

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>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Qualification <input type="checkbox"/></td> <td style="width: 50%;">Award <input checked="" type="checkbox"/></td> </tr> </table>	Qualification <input type="checkbox"/>	Award <input checked="" type="checkbox"/>
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<b>Mode of Delivery</b> Kindly tick box, as applicable.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Traditional/Face-to-Face Learning <input checked="" type="checkbox"/></td> <td style="width: 50%;">Online/Blended Learning <input type="checkbox"/></td> </tr> </table>	Traditional/Face-to-Face Learning <input checked="" type="checkbox"/>	Online/Blended Learning <input type="checkbox"/>
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<b>Title of the Qualification / Award</b>	TELSa/jTELS Pre-Intermediate Award in English as a Second or Other Language (ESOL) – MQF Level 2 (10 credits)		
<b>MQF Level</b>	Level 2		
<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.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Total Contact Hours <sup>1</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). <input style="width: 50px; text-align: center;" type="text" value="80"/></td> <td style="width: 50%;">Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.) <input style="width: 50px; text-align: center;" type="text" value="n/a"/></td> </tr> </table>	Total Contact Hours <sup>1</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). <input style="width: 50px; text-align: center;" type="text" value="80"/>	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.) <input style="width: 50px; text-align: center;" type="text" value="n/a"/>
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<b>Total Learning Hours</b>	_____250_____ Hours		

<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.

Percentage of Total Contact Hours delivered online	Contact Hours Delivered Online	<input type="text" value="n/a"/>	Contact Hours Delivered Face-to-Face	<input type="text" value="80"/>
Total number of ECTS/ ECVET for Course Completion.	<input type="text" value="10"/> ECTS / ECVET			
Course Type and Duration	Full-Time	<input type="checkbox"/>	Part-Time	<input checked="" type="checkbox"/>
	<i>(Double click on the box and mark checked under Default Value.)</i>			
	<input type="text" value="30"/> Weeks/Months/Years			
Course Rationale	<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 use English to communicate in simple situations.</li> <li>Total Qualification Time is approx. 250 hours, split up as follows: <ul style="list-style-type: none"> <li>80 'guided learning' hours (i.e. contact hours)</li> <li>163 hours – active self-study</li> <li>7 hours – Assessment + feedback</li> </ul> </li> <li>The design of the course is based on a 'continuous-improvement' process, with interconnected components in each of its seven 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 the use of the language – albeit the targeted relatively 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 relatively 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 skills acquisition, as well as a higher level of learner autonomy.</b></li> </ul> <p><b>Syllabus structure:</b> A series of seven '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> <ul style="list-style-type: none"> <li>- helping the teacher plan a weekly/monthly scheme of work around it,</li> <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 A2 Examination and the TELSa A2 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 A2 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</li> </ul>			

	<p>performance-related scales based on the ALTE 'Can Do' statements (<a href="https://www.alte.org/">https://www.alte.org/</a>) relative to Level A2 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 A2 Exam Syllabus and Assessment Guidelines attached]</p> <p>The jTELS and TELSa A2 Examinations are based on the same broad aims and objectives as the course and are in line with other language tests currently on the market. The tests are 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 the rationale behind each and every task in the examination papers (... for the teacher), and (...for the candidates) on how best to prepare for the examination/s.</p>
<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 confirms that they have a good foundation in learning English, and that they have sufficient English language ability to follow an English Language course at MQF Level 3.</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 situation and can handle routine entry-level tasks or jobs requiring simple written or oral English.</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 simple way. S/he should be able to ...</p> <ul style="list-style-type: none"> <li>- introduce himself simply and use basic greetings,</li> <li>- tell where he and others are from and give a basic description of his/her city,</li> <li>- talk simply about family and colleagues, describing their appearance and personalities,</li> <li>- discuss clothing at a basic level and ask simple questions about it,</li> <li>- talk about favourite foods and make simple orders at a restaurant or take-away,</li> <li>- talk about daily activities and arrange meetings with friends and colleagues,</li> <li>- describe current weather conditions and suggest activities according to the weather forecast,</li> <li>- talk in general terms about his/her health and describe common medical symptoms to a doctor,</li> <li>- describe the location of his/her home and give simple directions,</li> <li>- demonstrate an understanding of simple directions,</li> <li>- talk about his/her hobbies and interests and discuss related plans with friends or colleagues,</li> <li>- complete basic transactions at a hotel, including checking in and checking out,</li> <li>- discuss common products, make basic purchases and discuss basic problems relating to faulty goods,</li> <li>- demonstrate correct pronunciation of individual sounds in order to form intelligible words</li> <li>- demonstrate an understanding of short, simple instructions</li> <li>- understand basic notices and instructions, as well as information in short, simple texts</li> <li>- demonstrate an understanding of simple grammatical structures and an awareness of proper sentence structure</li> </ul>

**Overall Course Objectives**

Please include the overall **knowledge, skills and competences** acquired by the learner at the end of the course.

- 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 can 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.
- Additionally, the course encourages methods of learning which help learners build up the knowledge, skills and attitudes needed to become more autonomous in their language acquisition journey.
- By the end of the course, learners will be able to ....
  - demonstrate an ability to exercise good control over basic grammatical and lexical structures and an understanding of some more complex structures encountered during the course,
  - understand simple information presented in relatively short texts such as notices, posters, catalogues, articles relating to the most common everyday situations,
  - identify the appropriate basic strategies required (skimming or scanning) to read, with a degree of independence, short informational texts, dialogues, messages, etc., at reasonable speed in order to understand the general idea and key information, referring to any accompanying titles, visuals and/or data which can help with the understanding of gist
  - establish the meaning of unfamiliar words from surrounding context or information, and analysis of form
  - find their way about a text by scanning for specific information and by locating linkers, basic signposting, and key references
  - predict the content of simple texts through an initial analysis of title and opening sentence/paragraph, as well as any related visuals
  - understand common words, simple set phrases and formulaic chunks relating to areas of personal or immediate relevance, and full sentences in short recordings, albeit with some/occasional repetition
  - respond to questions about personal everyday activities
  - make themselves understood in simple contributions, demonstrating a repertoire of simple language – and some memorised, more complex set phrases &/or formulaic chunks - which enables them to function in simple situations and handle routine entry-level tasks or jobs
  - write short, relatively simple paragraphs/texts, containing a series of simple phrases and sentences which are linked with a variety of basic connectors, and demonstrating some control on grammatical structures, capitalisation and punctuation. Their writing generally includes a number of basic mistakes, although meaning is usually clear.
  - attempt to evaluate his/her own written work for coherence, accuracy of structures, meaning and arrangement of words and phrases (i.e. Semantics and Syntax), demonstrating an increasing ability to adopt useful strategies to proof read their work before submitting for assessment.
  - explore 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. (Note: Dictionaries facilitate learner autonomy; therefore, guided discovery during contact hours is pivotal in facilitating 'learning-to-learn' strategies.)
  - demonstrate an awareness of communication aims in relation to reading/listening material used as input material, as well as in their own output (i.e. Speaking and Writing)
  - demonstrate an increasing awareness of the key skills required in different forms of communication, and of social behavior when interacting with others on a 1-1 basis, and during group/team work in class, such as simple discussions, group work, and class projects,
  - establish an after-school learning programme, under the guidance of the teacher/tutor, targeting a variety of structures, skills and themes 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 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 (and developing further) new genres of output, as indicated by the teacher, etc.)

The above-indicated course objectives are mirrored in the overall aims of the relative syllabus for the jTELS/TELSa A2 examinations which are the earmarked instruments for the assessment of (i) progress registered during the course, and (ii) language proficiency at course termination. **Assessment** during the various stages of the course is meant to endorse the candidates' competence in the four language skills, specifically targeting their ability to use English to communicate in simple situations.

For more information on the underlying concepts and broad objectives, please refer to the 'Course Rationale & Theoretical Model' document.

<p><b>Learning Outcomes for Communication Skills for the whole course</b></p>	<p>The learner will be able to:          ... demonstrate an improved ability to function in English in most social situations and to communicate in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters, including areas of personal relevance and/or immediate needs or interest.</p> <p><b>See ‘Learner Outcomes’ document and Section D of this application for details of content relating to Modules 1-7 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 to 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 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 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, generally, clear and well-articulated, with sufficient pauses to allow learners to keep up with input and 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 relatively low level of the learners. Technology can be used to promote collaborative learning – albeit quite 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 oral and written skills and to aid in confidence-building.</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 information, 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 enable the ESaT centre 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 facilitating a ‘negotiated’ learning plan, which, notwithstanding the relative low level, enables and encourages the learners to take an active role in their learning journey.</li> <li>The recommended approach is <b>Communicative Language Teaching</b>, with a clear integration of systems and skills, thereby 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</li> </ul> </li> </ul>

