

Overall Course Description		
<b>Brief Profile of the Education Provider</b>	<p>Educational Services and Testing was set up to assist ESOL training centres.</p> <p><b>Mission Statement:</b> "To provide educational services and tests which have a positive influence on Teaching and Learning".</p> <p>ESaT is responsible for two key areas:</p> <p>1) The <b>Testing</b> division of the organisation specialises in testing English as a Second or Other Language, as well as the auditing and accreditation of test centres, training of testing staff.</p> <p>ESaT offers two up-to-date suites of examinations targeting two specific clients: the TELSa for Adults and the jTELS for Juniors.</p> <p>2) The <b>Educational</b> division is mainly responsible for the development of Communicative English language courses and the related coordination and monitoring.</p> <p>ESaT staff are experienced ELT professionals, most with a strong background in teaching, training and item writing.</p> <p>At ESaT we feel very strongly about the direct relationship between the learning process and assessment and believe that testing should positively influence the teacher and the learners. With this in mind, both language courses and tests focus on learners' communicative competence.</p> <p>To further assist teachers in focusing on the candidate's needs rather than on test preparation, tailor-made manuals have been created for the teacher and the candidate. ESaT seminars and workshops will soon be offered regularly for centre teachers, at all levels, who wish to benefit from training or refresher courses relating to teaching skills and techniques, as well as examination preparation techniques.</p>	
<b>Type of Course</b>	Qualification <input type="checkbox"/>	Award <input checked="" type="checkbox"/>
<b>Mode of Delivery</b> Kindly tick box, as applicable.	Traditional/Face-to-Face Learning <input checked="" type="checkbox"/>	Online/Blended Learning <input type="checkbox"/>
<b>MQF Level</b>	Level 1	
<b>Hours of Total Learning</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours <sup>1</sup> <input type="text" value="80"/> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)	Supervised Placement and Practice Hours <input type="text" value="n/a"/> (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.)
	Self-Study Hours <input type="text" value="163"/> (Estimated workload of research and study.)	Assessment Hours <input type="text" value="7"/> (Examinations/ presentations/ group work/ projects etc.)

<sup>1</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

<b>Total Learning Hours</b>	_____ 250 _____ Hours	
<b>Percentage of Total Contact Hours delivered online</b> (where applicable) In the case of online/blended learning, kindly indicate the percentage of contact hours delivered online and those delivered face-to-face, e.g. 50% contact hours delivered face-to-face 50% online	Contact Hours Delivered Online <input data-bbox="842 327 938 421" type="text" value="n/a"/>	Contact Hours Delivered Face-to-Face <input data-bbox="1342 327 1437 421" type="text" value="80"/>
<b>Total number of ECTS/ ECVET for Course Completion</b> Figures with a decimal point will NOT be accepted. ECTS must be rounded integers.	_____ 10 _____ ECTS / ECVET	
<b>Course Type and Duration</b> Indicate the duration in weeks, months or years.	Full-Time <input data-bbox="703 645 762 707" type="checkbox"/>	Part-Time <input checked="" data-bbox="1187 645 1246 707" type="checkbox"/>
	(Double click on the box and mark checked under Default Value.)	
	_____ 30 _____ Weeks/Months/Years	
<b>Course Rationale</b> Explain your reasoning behind offering this course / what is the marked need for this course/how this course fulfils these needs	<ul style="list-style-type: none"> <li>• The course is designed for Middle and Secondary level students and adult individuals who, for educational purposes, or for reasons relating to work or other personal issues, wish or need to gain a certificate which represents their actual level of English. The course certificate provides proof of the holder's ability to take part in simple, routine conversation on predictable topics. Essentially, they should be able to communicate in a simple and direct exchange of information on familiar and basic routine matters (i.e. matters of immediate relevance), like personal information, their family, their everyday needs, provided the other speaker is clear and articulate and is prepared to help.</li> <li>• Total Qualification Time is approx. 250 hours, split up as follows:                          80 'guided learning' hours (i.e. contact hours)                          163 hours – active self-study                          7 hours – Assessment + feedback</li> <li>• The design of the course is based on a 'continuous-improvement' process, with interconnected components in each of its six modules.</li> <li>• The design process of the course initially identified the desired, <b>measurable learning outcomes</b> which support the course objectives, which, in turn, led to the 'deliberate' design of learning experiences in the syllabus (i.e. Recommended communicative tasks and targeted skills/interaction, these being the two key notions underlying course content, thereby ensuring purposeful use of language as an aspect of classroom language use). This provides useful guidance on the linguistic features which students on the course are, realistically, required to master by the end of this level and facilitates 'measurement' of the learning outcomes, which can be instrumental in the revision and (possible) 'renegotiation' of course content in the interest of achieving optimal experiences.</li> <li>• <b>Course Syllabus:</b> Consequently, the course programme (See details in Section D) mirrors the earmarked learner outcomes at this level. The syllabus lists a variety of communicative tasks which are meant to help learners feel a degree of accomplishment in, actually, using the language – albeit the targeted low level - rather than simply studying the structure of the language in a sterile fashion. The syllabus is not meant to be prescriptive – indeed <b>the modular structure allows the teacher full freedom to select areas of language which he/she feels require attention, or merit further development. The teacher is encouraged to use the syllabus as a guide to help him/her tailor course content to the general needs of his/her class, as indicated through regular Needs Analysis sessions. Notwithstanding, given the low level targeted in this syllabus, it is recommended that teachers follow the order of modules, as presented, as this should facilitate scaffolding, thereby ensuring that learners progress steadily towards a stronger understanding of language structures and more refined skill acquisition, as well as higher level of learner autonomy.</b></li> </ul> <p><b>Syllabus structure:</b> A series of six 'independent' units – see Section D of this form – each with a focus on communicative tasks, which, at times, overlap with previous units, so as to aid retention and promote more refined skills and strategies. Each module provides a bank of ideas, thereby ...</p> <p>- helping the teacher plan a weekly/monthly scheme of work around it,</p>	

	<ul style="list-style-type: none"> <li>- providing guidelines on how to prepare lessons which can guarantee definite improvement in the learners' communicative competence.</li> <li>- facilitating the selection of specific tasks to be covered in class to aid revision and/or extension of learners' overall competencies and language knowledge, <i>and</i></li> <li>- earmarking tasks which can easily be used for self-study purposes, active self-study being an all-important component of the course structure.</li> </ul> <p>Note: The key difference between the jTELS A1 Examination and the TELSa A1 Examination lies in the choice of themes and topics targeted in the content of the individual test papers.</p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> The earmarked mode of assessment, the jTELS and TELSa A1 Examinations – used for diagnostic purposes at Progress Testing stage and as proficiency tests for Final Assessment (See 'General Assessment Procedures' section) is designed to assess the candidates' level of competence relating to language systems and language skills, in line with performance-related scales based on the ALTE 'Can Do' statements (<a href="https://www.alte.org/">https://www.alte.org/</a>) relative to A1 of the Cefr (<a href="https://www.coe.int/en/web/common-european-framework-reference-languages">https://www.coe.int/en/web/common-european-framework-reference-languages</a>) [See jTELS/TELSA A1 Exam Syllabus and Assessment Guidelines attached]             <ul style="list-style-type: none"> <li>• The jTELS/TELSa A1 Examination is based on the same broad aims and objectives as the course and is in line with other language tests currently on the market. The test is also aimed at having a positive 'washback' on the course of study by setting standards and providing a concrete qualification for higher education purposes or career advancement. Dedicated handbooks for the teacher and the examination candidate provide clear guidelines on (for the teacher) the rationale behind each and every task in the examination papers, and (for the candidates) on how best to prepare for the examination/s.</li> </ul> </li> </ul>
<p><b>Target Group</b> Indicate the type of learners that you anticipate joining this course.</p>	<ul style="list-style-type: none"> <li>• Middle School and Secondary School students who wish to obtain formal certification that confirm that they have sufficient English language ability to follow an English Language course at MQF Level 2.</li> <li>• Adults who wish or need to obtain a certificate which indicates that their proficiency in the English language is such that they can communicate in a simple and direct exchange of information on familiar and basic routine matters (i.e. matters of immediate relevance), like personal information, their family, their everyday needs, provided the other speaker is clear and articulate and is prepared to help.</li> </ul>
<p><b>Relationship to Occupation/s</b></p>	<p>See 'Target Group' section</p>
<p><b>Entry Requirements</b></p>	<p>Learners joining the course will need to sit a (standardised) Placement Test which will determine their actual current level of performance.</p> <p>As a minimum, a learner joining this course should have a basic ability to communicate and exchange information in a very simple way. He/She should be able to ...</p> <ul style="list-style-type: none"> <li>- exchange basic greetings and take part in a very basic conversation on a predictable topic, using a narrow range of words and simple phrases in relation to personal details and situations</li> <li>- understand and use basic vocabulary associated with personal information, possessions, immediate surroundings, parts of the body, animals and wildlife, numbers (up to 50) and colours, clothing, rooms in the house and household objects, family &amp; friends, days of the week, months and date</li> <li>- demonstrate correct pronunciation of individual sounds in order to form intelligible words,</li> <li>- identify and use generally accurate singular and regular plural forms of the more common words, as well as related simple adjectives, articles, pronouns and possessive adjectives, where appropriate</li> <li>- write simple requests, and simple notes, including dates, time, and places, as well as complete basic forms</li> <li>- demonstrates understanding of simple instructions, and short, simple questions, requests and statements</li> <li>- understand basic notices and instructions, as well as information in short, simple texts</li> <li>- demonstrate an understanding of basic grammatical structures like imperatives and question forms in general, providing yes/no answers to the more complex questions</li> <li>- understand and use the positive &amp; question forms of the present simple tense of the verb 'to be', as well as 'have got' to demonstrate possession, together with relative basic contractions</li> </ul>

