Overall Course Description			
Brief Profile of the Education Provider	Educational Services and Testing was set up to assist ESOL training centres. **Mission Statement:** "To provide educational services and tests which have a positive influence on Teaching and Learning". ESaT is responsible for two key areas: 1) The **Testing** 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. ESaT offers two up-to-date suites of examinations targeting two specific clients: the TELSa for Adults and the jTELS for Juniors. 2) The **Educational** division is mainly responsible for the development of Communicative English language courses and the related coordination and monitoring. ESaT staff complement is made up of experienced ELT professionals, most with a strong background in teaching, training and item writing. At ESaT we feel very strongly about the direct relationship between the learning process and assessment and believe that testing should have a positively influence on both the learner and the teacher. With this in mind, our language courses as well as our tests focus on the learner's communicative competence. To further assist teachers in focusing on the candidates' needs and wants, rather than, simply, ensuring that they successfully sit the relative examination/s, 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.		
Type of Course	Qualification	☐	Award ☒
Mode of Delivery Kindly tick box, as applicable.	Traditional/Face-to-Face Learning ☒		Online/Blended Learning ☐
Title of the Qualification / Award	jTELS/TELSa Proficiency Award in English as a Second or Other Language (ESOL) – MQF Level 4 (14 ECTS)		
Proposed MQF Level	Level 4		
Hours of Total Learning 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be contact hours or as otherwise established from time to time by MFHEA.	Total Contact Hours [1] (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). **100**	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.) **n/a**	
	Self-Study Hours (Estimated workload of research and study.) **234**	Assessment Hours (Examinations/ presentations/ group work/ projects etc.) **16**	
Total Learning Hours	_____350_____ Hours		
Percentage of Total Contact Hours delivered online (where applicable)	Contact Hours Delivered Online **n/a**	Contact Hours Delivered Face-to-Face **100**	

[1] In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

Total number of ECTS/ ECVET for Course Completion	_____14_____ ECTS / ECVET	
Course Type and Duration Indicate the duration in weeks, months or years.	Full-Time ☐	Part-Time ☒
	(Double click on the box and mark checked under Default Value.)	
	____30_____ Weeks/~~Months/Years~~	

| **Course Rationale** | The course is designed for pre-tertiary students who wish to gain access to a University, as well as tertiary students and adult individuals who, for reasons relating to educational or work opportunities or other personal reasons wish or need to gain a certificate which represents their actual level of English. Total Qualification Time is approx. 350 hours, split up as follows:
100 'guided learning' hours (i.e. contact hours)
234 hours – active self-study
16 hours – Assessment
The design of the course is based on a 'continuous-improvement' process, with interconnected components in each of its six modules.
The design process of the course initially identified the desired, **measurable learning outcomes** which support the course objectives. These, 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 and fine-tuning of the linguistic features of the language, which students will have mastered over the lower levels up to the Upper Intermediate Award, and which, realistically, they are required to demonstrate a mastery thereof at this level. This facilitates the 'measurement' of learning outcomes at Proficiency level, which can be instrumental in the revision and 'renegotiation' of course content in the interest of achieving optimal experiences.
Course Syllabus: 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 ensure that the learners use the language, rather than simply revise and possibly extend their knowledge of the structures of the language in a sterile fashion. It also allows room for fine-tuning, where necessary. The syllabus is not meant to be prescriptive – indeed **the modular structure allows the teacher full freedom to select areas of language which he/she feels still require attention, even at this high level. 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.**

Syllabus structure: A series of six 'independent' units – see Section D of this form – each with an over-riding focus on communicative tasks. Each module provides a bank of ideas, thereby …
- helping the teacher plan a weekly/monthly scheme of work around it,
- providing guidelines on how to prepare lessons which can guarantee maintenance and further development of the learners' communicative competence.
- facilitating the selection of specific tasks to be covered in class to aid consolidation and/or extension of learners' language competencies and language knowledge, *and*
- earmarking tasks which can easily be used for self-study purposes, active self-study being an all-important component of the course structure.
Assessment: The earmarked mode of assessment, the TELSa C2 Examination, is designed to assess the candidate's level of competence in relation to language systems and skills, in line with performance-related scales based on the ALTE 'Can Do' statements (https://www.alte.org/) relative to Level C2 of the Cefr (https://www.coe.int/en/web/common-european-framework-reference-languages). The test is used for diagnostic purposes at Progress Testing stage (following Modules 2 and 4) and as a proficiency test for Final Assessment at the end of the course.
[See TELSA C2 Exam Syllabus and Assessment Guidelines attached] The TELSa C2 Examination is based on the same broad aims and objectives as the course and is in line with the other ESaT tests relating to the lower levels, as well as other language tests currently on the market. The test is also aimed at having a positive 'washback' on the course of study by setting standards and providing a concrete qualification for university entry and/or career advancement. Dedicated handbooks for the teacher and the examination candidate provide clear guidelines on (for the teacher), the rationale behind each and every task in the examination papers, and (for the candidates) on how best to prepare for the examination. | |