	<p>input. Given the targeted relatively-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, as well as their students' expectations, so as to promote learning as well as learner independence; the latter can be exploited further during after-school/self-study sessions which, at this level, can still benefit from clear guidance and monitoring by the class teacher)</li> </ul> <ul style="list-style-type: none"> <li>- 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 teachers and learners acquire a macro vision of language structures, functional language, pronunciation and vocabulary which they are required to cover at the level <i>via</i> the indicated strategies relating to speaking, listening, reading and writing.</li> <li>- 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 supplementary material and technologies available to the teacher. (Note that technologies must 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 graded readers, online learning resources, and other material, all of which may be relevant to personalized learning programmes during self-study sessions, after class time.</li> <li>- <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.</li> <li>- 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.</li> <li>- <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)</li> </ul>
<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>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 4, or the first 56 guided learning hours of the course</li> <li>- Progress test 2 after Module 6, or the first 72 guided learning hours of the course</li> </ul> <p>Tests used for formative assessment are Mock Tests (i.e. Tests are similar to the final test taken after Module 7, 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.</p> <p>Scores achieved in the Progress Tests and Homework Assignments do NOT contribute toward the final grade achieved at the end of the course.</p> </li> <li>• <b>Summative Assessment</b> is carried out after Module 7 of the course, or after 80 hours of guided learning. In order to achieve the Pre-Intermediate 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 or TELSa A2 Examination, depending on their age-group.</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; these tests 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 also 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 A2 examination Syllabus', pg 4 – 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 vs Temporary Actions and Situations Happening 'Around Now' (Rev. & further development)	Compulsory	1 credit	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 56 hours of guided learning
<b>Module 2</b> ■ Talking about Events, Finished Actions, Habits & Routine at and around a specific time in the Past (Rev and Extension) ■ Talking about events or activities which were in progress around a particular time in the past	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 56 hours of guided learning
<b>Module 3</b> Bridging Past and Present: Talking about Indefinite Past and Recent Past	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 56 hours of guided learning
<b>Module 4</b> ■ Future Plans and Arrangements, Future 'Fact', Uncertainty, Spontaneous Decisions, and Predictions about the future (Revision & Extension) ■ Shifting focus: The Passive Voice	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 56 hours of guided learning
<b>Module 5</b> Expressing Ability (past & present), Permission, Prohibition, Obligation, Possibility & Probability, as well as making Offers & Requests – Modality (Revision & Extension)	Compulsory	1 credit	Face-to-face teaching	Formative progress test at the end of Module 6, or after the first 72 hours of guided learning
<b>Module 6</b> Real and Unreal Conditions: Introduction to Conditional forms (The 'First' and 'Zero' Conditional)	Compulsory	1 credit	Face-to-face teaching	Formative testing at the end of Module 6, or after the full 72 hours of guided learning
<b>Module 7</b> Modifying Discourse: Relative Clauses	Compulsory	1 credit	Face-to-face teaching	Final Summative testing at the end of Module 7, 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 vs Temporary Actions <i>and</i> Situations Happening 'Around Now' (Rev. & Further Development)
<b>Module / Unit Description</b>	Module 1 follows on from a basic introductory needs analysis and provides for revision and extension of basic language strategies and competencies required by the Pre-Intermediate learner in order to be able to function successfully in social situations and to handle routine tasks requiring simple and direct exchange of information in relation to (i) general time, state, fact, habits and routine, and (ii) temporary actions and situations happening 'around now' ( <i>i.e.</i> before, during and after the moment of speaking), with particular focus on the thematic areas earmarked in this module.
<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 appropriate structures to write and talk about simple routine, habits, facts and permanent situations</li> <li>b) Demonstrate an ability to talk/write about what he/she/others is/are doing, or how they are feeling, at the moment or 'around now', and about repeated actions 'around now'</li> <li>c) Demonstrate an increased ability to talk/write about time, numbers and quantity</li> <li>d) Determine whether an event is temporary and relates solely to 'present time', or whether it is a permanent situation/state or a habit/routine event</li> <li>e) Distinguish between actions/events and states and experiment with related structures</li> <li>f) Determine how to ask open and closed questions, how to ask questions in order to check or confirm information, and how to be more polite, or more formal, when asking for information, or about state/routine/habits/ and events/actions taking place 'now' or 'around now'</li> <li>g) Identify and use appropriate chunks of language to provide personal information when completing forms</li> <li>h) Identify appropriate greetings and salutations to use in oral and/or written communication</li> <li>i) Identify suitable structures to use in order to ask for and provide simple descriptions of people (self/ family / friends / others), objects and personal possessions (e.g. clothes, accessories, etc.) indicating similarities and differences, where necessary, and demonstrating an ability to use suitable adjectives, listing them in a determined order when more than one adjective is necessary</li> <li>j) Determine how best to describe his/her preferences ( i.e. Likes vs Dislikes) and how best to express his/her wishes (<i>i.e. 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, first sentences of earmarked short, simple texts in an attempt to predict content</li> <li>m) Interpret simple reading texts and recordings, with a view to establishing main idea and purpose</li> <li>n) Identify key details and specific information in simple texts and/or recordings in order to take down notes, so as to be able to complete related tasks, such as form-filling or gapped summaries of the input text, or in order to attempt to complete a short summary of gist</li> <li>o) Identify 'redundant information' in a written or recorded text, in preparation for a short summary of content</li> <li>p) Identify linking devices and references in earmarked short, simple texts in order to establish cohesion and demonstrate an awareness of the importance of linking ideas in his/her own writing</li> <li>q) Identify the meaning of 'problem' vocabulary in a text through analysis of context and surrounding information</li> <li>r) Compose short written texts (descriptive writing and letter/email writing) relating to descriptions of people (self or others), things and places, as well as customs/traditions and one's own country,</li> <li>s) using a basic range of descriptive language, as well as (in the case of letters and emails) extending/accepting/refusing an invitation, introducing themselves, sharing a recipe, etc.</li> </ol>

	<p>t) Design a set of stylized instructions, as in Recipes, using a model text to help guide them through the process of writing, while working as part of a team (ideally, of the same nationality)</p> <p>u) Demonstrate an ability to take part in simple discussions relating to earmarked themes, such as descriptions and comparisons relating to people, clothes – fashion, lifestyles, habits, etc., exhibiting an increasing familiarity with basic techniques to indicate agreement/disagreement, to express opinion, interrupt, and 'hand over' to another speaker</p> <p>r) Experiment with simple role-play simulations relating to themes/topics earmarked in this module, such as exchanging personal information during a first meeting, asking for and providing directions, etc.</p> <p>s) Identify key content of an earmarked picture, or set of related pictures, while working as part of a team to prepare a short talk describing content, and speculating about areas that they are unsure of</p> <p>s) Demonstrate an increasing ability to interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked simple recordings, such as individual sounds relating to earmarked structures, in particular, contracted and weak forms, word and sentence stress, sound vs spelling, and basic intonation patterns, exploring ways of integrating such features in his/her own speech, whilst also reflecting them, where necessary, in his/her writing</p>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>a) Present Simple tense and related Adverbs and Adverbials (such as Frequency Adverbs, time adverbials) used to talk/write about fact, permanent states, routine, habits, and frequency of habit - targeting statement, question and negative forms</p> <p>b) 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</p> <p>c) Basic formulaic language/set phrases required for greetings and salutations in informal letter/email writing</p> <p>d) Question forms relating to earmarked tenses:          - Question words (<i>wh_ words</i>): revision and extension of <i>wh_ words</i> 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? // How are you feeling? / What are you doing? etc.</i>)          - Simple/Direct Question forms: Targeting Open questions (i.e. <i>wh_ questions</i>) vs Closed questions (i.e. <i>Yes/No questions</i>) – revision and extension          - Tag questions (or 'confirming' questions)          - Indirect questions, to indicate formality or politeness when asking for information</p> <p>d) Distinguishing between the Present Simple tense and the Present Continuous tense</p> <p>e) Analysis of verb types: distinguishing between 'state' verbs and 'event' verbs – further development</p> <p>f) Classification of Nouns and related structures, such as Articles: '0'/Definite/Indefinite, Quantity words: <i>some/few/any</i>, and Possessive forms (Saxon genitive; possessive adjectives + pronouns), in relation to earmarked topics (Revision &amp; Extension) ....Targeting :          - Countable/ uncountable nouns          - Group words with uncountable nouns          - Regular &amp; Irregular plural forms, <i>as well as</i>          - Quantifiers          - Numerals (Ordinal &amp; Cardinal)</p> <p>g) Classification of Pronouns – Revision &amp; Extension... targeting Personal pronouns, Object pronouns; Demonstrative pronouns; Indefinite pronouns [e.g. <i>someone/everyone</i>]; Impersonal 'It', Reflexive pronouns, and Relative pronouns (See also 'h', below)</p> <p>h) Conjunctions for simple linking of ideas for simple linking, and to establish consequence, reason/cause, as well as contrast</p> <p>i) Relative pronouns for linking of clauses/ideas and basic signposting to help guide the reader/listener</p> <p>i) Prepositions relating to time, movement, place and location (including related structures, such as 'There is/are') – revision &amp; extension</p> <p>j) Degrees of likes/dislikes (e.g. <i>love/like; hate/can't stand</i>) – extension, in relation, also to state vs event verbs</p> <p>k) <i>Like vs would like</i> (to indicate likes &amp; preferences vs wishes) – revision/extension</p> <p>l) '<i>Like</i>' for descriptions – targeting '<i>What is s/he like?</i>'</p> <p>m) Introduction to Verb Patterns:</p>

	<ul style="list-style-type: none"> <li>- 'Like' + Infinitive or Gerund form, e.g. <i>I like walking.</i> / <i>I like to walk</i> (Limit to form, only, at this stage);</li> <li>- 'to feel like' + Gerund, e.g. <i>I feel like going for a walk</i></li> <li>n) Adjectives relating to earmarked topics, together with ...             <ul style="list-style-type: none"> <li>- revision and extension of Comparative forms (i.e. <i>more ... than/ ...er than</i>) and comparative expressions 'as ...as' / 'not as ... as'</li> <li>- introduction of the Superlative form [i.e. <i>the most (beautiful) / the (bigg)est</i>]</li> <li>- Order of Adjectives [NOSA(S)CFOT]</li> <li>- <i>_ed vs _ing</i> Adjectives (e.g. <i>interested vs interesting, bored vs boring, etc.</i>)</li> </ul> </li> <li>n) Adverbs of manner (extension) in order to provide more details about the verbs used in descriptions of events, e.g. <i>slowly, carefully, badly, quickly</i></li> <li>o) Vocabulary (including commonly-confused words) and other basic lexical structures (i.e. Phrasal Verbs, Idioms, Collocations, Set Phrases) relating to the following earmarked themes/ topics: <i>Clothes; Common customs; Countries and Nationalities; Family, Friends &amp; Relationships; First Impressions; Food; Health &amp; Fitness; Jobs; Lifestyles; Physical Descriptions &amp; Personality; Towns vs Countryside; The World around us</i></li> <li>p) Morphology (intro): (Negative) Prefixes and common suffixes</li> <li>q) Syntax:             <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> </li> <li>r) Pronunciation:             <ul style="list-style-type: none"> <li>- Key difference in sound relating to final 's' of the 3<sup>rd</sup> person singular – Present Simple Tense (i.e. /s/, /z/, /ɪz/)</li> <li>- Final /ɪŋ/ sound in the Present Continuous form</li> <li>- The schwa sound [ə] in a variety of words e.g. <i>character: /kærəktə/; physical: /fɪzɪkəl/</i></li> <li>- Other 'problem' sounds, e.g. /f/ in <i>physical/pharmacy</i>; /tʃ/ in <i>church vs /k/ in character</i>; /ʃ/ in <i>nationality, dictation</i></li> </ul> </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></p> <p>The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) produce language which demonstrates reasonable control over the grammatical and lexical structures earmarked in this module</li> <li>b) skim read, with increased efficiency, earmarked texts so as to establish main ideas and gist</li> <li>c) scan, with increasing efficiency, earmarked text/s for specific information</li> <li>d) explain, in simple terms, the supposed content of a text or recording, based on interpretation of the title, any related visuals, and the first sentence or paragraph/ first few utterances, revising his/her initial interpretation, as necessary, after having read/ listened to the actual content</li> <li>e) summarise, in simple language, the main idea of earmarked short texts and recording</li> <li>f) listen for details and specific information in earmarked short recordings</li> <li>g) formulate short, informal letters and emails, using appropriate greetings/salutations and structure</li> <li>h) produce descriptions of people, places and objects, as well as customs/traditions</li> <li>i) engage in discussion relating to earmarked topics, as well as targeted descriptions of people/current events (i.e. happening around now)</li> <li>j) role play earmarked characters in a short, simple sketches related to topics covered in this module</li> </ul>	
<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> <ul style="list-style-type: none"> <li>a) Prioritise information contained within a text or a recording</li> <li>b) Predict, with improved efficiency, the general content of earmarked short texts and recordings from title/headlines and/or related pictures/visuals, re-ordering his/her thoughts, as necessary, after having read, or listened to the earmarked content</li> <li>c) Identify the key points and specific information in targeted simple recordings or texts in order to establish and take note of note of key content</li> <li>d) Recognise differences and similarities among things described in earmarked short, simple texts and recordings.</li> </ul>	