	<p>- demonstrate location through the use of <i>There is/are</i> as well as <i>this/that</i></p>
<p><b>Overall Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• This course focuses on building the learners' language knowledge and developing their basic competence in the four skills of Reading, Listening, Writing and Speaking, with regard to the English language, ensuring that they achieve a level of competence which allows them to carry out simple language tasks as fluently and accurately as possible, whilst working or studying under direct supervision in a structured context</li> <li>• Additionally, the course encourages methods of learning which help learners build up the knowledge, skills and attitudes needed to become more autonomous in their learning journey.</li> <li>• By the end of the course, learners will be able to ...             <ul style="list-style-type: none"> <li>- demonstrate an ability to exercise a degree of control over basic grammatical and lexical structures and a basic understanding of some more complex structures encountered during the course</li> <li>- understand very simple information presented in short texts such as notices, posters, catalogues, short articles relating to the most common everyday situations, selecting words and phrases which are relevant to overall comprehension</li> <li>- identify the appropriate basic strategies required (skimming or scanning) to read with adequate independence, simple informational texts, dialogues, messages, etc., at reasonable speed in order to understand the general idea and key information, referring to accompanying pictures (when present) which can help understanding of gist, and identifying meaning of unfamiliar words from surrounding context or information, and analysis of form</li> <li>- find their way about a text by scanning for specific information and by locating linkers and key references</li> <li>- predict the content of a short, simple text through an initial analysis of title, related visuals and opening sentence/paragraph</li> <li>- understand common words, as well as simple phrases, sentences and short recordings containing familiar vocabulary, albeit with some/occasional repetition</li> <li>- respond to simple questions about personal everyday activities, indicating lack of understanding and asking for repetition, where necessary</li> <li>- express immediate needs, using simple learned phrases or short sentences, demonstrating limited control of grammar</li> <li>- make themselves understood in short contributions, demonstrating a repertoire of basic language which enables them to deal with everyday situations relating to predictable content/outcomes, although hesitation, false starts and reformulation are very evident.</li> <li>- write simple sentences and short paragraphs/texts, albeit with limited vocabulary and limited control of (basic) grammatical structures, capitalisation and punctuation. The resulting text generally includes a number of spelling errors, and meaning is not always clear</li> <li>- attempt to evaluate his/her own written work for coherence, accuracy of structures, meaning and arrangement of words and phrases (<i>i.e.</i> Semantics and Syntax), thereby developing useful strategies to proof read their work before submitting for assessment.</li> <li>- experiment with bi-lingual dictionaries, moving on to exploration of learner dictionaries during guided learning hours and/or during self-study session, so as to (i) understand the meaning of new/ 'problem' words in a text or a recording, and proceed to (ii) 'store', (ii) activate and (iii) recycle newly-learnt vocabulary. Dictionaries facilitate learner autonomy; therefore, guided discovery during contact hours is also pivotal in facilitating 'learning-to-learn' strategies.                 <ul style="list-style-type: none"> <li>- demonstrate a basic awareness of formal/informal style and register in short reading texts</li> </ul> </li> <li>- demonstrate a basic awareness of communication aims</li> <li>- demonstrate an increasing awareness of the key skills required in different forms of communication (writing and speaking), and of social behavior when interacting with others on a 1-1 basis, and, to a lesser extent, during group/team work in class, such as simple discussions and taking part in group work relating to class projects.</li> <li>- establish an after-school learning programme, with the teacher/tutor's guidance, targeting a variety of issues covered during guided-learning/contact hours (e.g. Methods of 'storing' and activating vocabulary, such as spidergrams, word maps, collocation, and word families, etc. // Recalling, recording, recycling and/or activating earmarked basic grammatical and lexical structures// Drilling of newly learnt forms and structures // Expanding their vocabulary bank through personal learner diaries and vocabulary books // Recording phonetic symbols for individual problem sounds , etc.// Practising newly acquired reading and listening strategies// Practising new genres of output, as indicated by the teacher, etc.)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>The above-indicated course objectives are mirrored in the overall aims of the relative syllabus for the jTELS/TELSa A1 examinations which have been targeted by way of assessing learners' progress during the course, and proficiency at course termination. <b>Assessment</b> during the various stages of the course is meant to endorse candidates' competence in the four language skills, specifically targeting their ability to cope linguistically in a range of everyday situations which require basic and predictable use of language.</li> </ul> <p>See the 'Course Rationale &amp; Theoretical Model' document for underlying concepts and broad objectives</p>
<p><b>Learning Outcomes for Communication Skills for the whole course</b></p>	<p>The learner will be able to:</p> <p>... demonstrate an improved ability to function in some situations relating to immediate needs and in familiar social situations, demonstrating also his/her capacity to provide basic personal information in written and spoken form in the home, at school, at the workplace or in the community, whilst also showing an increased ability to handle routine entry-level tasks and/or jobs requiring basic written or oral English communication.</p> <p><b>See 'Learner Outcomes' document and Section D of this application for details of content relating to Modules 1-6 of the course.</b></p>
<p><b>Learning Outcomes for Learning to Learn Skills for the whole course</b></p>	<p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>pursue further studies outside the classroom, as guided by the teacher and on his/her own initiative, using memory strategies, such as 'distributed practice' where he/she is able to determine essential information, establish patterns, and practise newly-acquired skills and strategies</li> <li>meet goals established by the teacher, and upon his/her own initiative, in order to improve his/her language knowledge and to hone targeted strategies learned during guided-learning hours in order to ensure further development in his/her communicative competencies and accelerate his/her learning,</li> <li>plan and manage time, under the guidance of his/her teacher/tutor, prioritizing as necessary, in line with material covered during guided learning hours</li> <li>follow the teacher's guidance, and seek help when necessary, <i>and</i></li> <li>demonstrate some ability to evaluate his/her own development, and, with the help of his/her teacher, plan future development and establish goals through reflection and self-assessment based on the prescribed Learner Outcomes (See Learner Outcomes document), regular feedback from the teacher, and regular formal assessment (i.e. progress tests)</li> </ol>
<p><b>General Pedagogical Guidelines and Procedures for this course</b></p>	<p><i>(if available on website indicate specific URL)</i></p> <p>A <b>holistic language-learning experience</b> is advocated, whereby the focus is not only on the teaching of English in a sterile fashion, but also on the areas indicated below, as a way of developing the learners' overall language competence and establishing/activating their 'passive knowledge', as well as fostering development of their 'world knowledge': -</p> <ol style="list-style-type: none"> <li>Providing exposure to varieties of English and different accents, provided speech is clear and carefully articulated, with sufficient pauses to allow learners to acquire meaning,</li> <li>Encouraging learning outside the classroom <i>via</i> a focus on development of 'study skills' (thereby fostering learner autonomy)</li> <li>Providing exposure to technology (where available) as a way of furthering the learners' overall language competence and developing/extending their 'passive knowledge', whilst also fostering basic development of their digital literacy, in relation to the English language, so as to allow some kind of exploration of online material (<i>i.e.</i> texts or recordings), albeit limited, given the low level of the learners. Technology can be used to promote collaborative learning – albeit limited at this level - and can also assist the learners by providing further practice (under the teacher's guidance) relating to tasks and strategies covered during contact hours; at higher levels, it also enables them to communicate easily with other learners, thus enabling them to sharpen their writing skills and build their confidence.</li> </ol> <ul style="list-style-type: none"> <li>The <b>main aim</b> of the course is an overall development of the learners' language knowledge and skill competences.</li> <li>The <b>broad objectives</b> are for learners to be able to move on to a higher level of communicative competence, as indicated in the Learner Outcomes document (<i>See below</i>).</li> <li><b>Placement</b> (See <a href="http://www.esatqualifications.com">www.esatqualifications.com</a> – refer to 'Candidates' section – see 'What is my Level of English') Key Criteria: Learners are required to take a placement test prior to course commencement so as to assess language level and ability.</li> <li><b>In class:</b> <ul style="list-style-type: none"> <li>Teachers are encouraged to adopt an <b>analytical approach</b> to their students' linguistic competence, thereby 'negotiating' a learning plan with their students, notwithstanding their low level. This approach is meant to help encourage learners to take an active role in their learning journey.</li> </ul> </li> </ul>

	<p>- The recommended approach is <b>Communicative Language Teaching</b>, with a clear integration of systems and skills in lessons, thus ensuring that the main focus is on the communicative aspect of the language. Teachers have the flexibility to apply the principles of this eclectic approach to their own contexts. The mix of systems (grammar, phonology, lexis, discourse) and skills (speaking, listening, reading, writing) depends, to an extent, on the linguistic DNA of the class, and students on the course are encouraged to collaborate with their teacher in order to regularly negotiate input. Given the targeted low level of learners on this course, teachers are encouraged to take very seriously the roles of ...</p> <ul style="list-style-type: none"> <li>(i) Diagnostician (...to find out the needs and interests of their students),</li> <li>(ii) Planner (... to choose materials and/or methodology well before each lesson), and</li> <li>(iii) Manager (... to manage their students and activities during class time so as to promote learning and learner independence, which can be exploited further during after-school/self-study sessions which, at this level, would benefit from clear guidance and monitoring by the class teacher)</li> </ul> <p>- The '<b>Learner Outcomes</b>' document describes what learners on this course are able to demonstrate in terms of language knowledge, skills and strategies upon completion of the course. It is meant to be a 'check-list' to help teacher and learners acquire a macro vision of language structures, functional language, pronunciation and vocabulary which they are required to cover at the level via the indicated strategies relating to speaking, listening, reading and writing.</p> <p>- The <b>course syllabus</b>, provided as a clear reference point, or guide for the teacher, provides an overview of what students are expected to cover (subject to the above-indicated 'Needs Analysis', or 'negotiated learning plan') and recommended practice across the four skills of speaking, reading, writing and listening. The document is meant to aid the teacher by providing ideas for lesson content, thereby encouraging the use of other supplementary resources to complement the course book, such as technologies available to the teacher – the latter should only be used to enhance the teaching experience, and must never be the focal point of any lesson. Teachers are also encouraged to earmark, and exploit, other resources, including online learning resources, which are relevant to personalized learning programmes during self-study sessions, after class time.</p> <p>- <b>Interaction:</b> Classroom-based activities detailed in the syllabus are meant to engage the students in activities that entail pair work, group work, or team work, thus encouraging a sense of community. Teachers are also required to observe their students' performance during different activities in order to establish, and cater for, the different learning styles and abilities when planning their lessons.</p> <p>- A focus on '<b>learning to learn</b>' and establishing short-term and long-term goals is also encouraged, so as to enable learners to learn to reflect on, and develop, their understanding of their learning process, thereby taking responsibility for their progress.</p> <p>- <b>Learner Support</b> is provided by the class teacher on a 1-1 basis as and when requested specifically by the student, and as deemed necessary by the class teacher, based on his/her assessment of the student's performance during tasks and activities held in class, as well as the student's performance in assignments and progress tests. A record of what is discussed during the meeting is kept in the Student Evaluation Report, along with Teacher recommendations (See 'Student Evaluation Report', attached)</p>
<p><b>General description of minimum qualifications for tutors / lecturers for this course.</b></p>	<p><b>See Academic Staff Minimum Requirements Doc.</b></p>
<p><b>CVs of Tutors/Lecturers.</b></p>	<p>(For each individual lecturer, attach a CV and a copy of the main qualification/s, i.e. the qualification/s that will make the lecturer eligible to provide the programme. In the case of foreign-awarded qualifications, an MQRIC statement is to be submitted with the copy of the qualification.)</p> <p><b>Teacher CVs will be provided once operations commence</b></p>

