Vocabulary Practice: Upper-Intermediate*, Oxford: OUP.

Oshima, A. and Hogue, A. (2006) *Writing Academic English*, 4th ed., White Plains: Pearson Education.

The Oxford Learner's Dictionary of Academic English (2014) Oxford: OUP.

Powell, M. (2011) *Presenting in English: How to Give Successful Presentations*. Andover: Heinle.

Wallwork, A. (2013a) *English for Academic Research: Grammar Exercises*, New York: Springer.

Wallwork, A. (2013b) *English for Academic Research: Grammar, Usage and Style*, New York: Springer.

Wallwork, A. (2013c) *English for Academic Research: Vocabulary Exercises*, New York: Springer.

Wallwork, A. (2013d) *English for Academic Research: Writing Exercises*, New York: Springer.