	<p>e) Synthesising key content of a set of related recordings</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 increased awareness of turn-taking strategies during conversation and discussion</p> <p>b) Demonstrate an increasing awareness of problems that can arise in the communication process and demonstrate some key skills to overcome these – targeting (i) Set Phrases for expressing wishes vs expressing likes/preferences, (ii) Individual sounds, including awareness of ‘problem sounds’, (iii) basic intonation patterns in order to help convey the message appropriately, (iv) stressing of meaning words in an utterance, as opposed to content words – targeting sentence stress, which aids understanding, and (v) using appropriate contractions and weak forms, in order to produce more natural speech</p> <p>c) Demonstrate an increased awareness of how to structure informal letters and emails, using appropriate greetings/salutations, so as to aid the communication process</p> <p>d) Demonstrate an awareness of appropriate greetings and salutations in oral and written communication</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) Demonstrate an increasing awareness of how to use a monolingual dictionary so as to establish meaning, grammatical significance, related collocation and pronunciation features - with the occasional support of a bilingual dictionary</p> <p>b) Record and organise newly-acquired lexis through the use of mind maps, word webs, word families, and establishing of patterns, where possible</p> <p>c) Record ways of identifying correct pronunciation of earmarked sounds, words and structures</p> <p>d) 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>e) Devise an after-school extensive-reading programme, under the guidance of the teacher/tutor - targeting graded class readers and other earmarked texts, in order to:</p> <ul style="list-style-type: none"> <li>- ensure further development in his/her reading strategies and reading speed</li> <li>- refine strategies relating to locating of main ideas and key information, as well as note-taking in order to be able to write a summary of content, or, in the case of readers, to write a summary of the main plot</li> <li>- locate simple references and other linking devices in earmarked short texts</li> </ul> <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 identify appropriate, strategies to analyse (short) online texts and learning sites, thereby engaging in with the media, albeit in a limited fashion, thus developing the ability to relate to digital text in his/her everyday life (e.g. focus on carrying out internet searches and engaging in social media 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-</p>	<p>Total Contact Hours <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>Supervised Placement and Practice Hours</p> <p>(During these hours the learner is supervised, coached or mentored.)</p>

<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.

<p>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>Self-Study Hours</b> (Estimated workload of research and study.)</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">16</p>	<p><b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.)</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">0</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 25 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">n/a</p>	<p>Contact Hours Delivered Face-to-Face</p> <p style="text-align: center; border: 1px solid black; width: 40px; margin: 0 auto;">n/a</p>
<p><b>Total Number of ECTS / ECVET of this Module/ Unit</b></p>	<p style="text-align: center;">_____ 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>• 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>• No time has been reserved in this first module for Progress Testing due to the lengthy syllabus content, which, however, is mainly revision from Level 1. 3 hours for testing, teacher feedback and class revision have been catered for in Modules 2, 3 and 4, so as to cater for Progress Test 1, following Module 4, or after 56 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 4, or the first 56 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 – Pre-Intermediate</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>	

<b>Title of the Module / Unit:</b> <b>MODULE 2</b>	<ul style="list-style-type: none"> <li>▪ Talking about Events, Finished Actions, Habits &amp; Routine at and around a specific time in the Past (Rev and Extension)</li> <li>▪ Talking about events or activities which were in progress around a particular time in the past</li> </ul>
<b>Module / Unit Description</b>	<p>Module 2 focuses on the development of earmarked language skills and competencies introduced/revised/extended in Module 1, in tandem with extension and expansion of learners' knowledge and communicative use of the Past Simple tense to talk about past events, (<i>i.e.</i> short, quickly-finished actions and happenings, as well as longer situations and/or repeated events, or sequence of events in the past) and to narrate stories and provide descriptions of past events.</p> <p>This module also introduces the Past Continuous/Progressive tense and proceeds to develop learners' communicative competence in order to talk/write about events or activities which were in progress around a specific time in the past, whilst also providing an alternative form of 'story-starter' to the Past Simple tense, in narrative writing.</p> <p>Activation of the Past Simple tense and the Past Continuous/Progressive 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>
<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 ways of writing/talking about definite 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 an awareness of how to produce statements about habit/routine over a period of time in the past</li> <li>c) Identify ways of talking about 'temporary' actions at a specific time in the past (<i>i.e.</i> incomplete actions at a specific time), or events which extended over a period of time in the past, <i>e.g.</i> <u><i>I was watching TV from 4pm till 8pm</i></u></li> <li>d) Determine how to regard actions in the past, <i>i.e.</i> definite or temporary</li> <li>e) Identify ways of talking about concurrent actions/events in the past (<i>i.e.</i> describing one event which started before, and was still ongoing when another action began), <i>e.g.</i> <u><i>I was having a shower when the phone rang.</i></u></li> <li>f) Formulate well-structured questions, such as open/closed questions, tag questions (to check or confirm information) and more polite/formal indirect questions about events/actions/habits/routine in the past and/or temporary actions in the past.</li> <li>g) 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>h) Produce short narratives, demonstrating an ability to use suitable/catchy story starters and exhibiting an awareness of the importance of good linking in order to show establish sequence of events or thoughts, contrast of ideas, as well as results of indicated actions</li> <li>i) Create short biographies of famous people, based on their own world knowledge or guided online research</li> <li>j) Identify connections (<i>i.e.</i> cohesive devices, references, link of ideas, etc.) within a text and demonstrate an increasing awareness of such connectors in his/her own writing</li> <li>k) Identify and use suitable structures to provide descriptions of earmarked personalities and inventions/discoveries</li> <li>l) Identify time-adverbials, sequencers, and simple references in a jumbled short story, in order to establish sequence of events and re-order the narrative</li> <li>m) Demonstrate an improved ability to predict content of short, simple texts by interpreting headlines, related visuals, and/or first sentence/paragraph, and to read such texts in a more efficient, timely fashion for general understanding and for identification of the main idea, location of key information, and specific details</li> <li>n) Demonstrate clearer understanding of key points in earmarked texts and recordings</li> <li>o) Demonstrate understanding of 'problem' vocabulary/expressions through interpretation of surrounding text</li> <li>p) Demonstrate an understanding of gist of earmarked sections of recorded short stories by taking suitable short notes; then, summarizing content and/or predicting the next stage of the story/recording</li> <li>q) Interpret speaker's tone and/or hesitations at (targeted) key stages of a story while speaker is recounting a story (in a recording), <i>i.e.</i> The learner attempts to understand speaker's mood and/or feelings (<i>e.g.</i> fear, anger, surprise, excitement) based on his/her tone or brief pause/s</li> </ol>

	<p>r) Tell simple, short, well-sequenced stories – either improvised, in line with a provided title, or by creating a narrative from an earmarked set of notes or sequence of visuals</p> <p>s) Demonstrate understanding of gist of a short account or biographical interview by taking suitable short notes; then, recounting content, verbally, or paraphrasing in writing (i.e. writing out a summary)</p> <p>t) Demonstrate a basic ability to carry out an interview – targeting peer interviews in relation to past events and/or past habit</p> <p>u) Demonstrate an increasing ability to take part in role-play simulations and discussions, in relation to topics earmarked in this module</p> <p>v) Identify key points to tackle during an informal talk about topics earmarked in this module (following suitable research in groups/pairs), or following on from peer-interviews. Targeting an introduction to public speaking skills, structuring and signposting a talk</p> <p>w) Experiment with simple role-play simulations relating to themes/topics earmarked in this module, such as exchanging personal information during a first meeting, asking for and providing directions, etc.</p> <p>x) Identify key content of an earmarked picture, or set of related pictures, while working as part of a team to prepare a short talk describing content, and speculating about areas that they are unsure of</p> <p>y) 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>- individual sounds relating to earmarked 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/]; Sound patterns relating to Irregular Past Simple structures (e.g. <i>flew/knew/blew</i>: /u/ ; <i>bought /caught</i> : /ɔ/ etc.);</li> <li>/ŋ/ in –ing ending in Past Continuous forms]</li> <li>- contracted and weak forms relating to earmarked structures <ul style="list-style-type: none"> <li>- sound vs spelling, e.g. Silent consonants: Question words: w(h)ere:/weə/; w(hen): /wen/; w(h)y: /waɪ/; Used to: /ju:stʊl/</li> </ul> </li> <li>- word stress relating to earmarked vocabulary relating to targeted topics</li> <li>- intonation patterns relating to different types of question forms earmarked in this module (i.e. closed questions, wh_ questions; tag questions; indirect questions) <ul style="list-style-type: none"> <li>- Sentence Stress: Differentiating between Content words (i.e. stressed words, which take full form) vs Function words, such as prepositions and auxiliary verbs (i.e. unstressed, therefore weak form used in 'rapid speech' e.g. <i>I went to the /təðə/ cinema with a /wɪðə/ friend to /tə/ see a /ə/ movie</i></li> </ul> </li> </ul>
<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>	
	<p>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>)</p> <p>b) 'Used to' to talk about past routine/habits (instead of the Past Simple)</p> <p>c) Past Continuous tense to talk about unfinished or incomplete actions at a specific time in the past, as well as actions which extended over a period of time in the past;</p> <p>d) Past Simple tense vs Past Continuous tense</p> <p>e) Question forms relating to earmarked tenses – Revision, consolidation and extension:</p> <ul style="list-style-type: none"> <li>- Question words (wh_ words): revision and extension of wh_ 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? // How are you feeling? / What are you doing? etc.</i>)</li> <li>- Simple/Direct Question forms: Targeting Open questions (i.e. wh_ questions) vs Closed questions (i.e. Yes/No questions) – revision and extension</li> <li>- Tag questions</li> <li>- Indirect questions</li> </ul> <p>f) Prepositions and adverbials of time, in relation to earmarked structures - revision and extension</p> <p>g) 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)</p> <p>h) Conjunctions, Linkers, and basic signposting (revision and extension) for straightforward linking, contrast and result</p> <p>i) Word families relating to earmarked topics</p> <p>j) Syntax:</p> <ol style="list-style-type: none"> <li>i. Word order in statements and question forms (including wh_ questions, tag questions and indirect questions) – consolidation and extension in relation to earmarked structures</li> <li>ii. Position of adverbials</li> </ol>