<p><b>General assessment procedures</b></p>	<ul style="list-style-type: none"> <li>• <b>Formative assessment</b> and other informal assessment is ongoing throughout the course, as follows: <ul style="list-style-type: none"> <li>- Homework assignments</li> <li>- Progress test 1 after Module 3, or the first 40 guided learning hours of the course</li> <li>- Progress test 2 after Module 5, or the first 72 guided learning hours of the course</li> </ul> Tests used for formative assessment are Mock Tests (i.e. Tests are similar to the final test taken after Module 6, or after 80 hours of tuition/guided learning). <b>These mock tests are used for diagnostic purposes</b> in order to help provide a clear indication of learners' strengths and weakness at different stages of the course, thus helping to set and 'renegotiate' achievable goals. Scores achieved in the Progress Tests and Homework Assignments do NOT contribute toward the final grade achieved at the end of the course. </li> <li>• <b>Summative Assessment</b> is carried out after Module 6 of the course, or after 80 hours of guided learning. In order to achieve the Elementary Award in English as a Second or Other Language (ESOL), learners must successfully complete the mandatory assessment component by sitting a final examination, i.e. the jTELS/TELSa A1 Examination</li> </ul> <p><b>Tests:</b></p> <ul style="list-style-type: none"> <li>• Tests used for both formative and summative assessment (i.e. Progress Tests and Final Examination) are proficiency tests targeting learners' communicative competence and cover the desired learning outcomes (See <b>Learner Outcomes</b> document, attached), as reflected in the course syllabus (See Section D for details).</li> <li>• Tests cover all areas of language and consist of 3 papers covering Reading Comprehension, Oral Comprehension (i.e. Listening), Written Production and Oral Production (i.e. Speaking). Learners' language knowledge is assessed via the Use of English sub-section of Paper 1 of the test.</li> </ul> <p><b>Assessment:</b></p> <p>Tests are structured in such a way that all candidates can demonstrate their competence in each of the four English language skills up to the highest level at which they can operate, and also provides them with an opportunity to exhibit their ability to use the language fluently, accurately and appropriately.</p> <ul style="list-style-type: none"> <li>• Assessment of Writing and Speaking is subjective and, therefore, covered by a rubric (see attached <b>Assessment Guidelines</b>)</li> <li>• Marking of Reading, Listening and Use of English is objective and governed by a Mark Scheme (i.e. Answer Key) for each individual task.</li> <li>• The final score is made up of the sum total of marks achieved in the three papers.</li> <li>• <b>Pass mark</b> is an overall 60%. There is no minimum pass mark for each of the three papers of the test.</li> <li>• <b>Grading</b> is governed by the ESaT Marking Scheme which caters for a <b>single, cumulative score, out of 100</b>. (See attached 'jTELS/TELSa A1 examination Syllabus' pg 2 – Scheme of Assessment),</li> </ul>
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<b>Section C – Outline of Course</b>				
<b>Module/Unit Title</b>	<b>Compulsory or Elective</b>	<b>ECTS/ ECVETS</b>	<b>Mode of Teaching</b>	<b>Mode of Assessment</b>
<b>Module 1</b> Talking about General Time, State, Fact, Habits and Routine	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 40 hours of guided learning
<b>Module 2</b> <ul style="list-style-type: none"> <li>▪ Giving Orders, Directions &amp; Instructions – The Imperative form</li> <li>▪ Expressing Ability &amp; making polite Requests relating to Present time - Introducing Modality</li> </ul>	Compulsory	1 credit	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 40 hours of guided learning
<b>Module 3</b> Describing temporary actions and situations happening 'around now'	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 40 hours of guided learning
<b>Module 4</b> Future Plans, Future 'Fact', Uncertainty and Predictions about the future	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 5, or after the first 72 hours of guided learning
<b>Module 5</b> Talking about Events, Finished Actions, Habits & Routine at and around a specific time in the Past	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 5, or after the first 72 hours of guided learning
<b>Module 6</b> Expressing Ability (past & present), Permission, Prohibition and Obligation – Modality (2)	Compulsory	1 credit	Face-to-face teaching	Final Summative testing at the end of Module 6, or after the full 80 hours of guided learning
<b>Total ECTS/ECVETS Requesting Accreditation</b>		<b>_____10_____ ECTS/ECVETS</b>		



Section D – to be filled in for each module / unit listed in Section C – Outline of Course	
Sub-Section D __ Unit 1	
<b>Title of the Module / Unit:</b> <b>MODULE 1</b>	Talking about General Time, Permanent Situations, Fact, Habits and Routine
<b>Module / Unit Description</b>	Module 1 follows on from a basic introductory needs analysis and provides for an introduction to basic language strategies and competencies required by the (False) Beginner-to-Elementary learner to function successfully in familiar social situations and in order to handle routine basic level tasks requiring basic written and/or oral (English) communication in relation to general time, state, fact, habits and routine, with particular focus on the earmarked thematic areas.
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ol style="list-style-type: none"> <li>a) Identify and use some appropriate chunks of language to ask for and provide personal information in face-to-face conversation and on the phone</li> <li>b) Demonstrate some mastery of the language to introduce him/herself and other people</li> <li>c) Use the telephone to make an appointment and have a very basic conversation</li> <li>d) Demonstrate understanding of content of simple forms, and complete the said forms, providing personal information and other basic information</li> <li>e) Identify appropriate structures to write and talk about simple routine, habits, facts and permanent situations, although with some hesitation</li> <li>f) Identify different ways of indicating possession in simple language</li> <li>g) Experiment with simple, straightforward ways of asking the time, as well as talking and writing about time</li> <li>h) Determine how to read out series of numbers, such as dates, telephone numbers and numbers above 100.</li> <li>i) Identify and recall suitable basic structures to identify and provide basic descriptions of people (family / friends / others), objects and personal possessions (e.g. clothes, accessories, etc.) indicating basic similarities and differences, where necessary, and demonstrating ability to use suitable basic adjectives and related basic grades</li> <li>j) Demonstrate a basic ability to distinguish between set phrases to express likes/preferences vs expressing wishes (i.e. <i>like</i> vs <i>would like</i>)</li> <li>k) Demonstrate (in his/her speaking and writing) that s/he has extended his/her basic bank of vocabulary and related lexical structures, such as (basic) idiomatic expressions, some phrasal verbs and set phrases in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes)</li> <li>l) Interpret visuals, headlines/titles of earmarked short, simple texts in an attempt to predict supposed content</li> <li>m) Demonstrate an ability to establish the main idea and purpose of short, simple reading texts and recordings, after careful reading / listening, with possible guidance</li> <li>n) Locate key details, or specific information in short, simple texts and/or recordings, once s/he has understood content, in order to complete other related tasks, such as filling in missing details in a related form or summary of content, etc.</li> <li>o) Identify simple references in earmarked short, simple texts and proceed to identify their role in creating cohesion in a text</li> <li>p) Compose short, simple paragraphs (descriptive writing and letters/emails) relating to descriptions of people, things and places, using a basic range of descriptive language</li> <li>q) Demonstrate a basic ability to take part in simple discussions, such as discussing menus at the restaurant, discussing sports, determining the next holiday destination, etc., exhibiting basic techniques to indicate agreement/disagreement, express opinion, and to 'hand over' to other learners in the group</li> <li>r) Experiment with simple role-play simulations relating to themes/topics earmarked in this module</li> <li>s) Interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked simple recordings, such as individual sounds, contracted and weak forms, word stress in common words relating to topics earmarked in this module, sound vs spelling, and proceed to</li> </ol>

	<p>explore ways of integrating such features in his/her own speech, whilst also reflecting them, where necessary, in his/her writing.</p> <p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p> <p>a) (Extension from Beginner Level) Present Simple tense and related Adverbs and Adverbials (such as Frequency Adverbs, time adverbials) used to talk/write about fact, permanent states, routine, habits, frequency of habit, schedules - targeting statement, question and negative forms</p> <p>b) Basic formulaic language/set phrases required for greetings and salutations in informal letter/ email writing</p> <p>c) Basic set phrases relating to answering the phone/making a phone call/engaging in a telephone conversation</p> <p>d) (Extension from Beginner Level) Introduction to Question words (<i>wh_</i> words) embedded in formulaic language relating to earmarked topics [e.g. <i>What time is it? / How do you do? / Where do you come from? What do you do? / Who is it? (i.e. On the phone, etc.); What does ... mean? / What do you call....? / How do you say ...? (i.e. Classroom language &amp;/or 'survival' language)]</i></p> <p>e) (Extension from Beginner Level) Classification of Nouns and related structures, such as Articles: '0'/Definite/Indefinite, Quantity words: <i>some/few/any</i>, and Possessive forms (Saxon genitive [...]'s); possessive adjectives &amp; possessive pronouns), in relation to earmarked topics – targeting:</p> <ul style="list-style-type: none"> <li>- Countable/ uncountable nouns;</li> <li>- Group words with uncountable nouns;</li> <li>- Regular &amp; irregular plural forms;</li> </ul> <p>f) (Extension from Beginner Level) Classification of Pronouns (i.e. Personal pronouns, Object pronouns; Demonstrative pronouns; Indefinite pronouns – introduction only [e.g. <i>someone / everyone</i>]; Impersonal 'It' to tell the time and to talk about the weather)</p> <p>g) (Basic) Prepositions relating to time, movement, place and location (including related structures, such as 'There is/are')</p> <p>h) (Extension from Beginner Level) Numbers (including Telling the Time) and Colours</p> <p>i) (Revision) Days of the week, Months and Seasons</p> <p>j) <i>Like vs would like</i> (to indicate likes &amp; preferences vs wishes)</p> <p>k) Degrees of likes/dislikes (e.g. <i>love/like; hate/can't stand</i>)</p> <p>l) <i>Have vs Have got</i> (to indicate possession)</p> <p>m) (Simple and basic) Adjectives relating to earmarked topics, together with an introduction to Comparative forms (i.e. <i>more .... than/ ....er than</i>) and basic comparative expressions 'as ....as' / 'not as .... as'</p> <p>n) Vocabulary and other basic lexical structures (i.e. Phrasal Verbs, Idioms, Collocations, Set Phrases) relating to the following earmarked themes/ topics: <i>Introductions &amp; Meeting People, Countries, Nationalities &amp; Common Customs; Daily Routines; Education; Feelings &amp; Emotions; Family, Friends &amp; Relationships; Habits &amp; Routine; Hobbies &amp; Pastimes; House &amp; Home; Jobs; Likes &amp; Dislikes, Personal objects / Possessions /Clothes; Shopping, Free Time Activities: Entertainment, Eating Out, Sports; Health; Food &amp; Cooking; Telephoning; Time (including Telling the Time; Days of week; Months; Dates) &amp; Important Dates, such as holidays, celebrations &amp; festivals; The Seasons, The Weather; People: Physical Descriptions &amp; Personality; Town &amp; Country; Travel &amp; Holidays, Transport</i></p> <p>o) Syntax:</p> <ul style="list-style-type: none"> <li>- Proper (basic) English sentence structure – statement, negative and question forms</li> <li>- Position of adjectives and adverbs</li> </ul> <p>o) Conjunctions to indicate basic linking of ideas</p> <p>p) Pronunciation: Key difference in sound relating to final 's' of the 3<sup>rd</sup> person singular – Present Simple Tense (i.e. /s/, /z/, /ɪz/)</p> <p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p> <p><b>Applying knowledge and understanding</b></p> <p>The learner will be able to ....</p> <p>a) produce language which demonstrates some control over basic grammatical and lexical structures</p> <p>b) skim read short, simple earmarked texts so as to establish main ideas</p> <p>c) scan earmarked text/s for specific information</p> <p>d) explain in very simple language, the main idea of a short, simple recording</p> <p>e) listen for specific information (such as directions, physical descriptions, instructions) in a short, simple recording or in a telephone conversation</p> <p>f) formulate short, informal letters and emails using appropriate greetings/salutations and structure</p>
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	<p>g) produce short descriptions of people, places and objects  h) engage in simple discussion (e.g. Discussing the menu at the restaurant; discussing sports and pastimes; talking about time, holidays, events, etc.)  i) role play earmarked characters in a short, simple sketch</p>
	<p><b>Judgment Skills and Critical Abilities</b>  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to...</p> <p>a) Demonstrate an awareness of how choice of words and speaker's tone can be examined in order to interpret the speaker's mood and/or feelings  b) Demonstrate an increasing awareness of how to use titles/headlines and/or pictures/visuals relating to earmarked short, simple texts/stories in order to predict general content  c) Identify the key points and specific information in targeted short, simple recordings or texts (after careful reading or listening) in order to note down the key content  d) Recognise differences and similarities among things described in earmarked short, simple texts and recordings.</p>
	<p><b>Module-Specific Communication Skills</b>  (Over and above those mentioned in Section B)  The learner will be able to:</p> <p>a) Demonstrate a basic awareness of telephone language in order to ensure the maintenance of a simple conversation on the phone.  b) Demonstrate a basic awareness of turn-taking strategies during conversation and simple discussion  c) Demonstrate some awareness of problems that can arise in the communication process and demonstrate some basic knowledge of skills to overcome these – targeting (i) Set Phrases for expressing wishes vs expressing likes/preferences, and (ii) Individual sounds, particularly in relation to pairs of words which vary by only a single sound (i.e. Minimal Pairs), which are potentially confusing for English learners  d) Demonstrate a basic awareness of how to structure informal letters and emails, using appropriate greetings/salutations, so as to aid the communication process</p>
	<p><b>Module-Specific Learner Skills</b>  <b>Competences</b> (Over and above those mentioned in Section B)  The learner will be able to ...  Demonstrate familiarity with how to use a bi-lingual dictionary so as to establish meaning, and proceed to gain familiarity with a learner dictionary in order to establish grammatical significance, related collocation, pronunciation features and lexical expansion</p> <p>a) Record and organise newly-acquired lexis through the use of mind maps, word webs, word families, and establishing of patterns (e.g. Nationalities, plural forms, etc.)  b) Record ways of identifying correct pronunciation of earmarked words and structures (e.g. final 's' sound in 3<sup>rd</sup> person singular of Present Simple form, i.e. /s/, /z/, /ɪz/)  c) Organise an after-school extensive-listening programme, with the help of the teacher/tutor, so as to hone strategies covered in this module, and in preparation for simple tasks, such as guided speaking, etc.  d) Devise an after-school extensive-reading programme, under the guidance of the teacher/tutor - targeting graded class readers - in order to:  - ensure further development in his/her reading strategies and reading speed  - refine strategies relating to locating of main ideas  - locate and analyse simple references in earmarked short texts</p>
	<p><b>Module-Specific Digital Skills and Competences</b>  (Over and above those mentioned in Section B)  The learner will be able to ...  ...demonstrate basic, but appropriate, strategies to analyse basic, simple texts and learning sites, thereby engaging in a limited fashion with the media, thus developing a basic ability to relate to digital text in his/her everyday life (e.g. focus on carrying out [solo or collaborative] basic internet searches and engaging in social media in a limited fashion via the medium of English)</p>