Target Group	• Pre-tertiary and tertiary students who wish to obtain formal certification that confirm that they have a level of English language which enables them to follow their chosen course in a university or college • Adults who wish or need to obtain a certificate which indicates that their proficiency in the English language is such that they can function independently in a variety of academic and professional environments in English, demonstrating a degree of precision, appropriateness and ease which generally typifies the language of highly successful learners. They should also be able to convey finer shades of meaning through the use – with reasonable accuracy – of a wide range of modification devices, demonstrating also a good command of idiomatic and colloquial language, with an awareness of connotative level of meaning, as well as an ability to backtrack and reconstruct around a difficulty with commendable ease.
Relationship to Occupation/s	See 'Target Group' section
Entry Requirements	Learners joining the course will need to provide proof of successful completion of a recent MQF (MFHEA Malta) accredited course at Level 4 – Advanced Award (13ecvts) and/or sit a (standardised) Placement Test which will determine their actual current level of performance. ['Recent' certification applies to courses run not more than 12 months prior to course commencement of the Proficiency Award in English as a Second or Other Language (ESOL) course.] A learner joining this course should be able to do all the following things that a student in a Level 4 course (Advanced Award _ 13 ECTs) is able to do, besides also demonstrating competences targeted at lower levels: - discuss in detail issues related to success, including how to build a motivated, successful team - talk in some detail about his/her favourite paintings and architecture, - discuss problems of society, and possible solutions to problems - participate in discussions about conservation, sustainability and habitat protection, - talk about events and issues in the news, and how they affect people and companies - discuss risks in life, including dangerous sports, as well as changing jobs etc. - compare/contrast various forms of education and individual schools, - discuss various types of humour, including subtle forms, such as sarcasm, - Understand various communication styles, including direct and indirect , as well as formal and less formal, - discuss issues relating to quality of life, work-life balance, home environment, - understand and discuss ethical issues, such as ethical issues like civil disobedience etc.
Overall Course Objectives	This course focuses on maintaining and developing further the learners' competence in the four skills of Reading, Listening, Writing and Speaking, ensuring that they achieve a level of competence which allows them to use the language fluently, with near-native ease, demonstrating mastery and flexibility of language structures, functions and notions which enable him/her to add subtleties to the language. • Additionally, the course aims to foster development of/refine language skills needed for further study, work and leisure, *and* • Encourages consolidation and further development of methods of learning which help learners build up the knowledge, skills and attitudes (*i.e.* Communicative competences) they need to become more independent in thought and action so as to further develop a variety of techniques for promoting creativity in their own output. • By the end of the course, learners at this level will be able to …. - understand and interpret with ease virtually all forms of the written language, including abstract, complex texts, such as specialised articles and literary works, as well as colloquial literary and non-literary writings, - appreciate subtle distinctions of style in a piece of written language, and identify implicit as well as explicit meaning, - understand virtually any kind of spoken language, even specialised lectures and presentations, even when delivered at fast native speed and when employing a high degree of colloquialism, regional usage or unfamiliar terminology, - use a variety of techniques for promoting clear understanding in their speech and writing, - summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation, - write clear, smooth-flowing, well-structured text in an appropriate style, providing an appropriate and effective logical structure facilitating location (by reader) of significant points,