	<p>k) Vocabulary (including Synonyms/Antonyms; false friends, e.g. accident &gt;&lt; incident; embarrassed&gt;&lt; pregnant; actually &gt;&lt; currently/at the moment; etc.; control&gt;&lt;check, etc.) and other lexical and lexico-grammatical structures, such as Collocation and Set phrases related to topics and themes earmarked in this module, e.g. <i>Childhood; Days gone by: Art &amp; Music/Education/Life in the Past/Traditions/ and Transport; Discoveries &amp; Inventions; Film; History; Literature; Memories: First Love and other 'firsts'; 'The Life and Times of ...' / Biographies; Urban Legends</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> <ul style="list-style-type: none"> <li>a) experiment with earmarked structures to talk or write about finished actions in the past, past habits/routine and temporary actions at a specific time in the past, or events which extended over a period of time in the past</li> <li>b) explain the assumed plot of a story, based on interpretation of title, first sentence/paragraph/first few utterances, and/or any related visuals</li> <li>c) skim read a short story in order to establish gist/plot, main idea, key information and specific details</li> <li>d) identify references and other linker linking devices in a story or short biography</li> <li>e) re-order jumbled 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 plain 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 mood and feelings of an earmarked character in a recorded account</li> <li>i) write/tell an improvised short, well-sequenced story or account of a person's life, using appropriate time references and adverbials to indicate sequence, concurrent events, and interrupted events</li> <li>j) formulate biographies using appropriate time references</li> </ul>
	<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> <ul style="list-style-type: none"> <li>a) Appraise and evaluate his/her work and that of his peers in an attempt to 'iron out' any glaring mistakes relating to grammatical and lexical structures covered in this module, and proceed to make recommendations for improvement (under the guidance of the teacher)</li> <li>b) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines or utterances</li> <li>c) Reconstruct a short, simple story from a recording, after having identified key points in order to understand the main plot</li> <li>d) Evaluate speaker's tone and hesitation when recounting an event or short story in order to establish mood and/or feelings</li> </ul>
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate some awareness of problems that can arise in the communication process and demonstrate some basic knowledge of skills to overcome these</li> <li>b) Operate with increasing efficiency within a group in order to analyse, create and share short stories, and when communicating with the whole class whilst recounting short stories</li> <li>c) 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</li> <li>d) Demonstrate increased awareness of how to operate efficiently within a team, during discussions, utilizing methods for interacting with a degree of efficiency and sensitivity during turn-taking, interruptions, reaching a consensus and reporting back</li> <li>e) Identify some strategies for managing a short group talk, such as allocating roles at the onset, so as to ensure as smooth a delivery as possible</li> <li>f) Identify basic ways of carrying out an informal (peer) interview with sensitivity, and demonstrate an increasing awareness of how to convey ideas to an audience, as succinctly as possible, when reporting back on findings</li> </ul>



	<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, with increased efficiency, through the use of ..                  - Word webs                  - word families                  - Vocabulary books – targeting storage of individual words as well as ‘chunks’ of language</p> <p>b) Maintain a ‘learner diary’ of daily thoughts and events – targeting development of free writing [and possible (authentic) communication with the teacher</p> <p>c) Maintain an after-school reading programme (i.e. extensive reading), targeting guided readers and an introduction to earmarked online (authentic) texts, 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                  (v) Vocabulary building                  (vi) Analysis of discourse features                  (vii) Summary writing</p> <p>d) Establish an after-school listening programme (i.e. extensive listening), targeting selected podcasts, radio programmes, news bulletins, etc., under the guidance of the teacher – targeting:                  (i) Refining of listening strategies covered during guided-learning hours                  (ii) Analysis of earmarked pronunciation features of the language                  (ii) Summary writing (i.e. summarising main ideas) in preparation for a short collaborative talk about content</p>	
	<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 development in autonomous analysis of earmarked 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>	
<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>3</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> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">16</div>	<p><b>Hrs 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><b>Self-Study Hours</b>                  (Estimated workload of research and study.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">33</div>	<p><b>Assessment Hours</b>                  (Examinations/ presentations/ group work/ projects etc.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">1</div>
<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</p> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; text-align: center; vertical-align: middle;">n/a</div>	<p><b>Percentage of Total Contact Hours delivered online.</b></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.

<b>Total Number of ECTS/ECVET of this Module/Unit</b>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>
<b>Explain how this module/unit will be taught in line with Section B</b>	<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 has been reserved for Progress Testing following Module 4, or after 56 hours of guided learning (Total Test Time: 2 hours)</li> </ul>
<b>Explain how this particular module/unit will be assessed in line with Section B</b>	<p>Assessment: Formative assessment at the end of Module 4, or the first 56 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>
<b>Reading List</b>	<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 – Pre-Intermediate</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>

<b>Title of the Module / Unit:</b> <b>MODULE 3</b>	Bridging Past and Present: Talking about Indefinite Past and Recent Past
<b>Module / Unit Description</b>	<p>Module 3 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 the basic functions of the Present Perfect tense in order to bridge past and present time, focusing on indefinite past, recent past, and past events which have a direct relation on the present, in order to talk/write about life experiences. Activation of the targeted grammatical 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.</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> <ul style="list-style-type: none"> <li>a) Talk/write about life experiences relating to an 'indefinite' past, and about recent past experiences</li> <li>b) Ask about others' experiences</li> <li>c) Demonstrate, in his/her output, that he/she has extended his/her bank of vocabulary and related lexical structures, such as Set Phrases and Formulaic Chunks in relation to topics and themes covered in his module (See 'Knowledge' section for related list of topics/themes)</li> <li>d) Demonstrate an increased ability to predict ...             <ul style="list-style-type: none"> <li>(i) the main idea in short, simple texts and recordings by interpreting headlines and related visuals before reading/listening, 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, <i>and</i></li> <li>(ii) content of earmarked sections of a recording, after listening to the first section (<i>i.e.</i> predicting what happens next)</li> </ul> </li> <li>e) Interpret the main idea of earmarked short texts, with increased efficiency, in order to carry out a multiple-matching task in relation to earmarked visuals, titles and short summary statements (Further development)</li> <li>f) Identify referencing within a text (level-specific), specifically Pronouns used for forward references and back references, in order to help re-order a text and establish a sequence of ideas.</li> <li>g) Locate details and specific information in a text, or set of short related texts, and/or a recording, targeted at this level, so as to:             <ul style="list-style-type: none"> <li>(i) establish a general understanding of text/s and/or recording,</li> <li>(ii) take short notes in order to synthesise information, paraphrase content, and/or complete a related form and/or gapped summary of content</li> </ul> </li> <li>h) Establish the meaning of 'problem words' from context</li> <li>i) Demonstrate understanding of key content of (longer) recordings by identifying key points in order to establish sequence in a set of related random summary points</li> <li>j) Demonstrate a basic ability to predict what happens next in a recording, after listening to the first section</li> <li>k) Demonstrate a basic ability to identify mood and feelings of speaker/s based on his/her tone (Further development)</li> <li>l) Design a questionnaire (collaborative) relating to life experiences and engage in a (class/school) survey in order to collect information/data</li> <li>m) Evaluate data collected during a class/school survey and interpret information collected</li> <li>n) Compose short written texts to describe his/her/others' experiences, provide descriptions of people, things, places and events, demonstrating a basic awareness of how to deal with timelines and using a range of simple, but appropriate, range of descriptive language</li> <li>o) Take an active part in informal discussions relating to life experiences, using appropriate basic structures to express opinion, indicate agreement/disagreement, make suggestions, 'hand over' to other speakers.</li> <li>p) Identify key points in a group discussion and work with the group to reach common consensus on areas of agreement</li> <li>q) Interpret specific pronunciation features of the language relating to targeted structures and vocabulary, such as contractions and word stress; demonstrating also an awareness of sentence stress, and a basic awareness of intonation patterns</li> </ul> <p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>

	<p>a) (Introduction only) Present Perfect Simple tense – limiting functions to talking/writing about experiences at an indefinite time in the past or in the recent past, as well as experiences which started in the past and have carried on to the present - statement, negative and question forms.</p> <p>b) Extension of <i>wh</i>- questions, indirect questions, and tag questions, in relation to the Past Perfect Simple tense</p> <p>c) Third form of the Verb:</p> <ul style="list-style-type: none"> <li>- Regular Past Participle forms (mainly), in relation to the Past Perfect Simple tense</li> <li>- Introducing some irregular forms, establishing patterns where possible (e.g. <i>brought - caught - bought; sung - rung; slept - kept; flown - drawn; etc...</i>)</li> <li>- Comparing Past Participles 'been' and 'gone' e.g. Indefinite past: <i>John's been to Italy before.</i></li> </ul> <p>&gt;&lt; Actions in the past with an effect on the present: <i>John's gone to Italy. (= He's not here, now)</i></p> <p>d) Adverbials relating specifically to ...</p> <p>Experiences: <i>ever / never</i>  Recent past: <i>just / yet/ already</i>  Past up to the present: <i>for/since</i></p> <p>e) Comparing Present Perfect Simple (relating to indefinite past, recent past experiences, and past carrying over to the present) with Past Simple (relating to main events in the past.)</p> <p>f) Revision and extension of appropriate set phrases for greeting/salutation forms commonly used in informal letters and emails, and an introduction to some more formal forms</p> <p>g) Formulaic chunks relating to informal discussions – Revision &amp; Extension - targeting basic phrases for turn-taking and handing over, expressing opinion, agreeing/disagreeing, etc.</p> <p>h) Nouns (Further Development) – targeting Capitalisation in proper nouns (e.g. Proper names; Days of the Week, Months, Countries, Nationalities, Languages. NB: No capital letters are used for seasons)</p> <p>i) Use of Pronouns (Further development), used as forward/back-referencing items in a written or recorded text (i.e. to refer back/forward to ideas expressed elsewhere in the text)</p> <p>j) Conjunctions and Linkers (revision and extension) for straightforward linking, establishing sequence of events, and establishing cause and effect</p> <p>k) Vocabulary (including activation <i>via</i> Word families) and other lexical and <i>lexico</i>-grammatical structures, such as Collocation and Set phrases related to topics and themes earmarked in this module, e.g. <i>Accomplishments and Life Experiences; Celebrities, Changes; Education, Famous People &amp; Interesting Lives</i> (Extension); <i>Food</i> (in relation to 'Experiences'); <i>Interests and Hobbies; Sports</i> (in relation to 'Experiences'); <i>Travel</i> (Extension); <i>Work</i>: targeting <i>Job Interviews / Job applications</i> (in relation to 'Experience/s')</p> <p>l) Syntax (Further development): Word order in statements and question forms relating to structures earmarked in this module</p> <p>m) Pronunciation (Further development):</p> <ol style="list-style-type: none"> <li>i. Individual sounds: <ul style="list-style-type: none"> <li>- Focus on perfecting pronunciation of the individual sounds of the International Phonetic Alphabet (IPA), in relation to the English language</li> <li>- Correct pronunciation of some irregular Past Participle forms, e.g. <i>gone: /gɒn/ ; read: /red/ (vs /rid/ in base form, 'read')</i></li> </ul> </li> <li>ii. Introduction to Rhythm and Sentence Stress – <u>Awareness raising only</u>, at this level</li> <li>iii. Extending Sentence Stress: Emphatic stress – <u>Awareness raising</u></li> <li>iv. Further practice on intonation patterns relating to the various question forms covered in this module</li> </ol>
<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></p> <p>The learner will be able to ....</p> <ol style="list-style-type: none"> <li>a) Experiment with earmarked structures to talk and write about experiences</li> <li>b) Identify simple referencing and endeavour to use it in his/her own writing</li> <li>c) Explain, in very simple language, the assumed overall content of a written or recorded text, based on interpretation of title and related visuals</li> <li>d) Skim read and scan simple, short texts, with improved efficiency, in order to understand gist, main idea and key details/information, as well as locate specific information</li> <li>e) Listen to key details and specific information in earmarked recordings, so as to establish gist and complete related documents</li> <li>f) Formulate short, informal letters and emails using appropriate greetings, salutations and structure, in order to write about experiences or recently-completed actions, demonstrating also an awareness of how to formulate more formal letters/emails, albeit with some limitations</li> </ol>	