<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p><b>Total Contact Hours</b><sup>2</sup> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">16</p>	<p><b>Supervised Placement and Practice Hours</b></p> <p style="text-align: right; border: 1px solid black; padding: 2px;">n/a</p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p><b>Self-Study Hours</b> (Estimated workload of research and study.)</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">33</p>	<p><b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.)</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">1</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____50_____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">n/a</p>	<p>Contact Hours Delivered Face-to-Face</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">n/a</p>
<p><b>Total Number of ECTS / ECVET of this Module/ Unit</b></p>	<p style="text-align: center;">_____2_____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) development and activation of learners' basic passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.</li> <li>• 1 hour reserved for Progress Testing and teacher feedback/class revision following Module 3, or after 40 hours of guided learning</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment following Module 3, or the first 40 hours of guided learning . Records of learner's performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <p>Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in certain teachers who may be more 'book-bound' than others</li> </ul> </li> </ul>	

<sup>2</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

<b>Title of the Module / Unit:</b> <b>MODULE 2</b>	Part A: Giving Orders, Directions & Instructions Part B: Expressing Ability; Making Polite Requests _ Introducing Modality
<b>Module / Unit Description</b>	Module 2 focuses on revision and further development of earmarked language skills and competencies introduced in Module 1, in tandem with extension and expansion of learners' knowledge and communicative skills through the use of the Imperative form and basic Modal verbs to (i) tell/ask others to do things, or to give advice or make suggestions, and (ii) to express ability, give permission, and make short polite requests - all this, in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures, functional language and pronunciation features of the language.
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ul style="list-style-type: none"> <li>a) Identify and recall suitable structures in order to write out or give simple directions (as well as ask for directions), instructions and orders, make simple suggestions, make an appointment</li> <li>b) Interpret simple directions and instructions</li> <li>c) Demonstrate an ability to follow orders and simple suggestions and instructions/directions, express ability, make simple requests, as well as ask for permission and grant or deny permission to others</li> <li>d) Identify the correct way of saying/reading out/writing a date</li> <li>e) Interpret short reading texts and recordings with a view to distinguishing key information and specific details relating to simple instructions, directions, and description of simple processes (e.g. Recipes)</li> <li>f) Identify specific information in provided texts or recordings relating to directions or instructions, so as to establish location, process, or to target incorrect or missing information in related material.</li> <li>g) Identify gist and main idea in a text or recording</li> <li>h) Demonstrate a basic ability to re-assemble linked information collected from various parts of a jumbled text relating to a process (e.g. A recipe) into an ordered set of instructions</li> <li>i) Interpret basic contrastive stress in a recording in order to establish accurate directions and instructions</li> <li>j) Demonstrate (in his/her speaking and writing) that s/he has extended his/her basic bank of vocabulary and related lexical structures, such as set phrases/formulaic chunks in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes)</li> <li>k) Interpret specific pronunciation features of the language (such as individual sounds relating to targeted structures [e.g. 'a' sound in 'can' and 'can't' : /kæn/, /kɑːnt/], related weak forms [e.g. Weak form of 'can': /kən/], basic contrastive stress to highlight key information, intonation patterns relating to question forms and imperative forms) in earmarked recordings and other audio material, and explore ways of integrating such features in his/her own speech</li> </ul> <p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) The Imperative form and related word order (including negative form)</li> <li>b) (Basic) Modal Auxiliary Verb, <i>Can</i>, to indicate ability and to ask for/give/deny permission ... plus related word order in statement, question and negative forms</li> <li>c) Prepositions of Movement</li> <li>d) Adverbs, Adverbials and Set Phrases relating to directions and sequence</li> <li>e) Basic Set Phrases/formulaic language required for (i) greetings and salutations in informal letter/email writing, (ii) recipes, (iii) directions and road signs, (iv) motivating instructions, etc. relating to sports (i.e. meant to ensure effective communication with and between athletes), (v) making an appointment</li> <li>f) Introduction of question words &amp; related set phrases (e.g. <i>What / How / Where / When/How much/ How long/ How far...?</i>) – extension from Module 1 - to ask about location, quantity (in recipes), time, etc., in relation to targeted topics</li> <li>g) Vocabulary and other lexical and <i>lexico-grammatical</i> structures, such as Collocation and Set phrases, related to topics and themes earmarked in this module, e.g. <i>Abilities; Appointments; Places, Streets &amp; Maps (Asking for and giving Directions); Food and Cooking (Recipes); Sports (extension from Mod. 1); Survival</i></li> <li>g) Numbers: (i) Cardinal Numbers (extension from Mod. 1) in relation to addresses, time (including related fractions), year; (ii) Ordinal numbers to indicate order of 'events' in relation to recipes and to talk about/write down dates</li> <li>h) Days of the week and Months (Revision)</li> </ul>

	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p> <p><b>Applying knowledge and understanding</b>  The learner will be able to ....</p> <ol style="list-style-type: none"> <li>a) produce language which demonstrates some control over the grammatical and lexical structures covered in this module</li> <li>b) identify basic cohesive devices in order to establish sequence in a list of instructions (e.g. Recipes)</li> <li>c) skim read more efficiently short, simple earmarked texts so as to establish gist and main ideas</li> <li>d) scan more accurately earmarked text/s for specific information and key structures</li> <li>e) listen for specific information, key structures, and key pronunciation features in short simple recordings</li> <li>f) produce a short, simple set of directions and instructions, establishing sequence and detailing simple description of a process, where necessary</li> <li>g) understand and process direction and instructions</li> <li>h) formulate short, informal letters and emails using appropriate greetings/salutations and structure, in order to provide directions, issue instructions, or describe a process</li> <li>i) engage in simple role play relating to asking for/providing directions, describing a process, or providing instructions</li> </ol> <p><b>Judgment Skills and Critical Abilities</b>  This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.  The learner will be able to...</p> <ol style="list-style-type: none"> <li>a) make recommendations/suggestions</li> <li>b) identify key content of a short simple recording/ text and interpret content when recounting to peers, engaging in basic conversation/discussion</li> <li>c) identify and interpret the key focus of a speaker's instructions/directions</li> <li>d) evaluate stress features in a person's speech in order to understand and/or interpret directions</li> </ol> <p><b>Module-Specific Communication Skills</b>  (Over and above those mentioned in Section B)  The learner will be able to:</p> <ol style="list-style-type: none"> <li>a) demonstrate a basic ability to ... <ul style="list-style-type: none"> <li>- relay the content of a simple recording or text, as well as recorded/spoken/written instructions and directions to his/her peers, and engage in simple discussion</li> <li>- provide and follow directions and instructions</li> </ul> </li> <li>b) demonstrate increased awareness of how to communicate with his/her friends, family, etc. via letters/emails</li> <li>c) identify the best way of relaying (properly) vital sets of numbers, such as telephone numbers, addresses, dates, etc.</li> <li>d) demonstrate some awareness of problems that can arise in the communication process, exhibiting also some basic knowledge of skills to overcome these - targeting basic contrastive stress to highlight key features in directions and instructions.</li> </ol> <p><b>Module-Specific Learner Skills</b>  (Over and above those mentioned in Section B)  The learner will be able to:  Identify and establish an after-school reading and listening programme, with guidance from the teacher/tutor, in order to ...</p> <ol style="list-style-type: none"> <li>(i) facilitate further development in his/her ability to read out vital sets of numbers, e.g. telephone numbers, dates, etc.</li> <li>(ii) register further development in his/her 'real-time' processing skills (Listening only),</li> <li>(iii) ensure further development of his/her reading speed and strategies via an extensive-reading programme</li> <li>(iv) register further development in his/her ability to ... <ul style="list-style-type: none"> <li>- listen out for specific information in earmarked recordings of instructions and/or directions</li> <li>- locate specific information in earmarked short, simple texts or graded readers</li> </ul> </li> </ol>
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	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B) The learner will be able to ... .... further demonstrate appropriate strategies to analyse basic, simple texts and manoeuvre through targeted learning sites for earmarked simple recordings, thereby engaging in a limited fashion with the media, and hence developing a basic ability to relate to digital text in their everyday life (e.g. further focus on carrying out basic internet searches and engaging in social media, in a limited fashion, via the medium of English to provide instructions, recipes, directions, etc.)</p>	
<p><b>Hours of Total Learning for this Module / Unit</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>3</sup> <span style="border: 1px solid black; padding: 2px 10px;">8</span> (Contact Hours are hours invested in learning new content under the direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)</p>	<p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px 10px;">n/a</span>  (During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <span style="border: 1px solid black; padding: 2px 10px;">16</span> (Estimated workload of research and study.)</p>	<p>Assessment Hours <span style="border: 1px solid black; padding: 2px 10px;">1</span> (Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____25_____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>	<p>Contact Hours Delivered Face-to-Face <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p>_____1_____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b> Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools being used for your course and any other relevant information.</p>	<ul style="list-style-type: none"> <li>• 8 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 16 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' basic passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.</li> <li>• 1 hour (+ 1 hr carried forward from Mod. 1) reserved for Progress Testing following Module 3, or after 40 hours of guided learning (Total Test time = 2hrs + 1 hr Teacher feedback/Class Correction)</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment following Module 3, or the first 40 hours of guided learning. Records of learner's performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	