	- write clear, smooth-flowing, complex reports, essays or articles which present a case or give critical appreciation of proposals or literary works, making use of an effective logical structure to help the recipient notice significant points, - express him/herself spontaneously, very fluently, effortlessly, and precisely, with unhesitating flow, differentiating finer shades of meaning even in more complex situations, - take part effortlessly in any discussion, expressing themselves fluently and conveying finer shades of meaning precisely. - backtrack, while speaking, and restructure around any difficulty of formulation with such ease that other speakers are hardly aware of it, - present clear, smooth-flowing descriptions or arguments in a style appropriate to the context and with an effective logical structure which helps the listener/s to notice significant points, - demonstrate a good command of a very broad lexical repertoire, including idiomatic and colloquial language, showing awareness of connotative levels of meaning, - display correct and appropriate use of vocabulary, whilst maintaining consistent grammatical control of complex language, even while his/her attention is otherwise engaged during speech, - vary his/her intonation and place sentence stress correctly in order to express finer shades of meaning, - demonstrate full appreciation of sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly, - appreciate and signal register shifts - demonstrate great flexibility in reformulating ideas in differing linguistic forms so as to give emphasis, differentiate according to the situation or speaker, and in order to eliminate ambiguity, - intervene appropriately in discussion, exploiting appropriate language in so doing, and can initiate, maintain and end discourse appropriately with effective turn-taking, - provide elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion, - create coherent and cohesive speech, making full and appropriate use of a variety of organisational patterns and cohesive devices - demonstrate mastery of grammatical structures, functions/notions covered up to Level 4 Advanced Level, which s/he is able to use effortlessly and a level of flexibility that enables him/her to add subtleties to the language as suggested in the above points. **Additionally, learners will be able to …** - identify and establish an after-school learning programme (by way of recalling, recording, recycling and/or activating earmarked structures) targeting a variety of issues covered during guided-learning hours. • The above-indicated course objectives are mirrored in the overall aims of the relative syllabus for the TELSa C2 examination which has been targeted by way of assessing learners' progress during the course, and proficiency at course termination. **Assessment** during the various stages of the course is meant to endorse candidates' competence in the four language skills, whilst also targeting their ability to use the language fluently, accurately and appropriately. See the 'Course Rationale &Theoretical Model' document for underlying concepts and broad objectives of ESaT courses.
Learning Outcomes for Communication Skills for the whole course	The learner will be able to: **…** demonstrate a degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly-successful learners. S/he will be able to convey finer shades of meaning precisely by using, with reasonable ease and accuracy, a wide range of modification devices. S/he will demonstrate a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning, backtracking and restructuring around difficulties so smoothly that the reader, or other speaker is hardly aware of it. **See 'Learner Outcomes' document and Section D of this application for details of content relating to Modules 1-5 of the course**.
Learning Outcomes for Learning to Learn Skills for the whole course	The learner will be able to: a) pursue further studies outside of the classroom, on his/her own initiative, using memory strategies, such as 'distributed practice' where he/she is able to determine essential information, establish patterns and 'chunk' information, b) establish goals in order to consolidate his/her language knowledge and to hone targeted language strategies so as to ensure further development in his/her communicative competencies and accelerate his/her learning, c) plan and manage time, prioritizing as necessary, d) seek help as and when necessary, *and*