	<ul style="list-style-type: none"> <li>g) Design (collaboratively) a coherent set of short, simple questions as a basis for a class survey, which is followed by collaborative analysis of data and a short talk</li> <li>h) Take part in a short (collaborative) simple talk based on results of a class survey</li> <li>i) Role play earmarked characters in short, simple sketches relating to earmarked experiences</li> <li>j) Produce a (collaborative) short script for earmarked characters in short, simple sketches related to topics covered in this module, and interpret the role of one of the characters</li> <li>k) Demonstrate a basic ability to engage in informal group discussions</li> <li>l) Role play earmarked characters in short, simple sketches related to topics covered in this module</li> </ul>
	<p><b>Judgment Skills and Critical Abilities</b></p> <p>The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) Appraise and evaluate his/her work and that of his peers, with increased confidence and efficiency, 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)</li> <li>b) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines, with increasing confidence, and compare predictions with actual content, after having read/listened to the text/recording and established main idea and gist</li> <li>c) Predict content of earmarked sections of a recording, after listening to the first section (i.e. predicting what happens next)</li> <li>d) Demonstrate understanding of key content of short, simple texts and recordings by taking a short set of notes</li> <li>e) Synthesise information collected from a variety of related short texts</li> <li>f) Demonstrate a basic awareness of how to interpret gist of earmarked recordings in order to establish possible setting</li> <li>g) Demonstrate a basic awareness of how to interpret tone of speakers and key phrases used in earmarked recordings, in order to establish familiarity (or not) /relationship of key characters</li> <li>h) Interpret results of a class survey and provide feedback to the class or via a collaborative simple, short talk</li> </ul>
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate increased awareness of how to ...             <ul style="list-style-type: none"> <li>(i) communicate with friends/family via letters/emails about their experiences</li> <li>(ii) address the reader in a letter and email, and finish off with a suitable greeting form, whilst also structuring content in a way that facilitates the communication process</li> </ul> </li> <li>b) Demonstrate basic awareness of how to communicate in more formal situations</li> <li>c) Identify, with increased efficiency, suitable question forms, tone and strategies to use when carrying out a short class survey, demonstrating also an increased awareness of basic skills/strategies to use in order to deal with problems which can arise during communication</li> <li>a) Demonstrate an increased awareness of the following:             <ul style="list-style-type: none"> <li>(i) Appropriate strategies to adopt when working on a collaborative piece of writing, such as a questionnaire in preparation for a class survey</li> <li>(ii) Turn-taking strategies during conversation and simple discussion</li> </ul> </li> </ul>
	<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> <ul style="list-style-type: none"> <li>a) Record, organise, (and recycle) newly-acquired lexis relating to earmarked topics, with more efficiency, via mind maps, word webs, etc. – also, activating and extending 'new' vocabulary via spidergrams and word families – level specific – with the aid of a learner's dictionary, and the support of a bilingual dictionary, where necessary (e.g. ... in relation to 'Travel' : <i>Russia (country) - Russian (nationality) -Russian (language)</i>// .. in relation to 'Changes': <i>to change (v) – change (n) – changing (adj) – Expressions/Collocation: to change (your) clothes / to change money / to change trains, etc.</i>)</li> <li>b) Record ways for identifying correct pronunciation of earmarked words and structures [e.g. Contracted form of earmarked grammatical structure, e.g. Negative form: /'hæv(ə)nt / (...followed by 3<sup>d</sup> form of main verb)]</li> </ul>

	<p>c) Drill Past form and Past Participle forms of identified verbs (level specific) for easier retrieval (i.e. so as to facilitate memory storage), e.g. <i>break – broke – broken/ sing -sang – sung / ride – rode – ridden / mean – meant – meant / run – ran – run / etc.</i></p> <p>d) 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>- improve reading speed</li> <li>- hone strategies covered in this module, and in preparation for simple tasks, such as class discussions, role play, etc.</li> <li>- develop, further, the necessary skills related to establishing meaning of 'new' or 'problem' vocab through analysis of word form, context, and surrounding text and information, thereby aiding understanding and facilitating memory storage</li> </ul> <p>e) Carry out online research, as earmarked by the teacher, so as to further develop the necessary skills relating to online reading</p> <p>f) Carry out after-school extensive listening programme, as recommended by the teacher/tutor, with an aim to understand the main idea/s, specific information of the earmarked recordings, and to register improvement in his/her pronunciation through repetition/drilling of identified words and key phrases</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></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; text-align: center; margin: 0 auto;">16</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; text-align: center; margin: 0 auto;">n/a</div>
	<p>Self-Study Hours</p> <p>(Estimated workload of research and study.)</p> <div style="border: 1px solid black; width: 40px; text-align: center; margin: 0 auto;">33</div>	<p>Assessment Hours</p> <p>(Examinations/ presentations/ group work/ projects etc.)</p> <div style="border: 1px solid black; width: 40px; text-align: center; margin: 0 auto;">1</div>
<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</p> <div style="border: 1px solid black; width: 40px; text-align: center; margin: 0 auto;">n/a</div>	<p>Contact Hours Delivered Online</p> <div style="border: 1px solid black; width: 40px; text-align: center; margin: 0 auto;">n/a</div>
<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 (+ 1 hour carried forward from Module 2) reserved for Progress Testing + Teacher feedback/class revision, following Module 4 or after 56 hours of guided learning</li> </ul>	

<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><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 Module 4, or after 56 hours of guided learning. 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>
<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 – Pre-Intermediate</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>

<p><b>Title of the Module / Unit:</b> <b>MODULE 4</b></p>	<ul style="list-style-type: none"> <li>▪ Future Plans and Arrangements, Future 'Fact', Uncertainty, Spontaneous Decisions, and Predictions about the future (Revision &amp; Extension)</li> <li>▪ Shifting focus: The Passive Voice</li> </ul>
<p><b>Module / Unit Description</b></p>	<p>Module 4 focuses on further development of earmarked language skills and competencies introduced, or developed further in the previous three modules, in tandem with the expansion of learners' language knowledge through the communicative use of the following structures:</p> <ul style="list-style-type: none"> <li>- Future forms and other structures which are used to talk/write about events or plans which have yet to occur in the future.</li> <li>- The Passive Voice which is used in order to shift focus from the 'doer' of an action to the 'receiver'</li> </ul> <p>This section of the module also covers a general revision of tenses covered so far in this syllabus.</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>
<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> <ol style="list-style-type: none"> <li>a) Identify ways of writing/talking about future plans, intentions and resolutions, as well as future fact, demonstrating also an ability to indicate a decision taken at the moment of speaking</li> <li>b) Demonstrate an ability to talk about scheduled events in the future, and to make predictions about the future</li> <li>c) Identify ways of talking/writing about actions/events without focusing on the 'doer', either because the receiver of the action, or the action itself, is more important than the 'doer', or because the 'doer' is unknown</li> <li>d) Formulate well-structured 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, and indirect questions in order to establish a degree of formality</li> <li>e) Demonstrate, in their output, that they have extended their 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>f) Demonstrate an increasing ability to relate to authentic texts in newspapers, magazines, and web articles, exhibiting a basic ability to identify purpose of article, establish style and register and identify targeted readers</li> <li>g) Interpret visuals, headlines/titles of earmarked short texts, as well as headlines, subheadings, images and captions in newspaper articles, in order to predict content</li> <li>h) Demonstrate an increasing ability to exploit context in order to interpret the meaning of 'new' language, rather than relying totally on understanding the full meaning of each and every word (<i>i.e.</i> exploiting the benefits of a top-down approach)</li> <li>i) Identify linkers, basic signposting and conjunctions in jumbled texts, programmes, travel itineraries, agendas or schedules, in order to establish relationship of ideas and re-order texts</li> <li>j) Identify specific information in short texts and recordings, and demonstrate an increasing ability to mine authentic texts and recordings for details and key information, in order to work on other related tasks, such as note-taking or gapped summaries</li> <li>k) Interpret the main idea of earmarked short texts in order to carry out a multiple-matching task</li> <li>l) Demonstrate an improved ability to read short texts in a timely fashion for general understanding and to establish gist</li> <li>m) Analyse earmarked texts for detail, key information, topic sentences, as well as elements of good writing, intended readership, style and register</li> <li>n) Demonstrate an increased awareness of the importance of listening for key details and specific information in earmarked graded recordings of short dialogues, in order to understand the implied meaning of what certain speakers say and to identify redundant information</li> <li>o) Demonstrate a limited ability to do the same (as above) with short authentic recordings, such as online news videos and podcasts</li> <li>p) Identify ways of taking short notes relating to key details/specific information in earmarked recordings/clips/podcasts, in order to paraphrase content and/or to synthesise content of a related set of recordings</li> <li>q) Experiment with basic ways of describing a process in writing (e.g. the process of a scientific experiment; the process of events relating to a news item; etc.)</li> <li>r) Compose short written texts (misc. genres, including Descriptive, as well as Agendas and Schedules) relating to topics targeted in this module</li> </ol>



- s) Experiment with simple role-play simulations relating to themes/topics earmarked in this module
- t) Demonstrate an increased 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
- u) Identify key points discussed during an informal discussion in order to take part in a short group talk about conclusions reached during a discussion relating to earmarked topics
- v) Identify key points to talk about during a short group talk/presentation about topics earmarked in this module
- w) 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 their own speech, and reflecting them, where necessary/possible, in their own writing: -
  - individual sounds relating to targeted structures (e.g. /ɪŋ/ in the *Going to* structure; /d/, /t/, /ɪd/ in past participle endings used in passive structures)
  - contracted and weak forms
  - sounds vs spelling, in relation to the above
  - word stress relating to earmarked vocabulary
  - weak forms in connected speech, e.g. 'He's been found dead' / /hɪz bɪn /
  - intonation patterns relating to statements vs question forms earmarked in this module, as well as targeted functional language

Knowledge – at the end of the module/unit the learner will have been exposed to the following:

- a) Verb tenses:
  - (i) Revision of the *Going to* structure to talk about future plans and to make 'calculated' predictions (i.e. predictions based on current evidence)
  - (ii) Revision of the Present Continuous tense in order to talk about arrangements (and confirmed appointments)
  - (iii) Revision of Future Simple (*Will*) to talk about future fact, spontaneous decisions and predictions – statement, negative and question forms
  - (iv) Revision of Present Simple tense in order to talk about scheduled events in the future
- b) Passive voice (across all tenses covered so far in this syllabus), to shift focus from the 'doer' to the 'receiver' of an action
- c) Question forms relating to earmarked structures:
  - (i) *Wh\_* questions – Revision and consolidation in relation to earmarked tense
  - (ii) Tag Questions, or 'Confirming Questions'
  - (iii) Indirect questions
- d) Word families relating to earmarked topics
- e) Word formation: Prefixes & Suffixes (extension)
- f) Prepositions and adverbials of Time – revision and extension
- g) Formulaic chunks relating to earmarked topics and related functions (e.g. making and talking about plans; informal discussions – targeting basic turn-taking and handing over, agreeing/disagreeing, etc.)
- h) Syntax: Word order in statements and question forms - consolidation
- i) Vocabulary (including synonyms and near synonyms) and other lexical and *lexico-grammatical* structures, such as Collocation and Set phrases related to topics and themes earmarked in this module, e.g. *Cinema and Film; Education; Festivals; Free time: Hobbies and Open-air activities; Future Plans & Ambition; Horoscopes & Predictions; Nightlife & Entertainment; Schedules; Travel: Holidays /Space Travel / Travel in the Future ; Crime; Current Affairs; Food; History: Actions / Discoveries / Inventions that have changed history; Inventions; Media: Newspapers, Television and Radio; Science & Technology*

Skills – at the end of the module/unit the learner will have acquired the following skills:

**Applying knowledge and understanding**

The learner will be able to ...