<sup>3</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <p>Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:             <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...             <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in certain teachers who may be more 'book-bound' than others</li> </ul> </li> </ul>
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<b>Title of the Module / Unit:</b> <b>MODULE 3</b>	Describing Temporary Actions and Situations happening 'Around Now'
<b>Module / Unit Description</b>  Provide a brief description of the module.	Module 3 focuses on further development of earmarked language skills and competencies introduced in the previous two modules in tandem with the expansion of learners' language knowledge <i>via</i> the introduction of the communicative use of the Present Continuous tense to talk about temporary actions and situations which are going on now or 'around now', that is before, during and after the moment of speaking. The module then proceeds to draw a comparison (form and function) between this tense and the Present Simple tense introduced in Module 1.  Activation of earmarked grammatical structures is carried out in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures functional language and pronunciation features of the language.
<b>Learning Outcomes</b>	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....
	<ul style="list-style-type: none"> <li>a) Demonstrate an ability to talk about what he/she/others is/are doing at the moment or 'around now', and about repeated actions 'around now'</li> <li>b) Formulate well-structured open questions about events/actions taking place 'now' or 'around now'</li> <li>c) Describe his/her/others' feelings and emotions at the moment, or 'around now'</li> <li>d) Experiment with structures in order to distinguish between states and events relating to routines/habits, as opposed to events relating to 'present time'</li> <li>e) Identify parts of the body in order to describe basic ailments (<i>i.e.</i> At the doctor's &amp; talking about one's health, in general) and to provide a physical description of self or others (including what he/she/they is/are wearing)</li> <li>f) Identify appropriate basic vocabulary and structures in order to provide descriptions of his/her/other's physical appearance and character, indicating comparison/contrast where more than one person is being considered</li> <li>g) Demonstrate, in his/her output, that s/he has extended his/her basic bank of vocabulary and related lexical structures, such as Set Phrases relating to social niceties and in relation to topics and themes covered in his module (See 'Knowledge' section for related list of topics/themes)</li> <li>h) Demonstrate that s/he can understand and use numbers and talk, in simple terms, about quantity</li> <li>i) Interpret visuals, headlines/titles of earmarked short, simple texts in an attempt to predict content</li> <li>j) Identify detail and specific information in short, simple texts and recordings in order to work on other related tasks, or attempt to complete related summaries</li> <li>k) Compose short descriptive paragraphs</li> <li>l) Experiment with simple role-play simulations relating to themes/topics earmarked in this module</li> <li>m) Interpret targeted pronunciation features of the language (segmental and suprasegmental), such as the following, in earmarked simple recordings, exploring ways of integrating such features in his/her own speech, and reflecting them, where necessary/possible, in his/her own writing: - <ul style="list-style-type: none"> <li>- individual sounds relating to targeted structures (e.g. /ɪŋ/ sound at the end of the '...ing' form)</li> <li>- contracted and weak forms of targeted structures</li> <li>- sounds vs spelling, in relation to the above</li> <li>- rhythm, in relation to reading out sets of numbers (e.g. telephone numbers, dates, etc.)</li> <li>- basic sentence stress (awareness only, at this stage)</li> <li>- intonation patterns relating to simple statements and question forms</li> </ul> </li> </ul>
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:
<ul style="list-style-type: none"> <li>a) Verb tenses: <ul style="list-style-type: none"> <li>(i) Present Continuous tense and related Adverbials/Time Markers (e.g. <i>at the moment, today, this week, etc.</i>) in order to talk about actions in progress and incomplete / temporary/repeated actions 'around now' – statement, negative and question forms</li> <li>(ii) Revision of the Present Simple tense used when talking about fact, permanent states, routine, and habits</li> <li>(iii) Distinguishing between the Present Simple tense and the Present Continuous tense</li> </ul> </li> <li>b) Analysis of verb types: distinguishing between 'state' verbs and 'event' verbs</li> <li>c) Question words (i.e. <i>wh_ questions</i>) + set <i>wh_ questions</i> relating to social contexts (e.g. <i>How are you feeling? / How are you doing? / What are you doing? /etc.</i>) - extension from Modules 1 &amp; 2</li> <li>d) Conjunctions (revision and extension) for simple linking, and to establish consequence, reason/cause, as well as contrast</li> </ul>	

	<p>e) (Rev. &amp; further development from Mod. 1) Classification of Nouns in relation to earmarked topics [i.e. countable/ uncountable nouns; group words with uncountable nouns; regular &amp; irregular plural forms; possessive forms]</p> <p>p) Articles: Zero/Definite/Indefinite (Rev &amp; further development)</p> <p>q) Quantity words (revision and extension): <i>Some/any/few/many/much</i>; Extension: <i>How much/ How many...?</i></p> <p>r) (Rev. &amp; further development) Classification of Pronouns: Personal pronouns, Object pronouns; Demonstrative pronouns; Indefinite pronouns (e.g. <i>anyone/everyone/someone/somebody/ no one</i>); Impersonal 'It' for descriptions relating to the Weather, etc.)</p> <p>f) Adjectives for physical descriptions, and descriptions of personality and feelings</p> <p>g) Adjectives (2): Revision of basic comparative forms and related expression/s (e.g. <i>as....as/not as ....as</i>)</p> <p>h) Adverbs of manner (basic) in order to provide more details about the verbs used in their descriptions, e.g. <i>slowly, carefully, badly, quickly</i></p> <p>i) Syntax:          (i) Word order in statements and question forms (including <i>wh_</i> questions);          (ii) position of adverbs/adverbials – further development          (iii) position of adjectives – revision</p> <p>j) Numbers: Revision of ordinal numbers (in relation to dates, phone numbers, floor levels, etc. when [e.g.] <i>booking a hotel room</i>)</p> <p>k) Revision and extension: Days of the week, Months, Telling the time</p> <p>l) Vocabulary and other lexical and <i>lexico-grammatical</i> structures, such as Collocation and Set phrases, related to topics and themes earmarked in this module, most of which are revised and extended further from Module 1, e.g. (Describing) <i>Activities (Sports, Free time activities, etc.)</i>; <i>Clothes; Culture; Feelings &amp; Emotions; Health (including Parts of the Body + simple ailments)</i>; (Describing) <i>Holidays; Jobs; Physical Descriptions &amp; Character descriptions; The Weather; Music</i></p>
	<p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p>
	<p><b>Applying knowledge and understanding</b></p> <p>The learner will be able to ...</p> <p>a) produce language which demonstrates some control over the grammatical and lexical structures covered up this stage of the course</p> <p>b) scan, with increased efficiency, short, simple texts for specific information</p> <p>c) listen for details and specific information in short, simple recordings in order to complete related tasks</p> <p>d) summarise, in very simple language, the supposed content of a text, based on interpretation of its title and any related visuals, and revise his/her initial summary, as necessary, after having read the actual text for gist</p> <p>e) compose short written descriptive texts relating to targeted visuals</p> <p>f) formulate short, informal letters and emails using appropriate greetings/salutations and structure, in order to provide descriptions of 'current' actions/events</p> <p>g) create the content of a postcard to family/friends, including appropriate (short) greetings and salutations, describing events in progress</p> <p>h) role play earmarked characters in a short, simple sketch related to topics covered in this module</p>
	<p><b>Judgment Skills and Critical Abilities</b></p> <p>This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.</p> <p>The learner will be able to...</p> <p>a) Predict, with improved efficiency, the general content of earmarked short, simple texts and recordings from title/headlines and/or related pictures/visuals, revising/re-ordering his/her thoughts, as necessary, after having read, or listened to, earmarked content</p> <p>b) Identify key points and specific information in targeted simple recordings and texts, in order to establish key content</p>

	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to:</p> <p>a) demonstrate increased awareness of how to ... (i) communicate with friends/family via letters/emails and postcards (ii) use an appropriate structure in informal letters and emails, using suitable greetings/ salutations so as to aid the communication process</p> <p>b) produce some continuous speech, thus engaging in more natural/normal speech for easier communication, by using appropriate contracted forms and weak forms</p> <p>c) identify the best way of relaying sets of numbers with 'appropriate' rhythm</p> <p>d) demonstrate some awareness of problems that can arise in the communication process and ability to identify appropriate skills to overcome such issues – targeting (i) Set Phrases and Expressions relating to earmarked topics, as well as appropriate Collocation with regard to vocabulary relating to such topics; (ii) Individual sounds: 'problem sounds' relating to earmarked learners, as well as key sounds relating to structures earmarked in this module (e.g. /ɪŋ/ sound at the end of the '...ing' form); (iii) appropriate intonation patterns in relation to statements vs question forms ( vs <i>wh</i>_ questions)</p>			
	<p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <p>a) Demonstrate an improved ability to 'discover' rules/patterns relating to earmarked structures through guided discovery of how such structures are used in targeted texts</p> <p>b) Organise an after-school extensive-listening programme with the help of the teacher/tutor, so as to hone strategies covered in this module, and in preparation for simple tasks, such as guided speaking, etc.</p> <p>c) Record and organise newly-acquired lexis and related Collocation/s, establishing patterns where these exist [e.g. <i>play</i> [sports/ an instrument]/ vs <i>go</i> (walking/ swimming/etc)]</p> <p>d) Devise an after-school extensive-reading programme, under the guidance of the teacher/tutor - targeting graded class readers - in order to: - ensure further development in his/her reading strategies and reading speed - refine strategies relating to locating of specific information</p>			
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B) The learner will be able to .... ...demonstrate growing autonomy to analyse earmarked basic, simple online texts, thereby engaging in a limited fashion with the media and developing a basic ability to relate to digital text in his/her everyday life (e.g. focus on carrying out basic internet searches and engaging in social media in a limited fashion via the medium of English)</p>			
<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>4</sup> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	<p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">16</p>	<p>Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)</p>	<p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">n/a</p>
	<p>Self-Study Hours (Estimated workload of research and study.)</p>	<p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">33</p>	<p>Assessment Hours (Examinations/ presentations/ group work/ projects etc.)</p>	<p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">1</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 50 _____ Hours</p>			

<sup>4</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

<p>Percentage of Total Contact Hours delivered online.</p>	<p>Contact Hours Delivered Online</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto; margin-right: auto; text-align: center;">n/a</div>	<p>Contact Hours Delivered Online</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto; margin-right: auto; text-align: center;">n/a</div>
<p>Total Number of ECTS / ECVET of this Module / Unit</p>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>	
<p>Explain how this module/unit will be taught in line with Section B</p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' basic passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.</li> <li>• 1 hour (+ 2 hrs carried forward from Mods 1 &amp; 2) reserved for Progress Testing following Module 3, or after 40 hours of guided learning (Total Test time = 2hrs + 1 hr Teacher feedback/Class Correction)</li> </ul>	
<p>Explain how this particular module/unit will be assessed in line with Section B</p>	<p>Assessment: Formative assessment following Module 3, or the first 40 hours of guided learning .</p> <p>Records of learner's performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p>Reading List</p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <p>Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> </ul> </li> </ul> <p>- encourage creativity in certain teachers who may be more 'book-bound' than others</p>	

<b>Title of the Module / Unit: MODULE 4</b>	Future Plans, Future 'Fact', Uncertainty and Predictions about the future
<b>Module / Unit Description</b>	<p>Module 4 focuses on further development of earmarked language skills and competencies introduced in the previous three modules in tandem with the expansion of learners' language knowledge through the communicative use of Future forms and other structures which are used to talk/write about events or plans which have yet to occur in the future.</p> <p>Activation of earmarked grammatical structures is carried out in tandem with related time markers and adverbials (level specific) and in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures functional language and pronunciation features of the language.</p>
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ol style="list-style-type: none"> <li>Identify some basic ways of writing/talking about future plans, intentions and resolutions, as well as future fact, although with some hesitation</li> <li>Demonstrating an awareness of how to indicate that a decision is taken at the moment of speaking</li> <li>Demonstrate a very basic ability to indicate uncertainty relating to something happening in the future</li> <li>Identify some basic structures to make suggestions/offers and to express wishes relating to future events</li> <li>Create open and closed questions about events/actions taking place in the future, demonstrating also a basic awareness of question structures intended to confirm knowledge which the speaker/writer is already in possession of.</li> <li>Demonstrate, in his/her output, that s/he has extended his/her basic bank of vocabulary and related lexical structures, such as Set Phrases and Formulaic Chunks in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes)</li> <li>Interpret visuals, headlines/titles of earmarked short, simple texts in order to predict content with increased efficiency</li> <li>Identify linkers, basic signposting and conjunctions in jumbled programmes, travel itineraries and schedules, in order to establish relationship of ideas and re-order texts/documents/events</li> <li>Identify specific information in short, simple texts and recordings, with greater efficiency, in order to work on other related tasks, such as note-taking or gapped summaries</li> <li>Demonstrate an improved ability to read short, simple texts in a timely fashion for general understanding and to establish gist</li> <li>Interpret the main idea of earmarked short texts, after careful reading, in order to carry out a multiple-matching task</li> <li>Demonstrate a basic awareness of the importance of listening for key details in earmarked recordings of short, simple dialogues in order to understand the implied meaning of what certain speakers say</li> <li>Compose short written texts (misc. genres) relating to topics targeted in this module, e.g. Weather forecasts, Horoscopes, Travel Itineraries, journal entries detailing writer's plans for the future, etc.</li> <li>Experiment with simple role-play simulations relating to themes/topics earmarked in this module</li> <li>Demonstrate a basic ability to take part in informal discussions relating to plans, interpretation of predictions, and matching tasks relating to earmarked topics, using simple structures focused on in this module so as to indicate agreement/disagreement, make suggestions, and attempt basic forms of turn-taking</li> <li>Identify key points discussed during an informal discussion relating to a topic earmarked in this syllabus, in order to take part in a feedback session, in the form of a (collaborative) short talk, and attempt to identify any conclusions reached</li> <li>Interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked simple recordings, such as the following, exploring ways of integrating such features in his/her own speech, and reflecting them, where necessary/possible, in his/her own writing:- <ul style="list-style-type: none"> <li>- individual sounds relating to targeted structures (e.g. /ɪŋ/ sound in the <i>Going to</i> structure),</li> <li>- contracted and weak forms,</li> <li>- sounds vs spelling, in relation to the above</li> <li>- word stress relating to earmarked vocabulary</li> <li>- intonation patterns relating to statements &gt;&lt; question forms earmarked in this module (<i>i.e.</i> closed questions, <i>wh</i>_questions, tag questions), as well as targeted functional language</li> </ul> </li> </ol>

