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|----------------------|---|---------------|---|----------------------|----|
| <b>Module Title:</b> | <b>Pre-Sessional English preparation for achievement of GELT 6.0 from IELTS 5.0</b> | <b>Level:</b> | 4 | <b>Credit Value:</b> | 40 |
|----------------------|---|---------------|---|----------------------|----|

|                     |        |                              |     |                                       |     |
|---------------------|--------|------------------------------|-----|---------------------------------------|-----|
| <b>Module code:</b> | PRE403 | <b>Is this a new module?</b> | Yes | <b>Code of module being replaced:</b> | n/a |
|---------------------|--------|------------------------------|-----|---------------------------------------|-----|

|                        |      |                        |  |
|------------------------|------|------------------------|--|
| <b>Cost Centre(s):</b> | GASL | <u>JACS3</u> code:Q300 |  |
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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 | 230 hrs        |
| Guided independent study              | 170 hrs        |
| Placement                             | 0 hrs          |
| <b>Module duration (total hours)</b>  | <b>400 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 5, and a minimum score in all four skills of no less than 4.5. |

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 but are a maximum of 1.0 overall short of IELTS 6, and no more than 1.5 band short of IELTS 6 in any of the four skills. The aim of this module is to enable students to enhance 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

1. Communicate at IELTS level 6 in English, both orally and in writing; enhance communication skills in both academic and social context
2. Contribute actively to group activities at IELTS level 6; improve organisational skills further; agree ground rules and goals; plan actions and arrange tasks more independently
3. Enhance creative thinking approaches to new situations using English at IELTS level 6; discuss any new contexts and words which might influence potential opportunities, problems and creativity at IELTS level 6
4. Listen and read for, interpret, process and summarise information in English at IELTS level 6

| 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   | 1.         |  |
|   |  | 4.         |  |
|   |  |            |  |
| 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 | 1.         |  |
|   |  | 4.         |  |
|   |  |            |  |
| 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   | 1.         |  |
|   |  | 3.         |  |
|   |  | 4.         |  |
| 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  | 1.         |  |
|   |  | 2.         |  |
|   |  | 4.         |  |

### 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.

### 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 5.5 overall, no more than 1.0 short of 6.0 in any skill and
- 3) after 9 weeks with the aim of achieving close to IELTS level 6.0 overall, no more than 0.5 short of 6.0 in any skill

### Summative assessment after 10 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%           |                    | 5.5                |   |
| 2                 | writing                     | Examination        | 25%           |                    | 5.5                |   |
| 3                 | speaking                    | Examination        | 25%           |                    | 5.5                |   |
| 4                 | listening                   | Examination        | 25%           |                    | 5.5                |   |
| 5                 | Overall GELT score          | Summative score    | 100%          | 3.5 hrs            | 6                  |   |

All four elements will be tested using online Password system, and all 4 elements 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 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 for B1 CEFR/IELTS 5 and B2 CEFR/IELTS 6.0.

Classes will be timetabled so as to ensure opportunities for the intensive study and practice of language skills, usually 23 hrs/week over 10 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. Selected lexical, syntactical, morphological and phonetic aspects of English as appropriate to the level stages of the module – leading 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 within an extended piece of authentic recorded material and 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 extended pieces of connected, structured text, consisting of simple sentences relevant to the situations listed above. 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 extended authentic texts (e.g. short newspaper articles) initially, leading 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.

## **Bibliography:**

### **Essential reading**

#### Essential resources:

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

#### Other indicative resources:

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