- a) produce language which demonstrates some control over the grammatical and lexical structures covered up to this stage of the course
- b) re-order jumbled schedules, itineraries, programmes, agendas and short texts by targeting linkers and adverbials so as to establish sequence and cohesion
- c) explain, in short, the assumed content of a text, based on interpretation of title and related visuals
- d) scan and skim read earmarked texts, with increased efficiency, so as to locate specific information and understand the gist
- e) distinguish the main points in a text and identify cohesive devices which make for easier reading

- f) identify the meaning of unfamiliar vocabulary from context
- g) analyse a text for elements of good writing, intended readership, style and register
- h) Explore simple online texts, or earmarked extracts, thereby enhancing his/her ability to relate to digital text in his/her everyday life.
- i) combine information collected from a set of related recordings and reconstruct ideas in the form of a short piece of writing
- j) interpret key information provided by earmarked speakers in recorded conversations targeted at this level
- k) produce a variety of short texts (exhibiting a variety of genres) and other forms of writing (e.g. agendas, itineraries and schedules) in relation to earmarked topics
- l) formulate content of letters and emails, using appropriate greetings/salutations and correct address format
- m) role play earmarked characters in short sketches related to topics covered in this module
- n) demonstrate an increasing ability to engage actively in informal discussions and report back on key points discussed and any conclusions reached

***Judgment Skills and Critical Abilities***

The learner will be able to...

- a) Evaluate his/her work, with increasing efficiency, and proceed to edit as necessary
- b) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines, and reconstruct order of events, as necessary, after having read, or listened to, content
- c) Identify redundant material in a text or recording
- d) Demonstrate understanding of key content of a set of recordings by providing a summary of content, after having identified main points
- e) Interpret and summarise (in a collaborative fashion) key content of a discussion with peers

***Module-Specific Communication Skills***

(Over and above those mentioned in Section B)

The learner will be able to:

- a) demonstrate increased awareness of communicating effectively via short descriptive texts, as well as in the creation of agendas and schedules (i.e. keeping target audience in mind)
- b) operate with a degree of efficiency within a team in order to....
  - (i) produce collaborative writing, such as schedules, agendas, etc.
  - (ii) brainstorm ideas in preparation for in-class process writing
  - (iii) relay the content of earmarked related recordings, in order to formulate a collaborative synthesis of overall content
  - (iv) take part in an informal discussion about plans and predictions – targeting strategies such as expressing opinion, agreeing/disagreeing, interrupting, handing over, winding down
  - (v) select key points tackled during the discussion, so as to give a short group talk about key content of discussion and any conclusions reached
  - (vi) plan a short informal presentation, or short talk on an earmarked topic, establishing also ‘speaker’ roles within the group
- 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 and engage more effectively with the other speakers or the audience (in the case of a short talk/presentation) – targeting
  - (i) Set Phrases and Expressions, (ii) appropriate Formulaic chunks during discussion,
  - (iii) Basic, but clear signposting during a talk or presentation, in order to alert the audience to key points, (iv) key sounds relating to structures earmarked in this module (iii) appropriate intonation patterns in relation to statements and question forms

***Module-Specific Learner Skills***

**Competences** (Over and above those mentioned in Section B)

The learner will be able to ...

- a) Demonstrate an increasing 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)
- b) Demonstrate an increasing ability to understand ‘new’ language through context,
- c) Record, organise and activate newly-acquired lexis *via* word webs, mind maps, and word-family lists
- d) Demonstrate refining of 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

	<p>e) 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</p> <p>f) 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</p> <p>g) 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</p>	
	<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 carry out some online research and analyse recommended basic online texts relating to earmarked topics, in preparation for writing/speaking tasks, thereby engaging in a limited fashion with the media and developing his/her ability to relate to digital text in his/her everyday life.</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>5</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). <span style="border: 1px solid black; padding: 2px 10px;">16</span></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 (Estimated workload of research and study.) <span style="border: 1px solid black; padding: 2px 10px;">33</span></p>	<p>Assessment Hours (Examinations/ presentations/ group work/ projects etc.) <span style="border: 1px solid black; padding: 2px 10px;">1</span></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 (+ 2 hours carried forward from Mods 2 and 3) reserved for Progress Testing + Teacher feedback/Class revision, at the end of this module, or after 56 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 at the end of this module (module 4), or the first 56 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</p>	

<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>coursebook is <i>Life – Pre-Intermediate</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: MODULE 5</b>	Expressing Ability (past & present), Permission, Prohibition, Obligation, Possibility & Probability, as well as making Offers & Requests – Modality
<b>Module / Unit Description</b>	Module 5 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 order to (i) express present, past and future ability, (ii) give or deny permission relating to present time, (iii) express strong and mild obligation, as well as '0' obligation, mainly in relation to present time and future, and (iv) talk about the possibility or probability of something happening in the present or future. 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;prohibition)</li> <li>c) Make an offer and/or express a request</li> <li>d) Talk about strong obligation in the present, past and future, indicating whether obligation is upon oneself, or whether it is 'externally' imposed</li> <li>e) Talk about necessity, and lack of obligation or necessity, in the present, past or future</li> <li>f) Give advice and make recommendations/suggestions (<i>i.e.</i> mild obligation) relating to present time and the future</li> <li>g) Talk about the possibility and/or probability of something happening in the present or future</li> <li>h) Demonstrate an improved ability to predict the main idea and/or order of events in short texts and/or 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>i) Interpret the main idea of earmarked short texts in order to carry out a multiple-matching task (Further development)</li> <li>j) Demonstrate an increased ability to identify cohesive devices in a text or recording so as to establish link of ideas</li> <li>k) Demonstrate understanding of key content of random short excerpt/recordings from a base text/recording of a text or conversation, and locate relative linkers/signposting in order to re-order ideas, or the jumbled text</li> <li>l) Demonstrate understanding of a set of related short texts or recordings by identifying key points and producing short useful notes, with a view to putting ideas in order to and proceed to synthesise main content of the set of texts/recordings</li> <li>m) Attempt to analyse a speaker's mood and feelings, as well as implied meaning through his/her use of modality and hesitation in earmarked short recordings</li> <li>n) Demonstrate a basic awareness of how to analyse a text in order to establish writer's attitude</li> <li>o) Demonstrate an improved ability to skim read a text in order to establish the main idea, as well as genre of writing</li> <li>p) Analyse a short text for organization features and patterns of language relating to structures earmarked in this module</li> <li>q) Demonstrate an improved ability to scan a text for specific details and to skim read content for gist</li> <li>r) Identify word sets and key expressions to use in his/her own output, in relation to targeted topics</li> <li>s) Produce short texts or talk about sets of rules or <i>do's &amp; don'ts</i> in relation to earmarked topics (<i>e.g.</i> Social norms, Class /House rules/ When you visit my country .... ; etc.)</li> <li>t) Demonstrate an improved ability to formulate short informal letters and emails, using appropriate greetings/salutations and structure, in order to give advice, make recommendations, give suggestions, indicate obligation and/or necessity, etc.</li> <li>u) Demonstrate an ability to engage more constructively in group discussions relating to earmarked topics, with a focus expressing opinion, agreeing/disagreeing, and negotiating a common decision which is shared with the class during feedback</li> <li>v) Experiment more actively in role-play simulations relating to giving of advice, recommendation, indicating obligation, etc.</li> <li>w) Identify key points to talk about during a collaborative short talk, with a focus on taking more of an active part in the actual presentation of facts/rules/etc.</li> </ul>