	<p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p> <p>a) Verb tenses:            (i) Revision of the Present Continuous tense in order to introduce <i>Going to</i> for future plans (Also, awareness raising, if and when learners encounter the tense in certain texts, in relation to future plans)            (ii) Future Simple (<i>Will</i>) to talk about future fact and plans, and to make spontaneous decisions – statement, negative and question forms  <u>Note:</u>            - At this level, the ‘Spontaneous Decisions’ function should be limited to an introduction only ( and awareness-raising in related texts/recordings), limited to set phrases such as <i>I’ll have (e.g.) chicken, please./ I (think) I will go to Italy next year / I’ll get you a drink</i>, in such topics as ‘Ordering a meal’, ‘Discussing travel/holidays’, ‘Entertaining’ (i.e. Making an Offer)            - At this level, also, Weather Forecasts (See earmarked topic ‘The Weather’ and related activities/tasks in the Communication Skills section and Digital Skills &amp; Competences sections) are to be viewed as ‘future fact’. The function of Predictions will be dealt with in the next level.</p> <p>b) Question forms:            (i) <i>Wh_</i> questions – Basic focus, in relation to earmarked tense            (ii) Tag Questions, or ‘Confirming Questions’ – <b>Introduction only, with high-level learners</b></p> <p>c) Introduction to Modal Verbs <i>May, Might</i> to indicate uncertainty about the future (Awareness raising only, at this level, limited to set phrases, i.e. no focus on form and other functions of the indicated modals)</p> <p>b) Conjunctions (revision and extension) to establish reason/cause, as well as contrast</p> <p>c) Word formation: Nouns ➔ Adjectives</p> <p>d) Adjectives: positive vs negative adjectives relating to earmarked topics</p> <p>e) Prepositions of Time – revision and extension</p> <p>f) Formulaic chunks and set phrases relating to earmarked topics and related functions (e.g. Making plans; Making Suggestions and Responding – targeting <i>Shall</i>; Inviting and Responding – extension of <i>Would like</i> from Mod. 1; Informal discussions – targeting basic turn-taking and handing over, Agreeing/Disagreeing, etc.)</p> <p>g) Syntax:            (i) Word order in statements and question forms (including <i>wh_</i> questions) - consolidation            (ii) Position of adjectives – revision &amp; consolidation</p> <p>h) Vocabulary (including commonly-confused words, e.g. <i>tour &gt;&lt; trip &gt;&lt; travel &gt;&lt; journey</i>) and other lexical and <i>lexico-grammatical</i> structures, such as Collocation and Set phrases related to topics and themes earmarked in this module, e.g. <i>Food &amp; Entertainment – targeting ‘Eating out’; Free Time and Schedules; Horoscopes and Astrology; Life in the Future; Plans, Dreams, Ambitions and Resolutions; Predictions; Space Travel; Technology; The Environment; The Weather (extension to basic Weather Forecasts); Travel &amp; Holidays (extension)</i></p> <p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p> <p><b>Applying knowledge and understanding</b>            The learner will be able to ...</p> <p>a) produce language which demonstrates some control over the grammatical and lexical structures covered up this stage of the course</p> <p>b) re-order jumbled itineraries, programmes and short simple texts by targeting linkers and adverbials so as to establish sequence and cohesion</p> <p>c) explain, in very simple language, the assumed content of a text, based on interpretation of title and related visuals</p> <p>d) scan short, simple texts for specific information, with increased efficiency</p> <p>e) understand the gist of earmarked short, simple texts</p> <p>f) take simple notes from targeted recordings, by listening to specific information and key details</p> <p>g) interpret key information provided by earmarked speakers in recorded conversations targeted at this level</p> <p>h) produce a variety of short texts and paragraphs targeting a variety of genres (e.g. travel itineraries, horoscopes, weather reports, and journal entries)</p> <p>i) formulate content of postcards, using appropriate greetings/salutations and correct address format</p> <p>j) role play earmarked characters in short, simple sketches related to topics covered in this module</p> <p>k) demonstrate a basic ability to engage in informal discussions and report back on key points discussed and any conclusions reached</p>
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	<p><b>Judgment Skills and Critical Abilities</b>  The learner will be able to...</p> <ol style="list-style-type: none"> <li>a) Demonstrate an awareness of the need to appraise his/her work in an attempt to 'iron out' any glaring mistakes relating to grammatical and lexical structures covered in this module, and proceed to improve his/her work accordingly (under the guidance of the teacher)</li> <li>b) Predict, with greater efficiency, the general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines and proceed to reconsider, or re-organise his original thoughts about content, as necessary, after having read the text or listened to recording/s</li> <li>c) Demonstrate a keener understanding of key content of short, simple texts and recordings by providing a short, simple summary of content, after having identified the main points</li> <li>d) Interpret and summarise (in a collaborative fashion) key content of a discussion with peers</li> </ol> <hr/> <p><b>Module-Specific Communication Skills</b>  (Over and above those mentioned in Section B)  The learner will be able to:</p> <ol style="list-style-type: none"> <li>a) demonstrate increased awareness of communicating effectively with friends/family via short descriptive texts in postcards</li> <li>b) operate with a degree of efficiency within a team in order to... <ol style="list-style-type: none"> <li>(i) produce collaborative writing, such as simple weather forecasts, travel itineraries, horoscopes, <i>and</i></li> <li>(ii) take part in a basic informal discussion about preferences and plans – targeting strategies such as agreeing/disagreeing, handing over, and making suggestions</li> <li>(iii) select key points tackled during the discussion, so as to give a short group talk about key content of discussion and any conclusions reached</li> </ol> </li> <li>c) demonstrate a degree of awareness of problems that can arise in the communication process and ability to identify appropriate skills to overcome such issues – targeting (i) Set Phrases and Expressions relating to earmarked topics, (ii) appropriate Formulaic chunks during discussion, (iii) key sounds relating to structures earmarked in this module (e.g. /ɪŋ/ sound at the end of the '...ing' form); (iii) appropriate intonation patterns in relation to statements, <i>wh_</i> question forms and tag questions (with higher-level groups, as indicated in the 'Knowledge' section)</li> </ol> <hr/> <p><b>Module-Specific Learner Skills</b>  <b>Competences</b> (Over and above those mentioned in Section B)  The learner will be able to ...</p> <ol style="list-style-type: none"> <li>a) Record, organise and activate newly-acquired lexis <i>via</i> word webs, mind maps, and word-family lists</li> <li>b) Demonstrate more refined strategies in the use of a monolingual dictionary to establish meaning, grammatical significance, related collocation and pronunciation features of 'new' or 'problem' words, thereby registering further development of his/her vocabulary bank</li> <li>c) Devise an after-school programme, under the guidance of the teacher/tutor, targeting drilling of earmarked chunks of language related to targeted topics, so as to facilitate retrieval</li> <li>d) Organise an after-school extensive reading programme with the help of the teacher/tutor, in order to refine strategies targeted in this module and to maintain development of reading speed</li> <li>e) Organise an after-school extensive listening programme, under the direction of the teacher/tutor, targeting earmarked learning sites, in preparation for group/class discussion or other collaborative work in class</li> </ol> <hr/> <p><b>Module-Specific Digital Skills and Competences</b>  (Over and above those mentioned in Section B)  The learner will be able to ....</p> <p>...demonstrate growing autonomy to analyse earmarked basic, simple online texts and documents (e.g. short simple weather forecasts – authentic or graded, sourced off online learning sites, short, simple horoscopes, menus, short write ups about one's plans), thereby engaging in a limited fashion with the media and developing a basic ability to relate to digital text in his/her everyday life. (i.e. Carrying out of simple internet searches, under the guidance of the tutor/teacher, via the medium of English).</p>
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<p><b>Hours of Total Learning for this Module / Unit</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>5</sup> <span style="border: 1px solid black; padding: 2px 10px;">16</span> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	<p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px 10px;">n/a</span> (During these hours the learner is supervised, coached or mentored.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p>_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher’s guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners’ basic passive knowledge and further development via recycling and storage of ‘new’ language and newly-acquired competences, and (ii) to facilitate learner’s ‘readiness’ in preparation for forthcoming lessons.</li> <li>• 1 hour reserved for Progress Testing following Module 5, or after 72 hours of guided learning</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment following Module 5, or the first 72 hours of guided learning . Records of learner’s performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b> Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students’ needs</li> <li>- encourage creativity in certain teachers who may be more ‘book-bound’ than others</li> </ul> </li> </ul>	

<sup>5</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.