	e) evaluate his/her own development, plan future development and establish goals through reflection and self-assessment in line with prescribed learner outcomes (See Learner Outcomes document), regular feedback from the teacher and peers, and regular formal assessment (i.e progress tests)
General Pedagogical Guidelines and Procedures for this course	A **holistic language-learning experience** is advocated, whereby the focus is not only on the teaching of English in a sterile fashion, but also on the following areas, as a way of furthering the learners' overall language competence and activating their 'passive knowledge', as well as fostering development of their 'world knowledge': - providing further exposure to varieties of English, different accents and regional varieties, colloquialisms, urban language, idiomatic language - encouraging learning outside the classroom *via* a focus on further of development of 'study skills' (thereby fostering maintained learner autonomy) - exposure to technology (where available) as a way of furthering the learners' overall language competence and world knowledge, as well as activating their 'passive knowledge', whilst also fostering development in their digital literacy in relation to exploration of written or recorded material on internet • The **main aim** of the course is to ensure consolidation and further development of the learners' language knowledge and skill competences. • The **broad objectives** are for learners to be able to move on to a higher level of communicative competence. • **Placement** (See www.esatqualifications.com – refer to 'Candidates' section – see 'What is my Level of English') Key Criteria: Learners are required to take a placement test prior to course commencement so as to assess language level and ability. • **In class**: - Teachers are encouraged to adopt an **analytical approach** to their students' linguistic competence, as well as their needs and wants, thereby 'negotiating' a learning plan with their students. This approach is meant to help encourage learners to take charge of their learning. - The recommended approach is **Communicative Language Teaching**, with a clear integration of systems and skills in lessons, thus ensuring that the main focus is on the communicative aspect of the language. Teachers have the flexibility to apply the principles of this eclectic approach to their own contexts. The mixture of systems (grammar, phonology, lexis, discourse) and skills (speaking, listening, reading, writing) depends on the linguistic DNA of the class, and students on the course are encouraged to collaborate with their teacher in order to regularly negotiate input. - The '**Learner Outcomes**' document is meant to be a 'check-list' to help teacher and learners acquire a macro vision of areas of language which they are required to cover at this level . - The **course syllabus**, provided as a clear reference point or guide for the teacher, provides an overview of what students are expected to cover (subject to the above-indicated 'Needs Analysis', or 'negotiated learning plan') and recommended practice across the four skills of speaking, reading, writing and listening. The document is meant to aid the teacher by providing ideas for lesson content, thereby encouraging the use of other supplementary resources to complement the course book, such as technologies available to the teacher. [Notwithstanding the very high level, technology should only be used in class to enhance the teaching experience. It must never be the focal point of any lesson.] Teachers are also encouraged to earmark, and exploit, other resources, including online learning resources, which are relevant to personalized learning programmes during self-study sessions following class time. - **Interaction:** Classroom-based activities detailed in the syllabus are meant to engage the students in activities that entail pair work, group work, or teamwork, 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. - A focus on '**learning to learn'** and establishing short-term and long-term goals is also encouraged, so as to enable learners to learn to reflect on, and further develop their understanding of their learning process, thereby taking responsibility for their progress. - **Learner Support** 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 1-1 meetings with the teacher is kept in the Student Evaluation Report, along with Teacher recommendations (See 'Student Evaluation Report', attached)

General assessment procedures	• **Formative assessment** and other informal assessment is ongoing throughout the course, as follows: - Homework assignments - Progress test 1 after Module 2, or the first 37 guided learning hours - Progress test 2 after Module 4, or the first 79 guided learning hours Tests used for formative assessment are Mock Tests (i.e. Tests are similar to the final test taken at the end of Week 5, or after 100 hours of tuition/guided learning hours). **These mock tests are used for diagnostic purposes** in order to help provide a clear indication of learners' strengths and weakness at different stages of the course, thus helping to set and 'renegotiate' achievable goals. Scores achieved in the Progress Tests and Homework Assignments do NOT contribute toward the final grade achieved at the end of the course. • **Summative Assessment** is carried out at the end of Module 5 of the course. In order to achieve the Proficiency 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 TELSa C2 examination **Tests:** • Tests used for both formative and summative assessment (i.e. Progress Tests and Final Examination) are proficiency tests targeting learners' communicative competence and covering the desired learning outcomes (See **Learner Outcomes** document, attached), as reflected in the course syllabus (See Section D for details). • Tests cover all areas of language and consist of 4 papers covering Reading Comprehension, Oral Comprehension (i.e. Listening), Written Production and Oral Production (i.e. Speaking). Learners' language knowledge is assessed via the Language Use sub-section of Paper 1 of the test (i.e. testing Reading and Language Use). **Assessment:** 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. • Assessment of Writing and Speaking is subjective and, therefore, covered by a rubric (see attached **Assessment Guidelines**) • Marking of Reading, Listening and Language Use is objective and governed by a Mark Scheme (i.e. Answer Key) for each individual task. • The final score is made up of the sum total of marks achieved in each of the 4 papers. • **Pass mark** is an overall 60%. There is no minimum pass mark for each of the four papers of the test. • **Grading** is governed by the ESaT Marking Scheme (See attached 'TELSA C2 examination Syllabus' pg. 2 – Scheme of Assessment), which caters for a **single cumulative score, out of 100.**