	<p>x) Demonstrating growing autonomy in establishing appropriate Word Stress and basic Sentence Stress</p> <p>y) Interpret specific pronunciation features inherent to targeted structures - such as the following – in earmarked recordings, exploring ways of integrating such features in his/her own oral and written output: -</p> <ul style="list-style-type: none"> <li>- Contractions, e.g. <i>Can't. Mustn't, Couldn't, Shouldn't, don't (have to)</i></li> <li>- Individual sounds &amp; Diphthongs, e.g. 'a' sound in 'Can' and 'Can't': /kæn/, /kɑ:nt/;</li> <li>- 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 'l' in 'should' and 'shouldn't': /ʃʊd/, /ʃʊdənt/); Silent 't' in 'mustn't': /mʌzənt/ in earmarked recordings and in their own communication with native speakers, and explore ways of integrating such features in his/her own oral and written output</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p>
	<p>a) Modal auxiliary verbs - statement / negative/ question forms - covering the following functions:</p> <ul style="list-style-type: none"> <li>- Ability: <i>Can</i> - for present Ability and related opportunities/possibilities (e.g. making a request); <i>Could</i> for past ability (+ introduction to <i>was able to</i>, as an alternative to <i>could</i>. Note: The two forms are interchangeable at this level)</li> <li>- Permission: <i>Can</i> and <i>May</i> - to ask to for, give, and/or deny permission (i.e. Prohibition: <i>Can't; Mustn't</i>)</li> <li>- Obligation: <ul style="list-style-type: none"> <li>PRESENT TIME: (i) Mild Obligation: <i>Should/Shouldn't</i>; (ii) Strong Obligation &amp; (to indicate) Necessity: <i>Must/ Have to/ Need to</i> (+ <i>Must</i> vs <i>Have to</i> : expressing obligation upon oneself as opposed to 'external' obligation ) (iii) Lack of Obligation: <i>Don't have to/Don't need to</i> ( NB: <i>Needn't</i> is NOT introduced at this level)</li> <li>PAST TIME: Strong obligation (only) ... <i>Had to / Didn't have to/ Didn't need to</i></li> </ul> </li> <li>- Offers &amp; Requests relating to Present time only: <i>Could / Can/ May</i></li> <li>- Possibility &amp; Probability – Present &amp; Future only : <i>May, Might, Could + Can't</i></li> </ul> <p>b) Fixed expressions and Set Phrases to perform various functions relating to earmarked tasks (e.g. expressing opinion; agreeing/disagreeing/ negotiating ... during discussion), and directly or indirectly related to the targeted grammatical structures</p> <p>c) Vocabulary (including related Synonyms/Antonyms, 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>School, Education &amp; Learning Strategies; Law and Order; Travel Tips (Extension); Film &amp; TV; Talent and Ability; Health and Fitness; First Impressions; Problems and Solutions; Relationships (Extension); Rules &amp; Regulations (Extension); Social Events &amp; Social Norms; Jobs &amp; Work</i></p> <p>d) Word families relating to earmarked topics</p> <p>e) Adjectives: Prefixes – in order to add, or change meaning of earmarked vocabulary - Extension of negative prefixes, and others</p> <p>f) Syntax: Word order relating to Modal auxiliary verbs (+ base form of verb)</p> <p>g) Speech sounds: Word Stress and Sentence Stress – extension</p>
	<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> <ul style="list-style-type: none"> <li>a) organize and re-order ideas in a jumbled text or recording</li> <li>b) experiment with earmarked structures to talk about, write about and/or create documents such as class rules, house rules, guidelines, etc., in relation to ability and related opportunities, as well as permission, prohibition and (strong &amp; mild) obligation</li> <li>c) show <b>some very basic</b> confidence when reading a (near) authentic texts, with clear attempts to adapt speed and style of reading</li> <li>d) interpret a speaker's mood and feelings through analysis of his use of language and hesitation</li> <li>e) explain, in very simple language, the assumed content of a written or recorded text, based on interpretation of title and related visuals</li> <li>f) skim read, with improving efficiency, short texts in order to understand gist, main idea and key details/information</li> <li>g) identify referencing in a text/recording in order to be able to re-order the said text/s or script</li> </ul>

	<p>h) formulate short, informal letters and emails using appropriate greetings/ salutations and structure, in order to give advice, make recommendations and/or provide guidelines</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 sketches related to topics covered in this module</p> <p>k) take an active part in a collaborative short talk or presentation relating to earmarked topics</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 or relaying content to peers and working on a collaborative synthesis of general content</p> <p>e) Demonstrate understanding of main points of jumbled extracts from a short base text or recording in order to re-assemble the text or recording script</p> <p>f) Synthesise content of group discussions, and conclusions reached, in plain language, during open class feedback</p> <p>g) Demonstrate a basic awareness of how to evaluate a speaker's mood from his/her choice of structures earmarked in this module</p> <p>h) Evaluate content which is to be shared with the audience during a collaborative short talk/presentation</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 an increased awareness of how to give advice and make recommendations 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) Demonstrate sensitivity when communicating rules and regulations in relation to earmarked topics</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. Paraphrasing content of a related set of short texts; A (fictitious) set of House rules / Class rules; Recommendations for visitors to your country; etc.)</p> <p>(ii) Problems that can arise in the communication process, demonstrating some basic knowledge of skills to overcome these, such as rephrasing, asking the right questions to expand/share knowledge, etc.</p> <p>(iii) Turn-taking strategies during conversation and simple discussion</p> <p>(iv) Negotiating a common decision at the end of a discussion</p>
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	<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>Demonstrate increasing familiarity with the individual sounds of the English language, thereby facilitating more effective exploration of entries in the learner dictionary</li> <li>Activate and extend newly-acquired vocabulary by creating word-families (e.g. columns, spidergrams) via the use of learner dictionaries, etc.</li> <li>Record (near) synonyms, antonyms and potentially confusing words</li> <li>Record ways for identifying correct pronunciation of earmarked words and structures (e.g. Silent 'l' in <i>could /should</i>; silent 't' in <i>mustn't</i>)</li> <li>Organise an after-school extensive-reading programme with the help of the teacher/tutor, so as to:                         <ul style="list-style-type: none"> <li>- hone strategies covered in this module, and in preparation for tasks, such as class discussions, role play, short (collaborative) talk/presentation, etc.</li> <li>- explore meaning and mechanics of the language</li> <li>- improve reading speed</li> </ul> </li> <li>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, discussion, preparing script for a short (collaborative) talk/presentation</li> <li>Listen to recordings earmarked by the teacher/tutor, or others available on self-access sites, in order to focus on targeted Speech sounds– as recommended by the teacher/tutor – so as to perfect features of pronunciation earmarked in this module</li> </ol>	
	<p><b>Module-Specific Digital Skills and Competences</b>                  (Over and above those mentioned in Section B)                  The learner will be able to ....                  .... demonstrate appropriate strategies to analyse simple online reading/listening texts and learning sites, thereby developing a basic ability to relate to digital text in his/her everyday life 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>6</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>	

<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.



<p><b>Explain how this module/unit will be taught in line with Section B</b></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> </ul> <p>a. 1 hour reserved for Progress Testing following Module 6, or after 72 hours of guided learning (Note: Progress Test length = 2 hours)</p>
<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 Module 6, or after 72 hours of guided learning. 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>
<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 – Pre-Intermediate</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>

<b>Title of the Module / Unit:</b> <b>MODULE 6</b>	<b>Real and Unreal Conditions: Introduction to Conditional forms</b> <b>(The 'First' and 'Zero' Conditionals)</b>
<b>Module / Unit Description</b>	Module 6 focuses on refining earmarked <b>language skills and competencies</b> relating to the four language skills, in tandem with expansion of learners' knowledge of basic Conditional forms and their communicative use in relation to earmarked topics and 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>	<b>Competences:</b> – 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 basic awareness of how to express the relationship between two actions/situations which are either 'real' (<i>i.e.</i> always true), or possible/probable, where one action/situation is the reason or the 'occasion' for the other.</li> <li>b) demonstrate an increasing ability to ...           <ul style="list-style-type: none"> <li>- locate specific information and key details in an earmarked text more efficiently and in a more timely manner</li> <li>- identify key features in a text or a recording, at pre-reading/listening stage, such as opening remarks/statements, related visuals, and (for listening only ...) sound features, in order to predict content</li> <li>- interpret more authentic reading texts and recordings (like short Travel Guides, Recommendations Columns, Blogs, Podcasts, Interviews, etc.) with a view to establishing gist/main idea,</li> </ul> </li> <li>c) recognise and analyse earmarked structures in texts and recordings, establishing rules relating to form and function, and exploring ways of integrating these patterns in his/her own writing and speech</li> <li>d) produce short, interesting descriptive pieces of writing, demonstrating an increasing awareness of cohesive devices and appropriate grammatical and lexical structures</li> <li>e) demonstrate an increasing awareness of other (different) genres of writing and attempt to produce short articles for magazines, relating to personalized content (<i>e.g.</i> <i>If/When I ... , I will ...</i>), as well as basic argumentative pieces of writing, where he/she attempts to express opinion and explain viewpoints related to topics earmarked in this module</li> <li>f) demonstrate an increasing awareness of discourse features and basic formulaic language when explaining viewpoints, expressing opinion, and discussing the pros and cons of a given situation, when attempting to produce balanced arguments during discussion</li> <li>g) attempt to interpret the attitudes and discourse of an earmarked character in role play and simulations which entail the use of structures earmarked in this module</li> <li>h) operate efficiently within a team, adapting input, and utilising methods for interacting sensitively and effectively with others in the reconstruction of a base text used during a 'running dictation' task</li> </ul>
	<b>Knowledge</b> – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> <li>a) Conditional forms – '0' and 1<sup>st</sup> Conditionals</li> <li>b) 'if' vs 'unless'; 'when' vs 'as soon as'</li> <li>c) Vocabulary (plus related aspects, such as synonyms/antonyms, word families, prefixes &amp; suffixes,) and other lexical and <i>lexico-grammatical</i> structures (<i>i.e.</i> Collocation, Phrasal Verbs, Idioms, Set Phrases) related to topics and themes earmarked in this Module, <i>i.e.</i> <i>Education; Holidays and Travelling; Lotteries; Making Plans; Personal Problems; Predictions; Science and Facts; Trying One's Luck: Gambling &amp; Lotteries</i></li> <li>d) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items</li> <li>e) Consolidation and extension of fixed expressions and set phrases to perform various functions relating to earmarked tasks (<i>e.g.</i> expressing opinion; agreeing/disagreeing/ negotiating ... during discussion), and directly or indirectly related to the targeted grammatical structures</li> </ul>
	<b>Skills</b> – at the end of the module/unit the learner will have acquired the following skills:

**Applying knowledge and understanding**

The learner will be able to ....

- a) show increasing confidence when reading a variety of short texts, demonstrating a growing ability of adapting speed and style of reading (i.e. using strategies such as scanning and skimming, predicting content, and other basic strategies acquired to date) exhibiting also a growing ability to establish the meaning of 'problem' or 'new' vocabulary from context, or with the use of a learner dictionary
- b) organize and re-order ideas in a jumbled text or recording
- c) use contextual clues to achieve comprehension of, and to check understanding of main points, key details /specific information in earmarked graded or near-authentic recorded monologues/ dialogues/etc.
- d) assemble notes taken during listening to earmarked short recordings, relating to a common topic, in order to produce a coherent summary of main content (i.e. common ideas)
- e) assemble notes or dictation transcript of short extracts from a base text in order to re-construct the original text, as coherently as possible
- f) attempt to produce simple, but clearly intelligible, continuous writing in relation to descriptions, short articles and basic discursive writing on topics earmarked in this module, following standard layout and paragraphing conventions, with reasonably accurate spelling and punctuation, albeit with definite mother tongue influence
- g) operate with increasing fluency and spontaneity when interacting with others, engaging in discussion or role play

**Judgment Skills and Critical Abilities**

The learner will be able to...

- a) appraise his work and that of his peers in an attempt to 'weed out' (assumed) inaccuracies, or to attempt to improve linking, descriptions, etc.
- b) demonstrate an increasing awareness of how to express viewpoints and indicate agreement/disagreement
- c) predict content of earmarked texts/recordings, at pre-reading/listening stage, from title, visuals and opening sentences/paragraphs
- d) demonstrate an increasing ability to identify key points/ideas in a text or recording in order to take adequate notes which will help him/her to summarise content or to attempt to reconstruct the text

**Module-Specific Communication Skills**

(Over and above those mentioned in Section B)

demonstrate an increasing awareness of the importance of interacting with sensitivity when working on a collaborative piece of writing, such as during a 'running dictation' task

- a) identify basic strategies to overcome problems in communication through rephrasing, where necessary, and asking suitable questions in order to expand or share knowledge.
- b) demonstrate increasing awareness of appropriate strategies to take turns in a conversation or a discussion, and to express opinion and argue a point in a discussion

**Module-Specific Learner Skills**

**Competences** (Over and above those mentioned in Section B)

The learner will be able to ...