<p><b>Title of the Module / Unit:</b> <b>MODULE 5</b></p>	<p>Talking about Finished Actions, Events, Habits &amp; Routine at, or around, a specific time in the Past</p>
<p><b>Module / Unit Description</b></p>	<p>Module 5 focuses on further development of earmarked language skills and competencies relating to the four language skills, in tandem with the expansion of learner's language knowledge through the communicative use of the Past Simple tense to talk about past events, (i.e. short, quickly-finished actions and happenings, as well as longer situations and repeated events or a sequence of events) and to narrate stories and give descriptions of past events.</p> <p>Activation of the Past Simple tense is carried out in conjunction with related time markers and adverbials, and in relation to earmarked topics and other related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features of the language.</p> <p>With higher-level groups (only), this module also touches on the introduction of the Past Continuous tense to talk/write about events or activities which were in progress around a particular time in the past. At this level, this structure is only dealt with in relation to simple story starters in basic narrative writing, as an alternative to using the Past Simple tense.</p>
<p><b>Learning Outcomes</b></p>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ul style="list-style-type: none"> <li>a) Identify some basic ways of writing/talking about events/finished actions in the past, past state, habit or routine in the past, as well as a sequence of events around a specific point in the past</li> <li>b) Demonstrate a basic awareness of how to write/talk about habit over a period of time in the past</li> <li>c) Formulate well-structured open and closed questions about events/actions/habits/routine in the past.</li> <li>d) Demonstrate development of his/her basic bank of vocabulary (and related lexical structures, such as Set Phrases and Formulaic Chunks) in his/her understanding and output relating to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes)</li> <li>e) Produce short, simple narratives, demonstrating an ability to use basic story starters and exhibiting simple linking strategies in order to show basic sequence of events or thoughts, contrast of ideas, as well as results of indicated actions</li> <li>f) Create short, autobiographical accounts, as well as biographies of famous people based on guided online research</li> <li>g) Demonstrate an ability to identify basic references in a written text (including his/her own output), in order to guide the reader to ideas expressed elsewhere in the text (See 'Knowledge' section – targeting what/who certain pronouns in a text refer to) - targeting basic forward/back-referencing</li> <li>h) Identify and recall suitable basic structures to identify and provide basic descriptions of earmarked personalities and inventions/discoveries, indicating basic similarities and differences, where necessary</li> <li>i) Identify time-adverbials and sequencers, as well as simple references in the form of pronouns, in a simple, jumbled short story, in order to establish sequence of events and re-order the narrative</li> <li>j) Demonstrate an improved ability to predict content of short, simple texts by interpreting headlines and related visuals, and to read such texts in a more efficient, timely fashion for general understanding and for identification of the main idea and location of key information</li> <li>k) Demonstrate clearer understanding of key points in earmarked recordings of short stories, in order to identify sequence of events</li> <li>l) Predict the main idea of earmarked recordings of accounts, or short stories, via interpretation of story title of related visuals</li> <li>m) Demonstrate an understanding of gist of earmarked sections of recorded short stories by summarizing content and predicting the next stage of the story/recording</li> <li>n) Demonstrate an awareness of the importance of interpreting a speaker's tone and/or hesitations at (targeted) key stages while recounting a story (in a recording), <i>i.e.</i> The learner attempts to understand speaker's mood and/or feelings (e.g. fear, anger, surprise, excitement) based on his/her tone and/or hesitation or brief pause/s</li> <li>o) Tell simple, short, well-sequenced stories – either improvised, in line with a provided title, or by creating a narrative from an earmarked sequence of visuals</li> <li>p) Demonstrate understanding of gist of a short account or biographical interview by recounting or paraphrasing content to other learners</li> </ul>

	<p>q) Interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked simple recordings, such as the following, exploring ways of integrating such features in his/her own speech, and reflecting them, where necessary/possible, in his/her own writing: -</p> <ul style="list-style-type: none"> <li>(i) individual sounds relating to targeted structures (e.g. /d/ /t/ /ɪd/ in regular Past Simple –ed endings, such as <i>played</i> /d/; <i>washed</i> /t/; <i>collected</i> /ɪd/); specific irregular Past Simple structures; Minimal pairs relating to vocabulary linked to earmarked structures or topics</li> <li>(ii) contracted and weak forms</li> <li>(iii) sounds vs spelling, in relation to silent consonants in question words (e.g. <i>w(h)ere</i>: /weə/; <i>w(h)en</i>: /wen/; <i>w(h)y</i>: /waɪ/</li> <li>(iv) word stress relating to earmarked vocabulary relating to targeted topics</li> <li>(v) intonation patterns relating to different types of question forms earmarked in this module (i.e. closed questions, <i>wh_</i> questions)</li> </ul>
	<p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p>
	<ul style="list-style-type: none"> <li>a) Past Simple tense to talk about completed actions in a time before ‘now’ (i.e. recent or distant past) - statement, negative and question forms. Targeting regular forms and introducing some irregular forms, establishing patterns, where possible (e.g. <i>went - spent; brought - caught - bought; sang - rang; flew - drew; etc...</i>)</li> <li>b) <u>Introduction/Awareness raising only, with higher-level groups:</u> Past Continuous tense (<u>statement form only</u>) to talk about unfinished or incomplete actions in the past - creating awareness of structure in relation to story starters in basic narrative writing</li> <li>c) <i>Wh_</i> questions – Basic focus in relation to the Past Simple tense</li> <li>d) Prepositions of time - revision and extension</li> <li>e) Adverbials of time specifically linked to the earmarked tense, e.g. <i>last / yesterday / during (my childhood) / when... / etc.</i></li> <li>f) Adverbials and linkers to establish sequence of events, e.g. <i>first/ then/ later/ after that/ before/ finally</i></li> <li>g) Adjectives: Revision and extension, together with extension of basic comparative forms and related expression/s</li> <li>h) Pronouns (Revision and extension), used as forward/back-referencing items in a written text (i.e. to refer back/forward to ideas expressed elsewhere in the text)</li> <li>i) Conjunctions and Linkers (revision and extension) for straightforward linking, contrast and result</li> <li>j) Word families relating to earmarked topics</li> <li>k) Syntax: <ul style="list-style-type: none"> <li>i. Word order in statements and question forms (including <i>wh_</i> questions) – consolidation and extension in relation to earmarked structures</li> <li>ii. Position of adverbials</li> </ul> </li> <li>l) Vocabulary (including commonly-confused words, e.g. <i>remember &gt;&lt; remind; say &gt;&lt; tell</i>) and other lexical and <i>lexico-grammatical</i> structures, such as Collocation and Set phrases related to topics and themes earmarked in this module, e.g. <i>Childhood &amp; School days, Discoveries and Inventions, Famous People – The Life &amp; Times of ..., Firsts: first date/ first kiss/ first day at school/ first car, etc..., History &amp; Culture, Memories, The Unexplained: Myths &amp; Legends, Then &amp; Now; Time in general (Extension)</i></li> </ul>
	<p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p>
	<p><b>Applying knowledge and understanding</b> The learner will be able to ...</p> <ul style="list-style-type: none"> <li>a) experiment with earmarked structures to talk or write about finished actions in the past, past habits and routine</li> <li>b) explain, in very simple language, the assumed plot of a story, based on interpretation of title and related visuals</li> <li>c) skim read a short story, with greater efficiency, in order to understand gist/plot, main idea and key details/information</li> <li>d) identify simple references and linkers in a story or short biography</li> <li>e) attempt to re-order jumbled short texts (i.e. stories or biographies) by targeting time adverbials and ‘sequencers’ in order to establish sequence of events and cohesion</li> <li>f) understand the gist of earmarked recordings of short stories or biographies</li> <li>g) recount, in simple language, short stories which he/she has read or heard, after having understood gist and identified key points in the narrative</li> <li>h) interpret, with some degree of accuracy, mood and feelings of an earmarked character in a recorded account</li> </ul>

	<p>i) write/tell an improvised short, well-sequenced story in simple language j) formulate biographies using appropriate, simple time references and sequencing</p> <hr/> <p><b>Judgment Skills and Critical Abilities</b> The learner will be able to...</p> <p>a) Demonstrate an increasing awareness of the need to appraise and evaluate his/her work before submitting for assessment or review in an attempt to 'iron out' any glaring mistakes relating to grammatical and lexical structures covered in this module and proceed to make the necessary edits. b) Demonstrate an increasing ability to appraise the work of his/her peers, and make recommendations for improvement, under the guidance of the teacher, during peer group sessions. c) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines, d) Reconstruct a short, simple story from a recording, after having identified key points in order to understand the main plot e) Evaluate speaker's tone and hesitation when recounting an event or short story in order to establish mood and/or feelings</p> <hr/> <p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to:</p> <p>a) Demonstrate some awareness of problems that can arise in the communication process and demonstrate some basic knowledge of skills to overcome these – targeting individual sounds, particularly in relation to pairs of words which vary by only a single sound (i.e. Minimal Pairs), thus confusing English learners b) Demonstrate increased awareness of how to operate efficiently within a group, utilizing methods for interacting with sensitivity in the collaborative analysis of a text, as well as the creation of a short story based on an earmarked set of pictures c) Operate with a degree of efficiency within a group in order to share short stories, and when communicating with the whole class whilst recounting short stories shared during group work d) Demonstrate a degree of awareness of problems that can arise when telling a short story, identifying appropriate basic linking, signposting and sequencers to help guide the listener.</p> <hr/> <p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <p>a) Record, organise and expand his/her vocabulary bank through the use of.. - Word webs - word families - Personal Learner Diaries, where new lexis is recorded, recycled and put to repeated use. - Vocabulary books – targeting storage of individual words as well as 'chunks' of language - . targeting Collocation, Set Phrases relating to earmarked topics b) Maintain an after-school reading programme (i.e. extensive reading), under the guidance of the teacher/tutor – targeting: (i) Understanding meaning of 'problem' words through context and surrounding information (ii) Intensive reading of targeted text/s so as to explore meaning and mechanics of the language – further development of related strategies targeted during guided learning hours (iii) Development of reading speed (i.e. aiming at reducing sub-vocalisation) (iv) Refining of strategies relating to language skills covered during guided-learning hours</p> <hr/> <p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B) The learner will be able to .... ...demonstrate development in autonomous analysis of earmarked basic, simple online texts (e.g. short biographies of famous people/personalities, short stories – authentic or graded, sourced off online learning sites), thereby engaging in a limited fashion with the media and developing a basic ability to relate to digital text in his/her everyday life. (i.e. Carrying out of simple internet searches, under the guidance of the tutor/teacher, via the medium of English)</p>
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<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>6</sup> <span style="border: 1px solid black; padding: 2px 10px;">16</span></p> <p>(Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	<p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <span style="border: 1px solid black; padding: 2px 10px;">33</span></p> <p>(Estimated workload of research and study.)</p>	<p>Assessment Hours <span style="border: 1px solid black; padding: 2px 10px;">1</span></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' basic passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.</li> <li>• 1 hour (+ 1 hr carried forward from Module 4) reserved for Progress Testing following Module 5, or after 72 hours of guided learning (Total Test Time: 2 hours)</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment at the end of this module (Module 5) or the first 72 hours of guided learning</p> <p>Records of learner's performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <p>Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in certain teachers who may be more 'book-bound' than others</li> </ul> </li> </ul>	

<sup>6</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

<b>Title of the Module / Unit:</b> <b>MODULE 6</b>	Expressing Ability (past & present), Permission, Prohibition and Obligation – Modality (2)
<b>Module / Unit Description</b>	Module 6 focuses on further development of earmarked language skills and competencies relating to the four language skills, in tandem with expansion of learners' knowledge and communicative use of Modal auxiliary verbs in relation to basic Ability, Permission, Prohibition and Obligation. Activation of the targeted modal structures is carried out in relation to earmarked topics and other related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ul style="list-style-type: none"> <li>a) Talk about present and past ability, as well as related possibilities and opportunities</li> <li>b) Ask for, grant or refuse permission (<i>i.e.</i> Permission &gt;&lt;prohibition)</li> <li>c) Make a request</li> <li>d) Talk simply about (strong and mild) obligation, necessity, and lack of obligation, without differentiating between mild obligation and strong obligation</li> <li>e) Attempt to analyse a speaker's use of modality and hesitation in earmarked short recordings in order to try and understand implied meaning and attempt to evaluate his/her mood and feelings</li> <li>f) Demonstrate an improved ability to use the phone to make an appointment/reservation, making use of adequate set phrases to ensure that there is no breakdown in communication</li> <li>g) Demonstrate an improved ability to predict the main idea and/or order of events in short, simple texts and recordings by interpreting headlines and related visuals, and proceed to read such texts / listen to such recordings in a more efficient manner, for general understanding, as well as to check against predictions made and to identify sequence of events</li> <li>h) Interpret the main idea of earmarked short texts in order to carry out a multiple-matching task (Further development from Mod. 4)</li> <li>i) Identify simple referencing within simple short stories, articles, dialogues, or other texts (level-specific), specifically Pronouns used to reference forward or backward, in order to help the reader find his/her way around the text/s</li> <li>j) Demonstrate clearer understanding of key content of (longer) recordings by identifying key points and taking short, useful notes, with a view, also, to producing a short written/oral summary of content</li> <li>k) Identify word sets to use in his/her own output, in relation to targeted topics [e.g. Medical conditions, in relation to the earmarked topic of 'At the Doctor' (See 'Knowledge' section), e.g. <i>earache, backache, stomachache, headache, toothache.</i>]</li> <li>l) Identify syllables in earmarked vocabulary in order to establish appropriate Word Stress, demonstrating also an ability to carry this forward into his/her own oral output</li> <li>m) Interpret specific pronunciation features of the language relating to targeted structures - such as the following – in earmarked recordings, exploring ways of integrating such features in his/her own oral and written output: -       <ul style="list-style-type: none"> <li>- Contractions, e.g. <i>Can't. Mustn't, Couldn't, don't (have to)</i></li> <li>- Individual sounds &amp; Diphthongs, e.g. 'a' sound in 'Can' and 'Can't': /kæn/, /kɑ:nt/; May: /meɪ/</li> <li>- Weak forms e.g. 'Can': /kən/; 'have to': /hæftə/</li> <li>- Silent Consonants, e.g. Silent 'l' in 'could' and 'couldn't': (/kʊd/, /kʊdənt/); Silent 't' in 'mustn't': /mʌzənt/</li> </ul> </li> <li>m) Produce short, simple personalised texts (e.g. descriptive/ short story / paragraph/ letter – email/ etc.) or sets of sentences (solo or collaborative) in order to give advice, make recommendations, or to provide a set of rules or <i>do's &amp; don'ts</i> in relation to earmarked topics (e.g. When you visit my country .... / House rules / etc.)</li> <li>o) Demonstrate an improved ability to formulate short informal letters and emails, using appropriate greetings/salutations and structure, in order to give advice and make recommendations</li> <li>p) Structure and design a simple questionnaire (collaborative) relating to a topic earmarked in this module, and engage in a group survey in order to collect information/data</li> <li>q) Engage in a simple discussion relating to earmarked topics, and follow it up with short feedback to the class</li> <li>r) Experiment with simple role-play simulations relating to themes/topics earmarked in this module</li> </ul>