- a) record 'new' vocabulary appropriately in order to ensure further development of his/her 'vocabulary bank', with particular focus on recording the following aspects: -
  - Word stress - targeting a variety of ways of indicating word stress in writing (i.e. Capital letters on the stress / underling on the stressed part / apostrophe on the relative section / etc. establish an after-school extensive-reading/listening programme
  - Phonemic transcription – focusing on problematic (individual) sounds (e.g. /æ/ and /ŋ/ in 'gambling'; the 'schwa' sound in /'lɒt.ər.i/)
- b) gain articulatory control over earmarked structures through drilling in 'chain discussion' tasks (e.g. A: "If the weather is nice, we'll go to the beach." // B: "If we go to the beach, we'll rent a sunbed. // A (or C): "If we rent a sunbed, we'll need sunscreen)
- c) organise an after-school extensive-reading/listening programme (including targeted graded class readers and earmarked online sites), with the help of the teacher/tutor, so as to:
  - promote good free-time reading/listening habits
  - facilitate development of his/her 'vocabulary bank' by focusing on establishing meaning of 'new' words and expressions from context and (for individual words only) through analysis of pre/suffixes and root of the word

	<ul style="list-style-type: none"> <li>- hone strategies covered in this module in preparation for tasks, such as class discussions and role play, summary writing, etc.</li> <li>- improve reading speed by reducing sub-vocalisation, and</li> <li>- gain familiarity with native speaker features of language, with particular focus on intonation patterns linked to the grammatical structures earmarked in this module, with a view to 'shadowing' or 'mirroring' so as to improve their pronunciation</li> </ul>	
	<p><b>Module-Specific Digital Skills and Competences</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to .... n/a.</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> <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></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 facilitate 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 hour carried forward from Module 5) reserved for Progress Testing following this module (Module 6), or after 72 hours of guided learning (Note: Progress Test length = 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 Module 6 (this module), or after 72 hours of guided learning. 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>	
<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 – Pre-Intermediate</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:</li> </ul>	

<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.

	<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><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 7</b>	Modifying Discourse: A Focus on Relative Clauses
<b>Module / Unit Description</b>	<p>Module 7 focuses on a final refining of earmarked language skills and competencies covered in Modules 1-6, in tandem with further exploration of learners' internalised knowledge and communicative competence in relation to Relative clauses.</p> <p>This final unit indirectly sets out to revise all grammatical structures covered in Modules 1- 6, and essentially provides for a general analysis of skills and competencies covered at this level.</p> <p>Activation of the structures earmarked in this module is conducted in relation to revision of the tense system (as covered at this level), in tandem with earmarked topics and related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.</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> <ul style="list-style-type: none"> <li>a) Demonstrate increasing confidence with the communicative use of tenses and other structures covered in this syllabus</li> <li>b) use relative clauses in his/her writing or speaking to help him/her identify people or things, he has just mentioned, or to provide more information about them, demonstrating also a basic awareness of appropriate intonation patterns (in oral production) and appropriate punctuation, where necessary (in written production) to indicate defining or non-defining information provided in the clauses</li> <li>c) establish the relationship between different parts of sentences and different short sentences in a short 'disjointed' text, in order to produce a more cohesive (...and possibly longer) text with systematic and logical connections</li> <li>d) identify key features and establish main idea of earmarked texts or excerpts, in an attempt to establish source, construct a context, identify a purpose and intended readership</li> <li>e) understand the use of longer, more complex sentences in earmarked texts, with a view to establishing clearer comprehension of content and proceed to produce their own writing which includes clear, albeit simple, systematic connections, notwithstanding the use of longer, more complex sentences</li> <li>f) identify key vocabulary in the title of an earmarked text or recording, as well as key features relating to structure (reading only), key details in the opening statement/s, and interpret any accompanying visuals in order to predict overall content; then reading/listening for gist to check predictions</li> <li>g) write short, simple, but clear and interesting descriptions of people, places, things, situations and events, making use of simple defining and non-defining clauses and exploring a basic range of adjectives and descriptive phrases to enhance descriptions <i>via</i> descriptive essays, or short magazine entries</li> <li>h) Demonstrate an increased awareness of the importance of listening for key details and specific information in earmarked recordings of short dialogues, monologues or other sourced near-authentic recordings, in order to (i) establish context/setting; (ii) understand main idea, (iii) establish sequence of ideas, (iv) to identify redundant information, (v) take useful notes which will enable him/her to produce a short summary of content</li> <li>i) demonstrate a limited ability to do the same (as above) with selected short authentic recordings</li> <li>j) engage with increasing efficiency in discussion, sharing opinions, personalising and expressing viewpoint with increasing coherence</li> <li>k) Identify appropriate ways of starting and finishing a short collaborative talk or presentation</li> <li>l) demonstrate an increasing competence to identify strategies for asking for something without knowing exactly how to refer to it</li> <li>m) Demonstrate an increasing ability to interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked short recordings, such as word stress, sentence stress and intonation patterns relating to earmarked structures, exploring ways of integrating such features in his/her own speech, whilst also reflecting them, where necessary, in his/her writing</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) General revision of structures covered in Mods 1 – 6</li> <li>b) Defining and Non-defining clauses</li> <li>c) Relative pronouns (revision)</li> </ul> <p>Extension: <i>that vs who and which</i> in relation to defining and non-defining clauses</p>

- d) Set phrases and Fixed expressions (functional language), Phrasal verbs and Collocations relating to topics and tasks earmarked in the syllabus
- e) Lexis (vocabulary, set phrases, collocation, idiomatic expressions, phrasal verbs) relating to the following topics earmarked in this module, as well as related aspects, specifically word families: *Books, Novels and Magazines; Famous People; Food and Menus; Friends & Family; House & Home; The News: News bulletins & Newspapers; Travel: Capital Cities & Dream Destinations; Shopping*
- f) Pronunciation features of the language in relation to the earmarked structures, specifically (i) rising intonation before and at the end of non-defining clauses, (ii) (Brief) Pause before and after a non-defining relative clause; (iii) Change of pitch in non-defining relative clauses (i.e. pitch is often higher for duration of non-defining clause)
- g) Punctuation relating to non-defining clauses

Skills – at the end of the module/unit the learner will have acquired the following skills:

**Applying knowledge and understanding**

The learner will be able to ....

- a) demonstrate increasing confidence and independence when reading a variety of graded and near-authentic texts, showing also an awareness of the importance of adapting speed of reading and style of reading to different texts, *i.e.* using strategies such as scanning and skimming, predicting content, establishing source, purpose and readership, distinguishing relevant information from redundant information, identifying key details and specific information
- b) show increased confidence in establishing the meaning of unknown vocabulary from context
- c) assemble notes taken during listening to earmarked short recordings, in order to produce a summary of content
- d) produce basic, but mainly intelligible continuous writing in relation to short biographies, descriptions, short magazine entries, and other short entries relating to miscellaneous descriptions (e.g. food items, items for sale, etc.), with a focus on using longer, more complex sentences, clarity, accuracy of language, as well as target audience/reader
- e) operate with increasing fluency and spontaneity when interacting with others, engaging in discussion, and/or taking part in a collaborative presentation/short talk

**Judgment Skills and Critical Abilities**

The learner will be able to...

- a) analyse earmarked texts in order to identify potential source and readership (i.e. purpose), and to establish context
- b) attempt to select an adequate style of writing in the production of the different types of writing covered in this module (e.g. descriptive writing, short magazine entries, biographies)
- c) argue a point and express viewpoints with increasing confidence during discussion
- d) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc.
- e) identify key points/ideas and evaluate information in a short recording, in order to take reasonably-adequate notes about content

**Module-Specific Communication Skills**

(Over and above those mentioned in Section B)

The learner will be able to:

- ... operate with increasing efficiency and sensitivity within a team in order to....
  - collect information for a sole/collaborative writing task in relation to biographies of famous people/personalities
  - take turns during conversation and discussion,
  - take part in a discussion relating to earmarked topics, offering viewpoints, personalizing, and agreeing or disagreeing with others
  - identify and agree on key points, as well as a suitable introduction and conclusion to a collaborative short talk

	<p><b>Module-Specific Learner Skills Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <ul style="list-style-type: none"> <li>a) appraise his work in an attempt to 'weed out' inaccuracies and to improve content</li> <li>b) work more efficiently on expanding his/her range of active lexis by establishing techniques for further expansion of his/her growing 'passive knowledge' and devising ways of ensuring improved 'active use', such as ... <ul style="list-style-type: none"> <li>- setting weekly goals, with the help of his/her teacher,</li> <li>- creating chunks of language and word families around lexis which he/she has recently learned</li> </ul> </li> <li>c) establish an after-school reading programme in order to: <ul style="list-style-type: none"> <li>- facilitate further development of his/her 'vocabulary bank' through careful recording of new and/or 'problem' words/expressions and other lexical structures, such as collocation, and ensuring activation in their own writing and/or speaking</li> <li>- improve reading speed,</li> <li>- analyse earmarked texts for examples of language points covered in this module</li> <li>- refine basic reading strategies, such as scanning and skimming, as well as other strategies earmarked in this module (i.e. predicting content, establishing source and purpose, and constructing a context)</li> </ul> </li> <li>d) establish an after-school 'extensive listening' programme targeting podcasts and other recordings recommended by the teacher, in order to... <ul style="list-style-type: none"> <li>- hone strategies such as listening for gist, main idea/s, key information, etc.</li> <li>- gain further exposure to the communicative use of structures earmarked in this module</li> </ul> </li> <li>e) keep a 'listening journal' in relation to 'after school' listening, detailing accessed material, and reflection on performance</li> </ul>	
	<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 development in autonomous analysis of earmarked online texts (e.g. short biographies of famous people/personalities, short stories – authentic or graded, sourced off online learning sites; online news items; online travel guides or travel 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>	
<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>8</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: 20px; text-align: center; margin: 0 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: 20px; text-align: center; margin: 0 auto;">n/a</div>
	<p>Self-Study Hours</p> <p>(Estimated workload of research and study.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">15</div>	<p>Assessment Hours</p> <p>(Examinations/ presentations/ group work/ projects etc.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">2</div>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 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: 20px; text-align: center; margin: 0 auto;">n/a</div>	<p>Contact Hours Delivered Face-to-Face</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">n/a</div>

<sup>8</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 Number of ECTS / ECVET of this Module / Unit</b>	_____1_____ ECTS / ECVETs
<b>Explain how this module/unit will be taught in line with Section B</b>	<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>• 15 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>• 2 hours reserved for Progress Testing following this module ( Module 7), or after 80 hours of guided learning</li> </ul>
<b>Explain how this particular module/unit will be assessed in line with Section B</b>	<p>Assessment: Summative assessment at the end of Module 7 (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>
<b>Reading List</b>	<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 – Pre-Intermediate</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>