	<p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p> <ul style="list-style-type: none"> <li>a) General revision of structures covered in Modules 1 – 5</li> <li>b) Modal auxiliary verbs - statement / negative/ question forms - covering the following functions:             <ul style="list-style-type: none"> <li>- Ability: <i>Can</i> (revision &amp; extension from Mod.2) - to indicate present Ability and related opportunities/possibilities (e.g. making a request); <i>Could</i> for past ability (Extension from Mod. 2)</li> <li>- Permission: <i>Can</i> (rev. from Mod. 2) and <i>May</i> - to ask to for, give, and/or deny permission (i.e. Prohibition: <i>Can't</i>)</li> <li>- Obligation &amp; Necessity: (i) <i>Must/ Have to</i> (<u>Note:</u> At this level, these two verbs are interchangeable and are used for both mild and strong obligation); (ii) <i>Don't have to</i>: Lack of Obligation:)</li> </ul> </li> <li>c) (Introduction only) Degree adverbs to add emphasis to certain modals: <i>Really</i> (e.g. <i>You really must .... / I really can't carry it ... it's too heavy!</i>)</li> <li>d) (Rev. &amp; Extension in relation to earmarked topics):             <ul style="list-style-type: none"> <li>(i) Classification of Nouns – targeting:                 <ul style="list-style-type: none"> <li>- Countable/ Uncountable Nouns</li> <li>- Irregular Plural forms (e.g. <i>foot/feet; calf/calves</i> - in relation to earmarked topics, 'The Body' and 'At the Doctor')</li> <li>- Compound nouns, e.g. <i>earache, backache, stomachache, headache</i> - in relation to 'At the Doctor')</li> </ul> </li> <li>(ii) Articles: Zero/Definite/Indefinite</li> <li>(ii) Pronouns:                 <ul style="list-style-type: none"> <li>- (Possessive adjectives - targeting extension in relation to description of ailments, e.g. <i>My head/back hurts.</i>)</li> <li>- Indefinite pronouns (e.g. <i>anyone/everyone/someone/somebody/no one</i>);</li> </ul> </li> </ul> </li> <li>e) Fixed expressions and Set Phrases to perform various functions relating to earmarked topics and tasks, and directly or indirectly related to the targeted grammatical structures</li> <li>f) Basic Vocabulary (including related Synonyms, Confusing Words, and Word Sets) and other lexical and <i>lexico</i>-grammatical structures, such as Collocation and Set phrases, in relation to topics and themes earmarked in this module, e.g. <i>Advice</i> (Targeting: <i>Problem pages in magazines/blogs; At the Doctor</i>); <i>At School; At Work; Eating Out</i> (Extension, in relation to requests, ability and obligation) ; <i>Family and Relationships</i> (Extension); <i>Customs &amp; Traditions</i> (in relation to <i>Travelling &amp; Food/Eating Out</i>); <i>Law &amp; Order; The Body: Health &amp; Fitness</i> (Extension); <i>On the phone; Rules and Regulations; The World of Science &amp; Medicine; Transport</i> (Extension); <i>Travelling</i> (Targeting: <i>At the hotel; Travel Tips; Do's &amp; Don'ts;</i> )</li> <li>g) Syntax: Word order relating to Modal auxiliary verbs (Rev. &amp; Extension from Mod. 2) and related Adverbials</li> <li>h) Speech sounds:             <ul style="list-style-type: none"> <li>(i) Focus on learning/perfecting the individual sounds of the International Phonetic Alphabet (IPA), in relation to the English language</li> <li>(ii) Syllabification of earmarked vocabulary (<i>i.e.</i> the division of words into syllables), so as to aid word recognition, proper pronunciation and spelling</li> </ul> </li> </ul> <p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p> <p><b>Applying knowledge and understanding</b> The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) Experiment with earmarked structures to talk about, write about and/or create documents (e.g. House Rules documents, Visitor Guidelines, Questionnaires, etc.) in relation to ability and related opportunities, as well as permission, prohibition and (strong &amp; mild) obligation</li> <li>b) Interpret a speaker's mood and feelings through analysis of his use of language and hesitation</li> <li>c) Analyse the data collected during a class survey in order to prepare a short talk or text of findings</li> <li>d) Explain, in very simple language, the assumed content of a written or recorded text, based on interpretation of title and related visuals</li> <li>e) Skim read, with improving efficiency, short texts in order to understand gist, main idea and key details/information</li> <li>f) Identify simple referencing in a text/recording</li> </ul>
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	<p>g) Formulate short, informal letters and emails using appropriate greetings/ salutations and structure, in order to give advice and make recommendations</p> <p>h) Write a coherent set of questions (collaborative) relating to an earmarked topic, in order to be able to carry out a class survey</p> <p>i) Exhibit basic techniques to express opinion, indicate agreement/disagreement, express opinion, and 'hand over', or take turns, during simple discussions relating to earmarked topics</p> <p>j) Role play earmarked characters in short, simple sketches related to topics covered in this module</p> <hr/> <p><b>Judgment Skills and Critical Abilities</b></p> <p>The learner will be able to...</p> <p>a) Appraise and evaluate his/her work and that of his peers, with increased confidence, in an attempt to 'iron out' any glaring mistakes relating to structures covered in this module, and proceed to make recommendations for improvement (under the guidance of the teacher)</p> <p>b) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines, with greater confidence</p> <p>c) Compare his/her predictions of content relating to earmarked texts/recordings with actual content after having read/listened to the text/recording and established gist</p> <p>d) Demonstrate understanding of key content of short, simple texts and recordings by summarising content, after having identified main points</p> <p>e) Synthesise content of group discussions in plain, simple language, during open class feedback</p> <p>f) Demonstrate a basic awareness of how to evaluate a speaker's mood from his/her choice of structures earmarked in this module</p> <p>g) Interpret results of a class survey and provide feedback to the class or via a simple written evaluation of findings (solo or collaborative)</p> <hr/> <p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <p>a) Demonstrate a basic awareness of how to give advice and make recommendations – albeit with limited use of modal verbs - in well-structured informal letters and emails, using appropriate greetings/salutations so as to aid the communication process, and in simulations of targeted situations</p> <p>b) Identify suitable question forms, and demonstrate an increased awareness of the appropriate tone and strategies to use when carrying out a survey</p> <p>c) Demonstrate an increasing awareness of the following:</p> <p>(i) Appropriate strategies to adopt so as to interact with sensitivity when working on a collaborative piece of writing (e.g. A set of recommendations for visitors to your country / A questionnaire in preparation for a class survey / A (fictitious) set of House Rules /</p> <p>(ii) Problems that can arise in the communication process, demonstrating some basic knowledge of skills to overcome these</p> <p>(iii) Turn-taking strategies during conversation and simple discussion</p> <hr/> <p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to ...</p> <p>a) Record and organise newly-acquired lexis relating to earmarked topics via mind maps and word webs – also, by establishing patterns where these exist (e.g. Medical conditions, in relation to earmarked topic 'At the Doctor': <i>earache, backache, stomachache, headache, toothache, heartache</i> )</p> <p>b) Activate and extend newly-acquired vocabulary by creating word-families (e.g. columns, spidergrams) via the use of dictionaries, etc.</p> <p>c) Record (near) synonyms and potentially confusing words (e.g. <i>sick &gt;&lt; ill; trip &gt;&lt; flight &gt;&lt; journey, etc.</i>)</p> <p>d) Record ways for identifying correct pronunciation of earmarked words and structures (e.g. Silent 'l' in <i>could</i>; silent 't' in <i>mustn't</i>)</p> <p>e) Organise an after-school extensive-reading programme with the help of the teacher/tutor, so as to:</p> <ul style="list-style-type: none"> <li>- hone strategies covered in this module, and in preparation for simple tasks, such as class discussions, role play, etc</li> <li>- develop skills related to establishing meaning of 'problem' vocab through analysis of word form, context, and surrounding text and information</li> <li>- explore meaning and mechanics of the language</li> <li>- improve reading speed</li> </ul>
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	<p>f) Carry out after-school extensive listening of longer recordings than in previous modules, as recommended by the teacher/tutor, with an aim to understand the main idea/s and specific information, in preparation for class feedback or discussion</p> <p>g) Listen to recordings of targeted Speech sounds on self-access sites – as recommended by the teacher/tutor – so as to perfect his/her pronunciation of individual sounds of the IPA in relation to the English language - targeting also sounds which may cause particular problems for specific nationalities (e.g. /l/ &gt; /r/ for Asian learners; /p/ vs /b/ for Arab learners; /p/ vs /f/ for Korean learners; etc.)</p>	
<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>7</sup></p> <p>(Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p> <div style="border: 1px solid black; width: 40px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">8</div>	<p>Supervised Placement and Practice Hours</p> <p>(During these hours the learner is supervised, coached or mentored.)</p> <div style="border: 1px solid black; width: 40px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">n/a</div>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____ 25 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <div style="border: 1px solid black; width: 40px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">n/a</div>	<p>Contact Hours Delivered Face-to-Face</p> <div style="border: 1px solid black; width: 40px; height: 30px; text-align: center; margin-left: auto; margin-right: auto;">n/a</div>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p>_____ 1 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger basic communication and encourage development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), where the new language structures are activated, recycled and consolidated.</li> <li>• 32 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' basic passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.             <ol style="list-style-type: none"> <li>a. 2 hours reserved for Progress Testing following this modules ( Module 6), or after 80 hours of guided learning</li> </ol> </li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Summative assessment at the end of Module 6 (i.e. This module), or after 80 hours of guided learning.</p> <p>Records of learner's performance are kept and the test scores for this final test constitute the final assessment scores. (See Overall Assessment Guidelines section)</p>	

<sup>7</sup> In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.



<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <p>Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Elementary</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</p> <ul style="list-style-type: none"> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:             <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (<i>i.e.</i> Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...             <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in certain teachers who may be more 'book-bound' than others</li> </ul> </li> </ul>
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