Section C – Outline of Course				
Module/Unit Title	**Compulsory or Elective**	**ECTS/ ECVETS** (Figures must be whole integers and with a value of at least 1 ECTS)	**Mode of Teaching** (Lectures, workshop, placement, asynchronous forums, VLE etc.)	**Mode of Assessment** (Examination, assignment, project, blog etc.)
Module 1 Examining the Boundaries of Meaning	Compulsory	2 ECTS	Face-to-face teaching	Formative progress test at the end of Module 2, or after the first 37 hours of guided learning
Module 2 Modifying Discourse and Analysing Verb Patterns	Compulsory	3 ECTS	Face-to-face teaching	Formative progress test at the end of Module 2, or after the first 37 hours of guided learning
Module 3 Shifting Focus, Emphasising and Questioning	Compulsory	3 ECTS	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 79 hours of guided learning
Module 4 Expressing Modality and Conditions	Compulsory	3 ECTS	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 79 hours of guided learning
Module 5 • Looking at the Future • Reporting other People's Words, Beliefs, Thoughts and Actions	Compulsory	3 ECTS	Face-to-face teaching	Final Summative testing at the end of Module 5, or after the full 100 hours of guided learning
Total ECTS/ECVETS Requesting Accreditation		_____14____ **ECTS/ECVETs**		

Section D – Outline of Course

Sub-Section D __ Unit 1

Title of the Module / Unit: **MODULE 1**	Examining the boundaries of Meaning: - The Progressive and Perfect(ive) Aspects of the English Language - Interpreting texts and recordings
Module / Unit Description Provide a brief description of the module.	Module 1 follows on from an introductory Needs Analysis and provides for …. a) analysis and finetuning of earmarked language skills and competencies, b) analysis and 'finetuning' of learners' knowledge of the Progressive and Perfect Aspects of the English language, together with functional discourse and lexical structures relating to earmarked thematic areas, c) an increased awareness of the different characteristics of style in a piece of writing d) an increased awareness of the different varieties of English, *and* e) fine-tuning of pronunciation features relating to the above-indicated structures
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to …. a) write and talk about actions, states or situations viewed as occurring in a period of time up to, and including the point of orientation, changes and transitions, as well as temporary, incomplete or repeated actions b) establish a writer's purpose through analysis of the style used c) determine the proper register to use in their written or spoken output d) demonstrate that s/he has fine-tuned and extended his/her bank of vocabulary and inter-related words such as synonyms and antonyms, as well as other related lexical structures, such as collocations, idiomatic expressions and phrasal verbs in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes) e) predict the topic of a text through analysis of title and any related data or visuals f) overview a text in order to establish topic and function g) understand a text beyond sentence level, recognizing and understanding complex and complicated structures, establishing logical links between successive arguments h) follow an argument or trend of thought, understanding referencing, identifying implications and inferences, recognizing opinion and attitude, as well as intention and purpose, whilst also establishing potential bias i) understand the significant points in a text or recording, establishing meaning of unknown words through context, generally demonstrating an ability to classify, categorise and organise information therein j) locate specific information in a written text or recorded script/passage, evaluating and checking such information via evidence in the rest of the text/recording k) present conclusions which are based on analysis and integration of information obtained from a reading or listening text, or from authentic sources, demonstrate an ability to assemble linked information collected from various parts of the text/s or recording and proceed to represent the content in summary l) produce fluent written texts relating, using natural and appropriate handling of complex syntactic structures, as well as an extensive range of vocabulary and expressions, demonstrating an ability to communicate their ideas clearly and in a well-organised manner, whilst engaging the reader through sensitivity to features of style, tone and register m) recognize which chunk/s of language to leave out of one's spoken/written language so as to avoid repetition n) produce formal and informal letters and emails for a variety of transactional purposes, demonstrating an ability to use the appropriate structure and register, as well as suitable formulaic language o) present an argument (via writing or speaking) for and/or against a particular point of view, based on personal knowledge and/or experience and supporting his/her opinions and views as necessary

p) Express his/her opinion in writing (via article writing and letters to the press/authorities) on one or more issues, demonstrating an awareness of target reader, style, register, organization, linking and relevance

q) produce clear and interesting descriptions (via writing or speaking) of people, places, things, situations and events, making use of a range of adjectives and related grades, as well as descriptive phrases to enhance descriptions in articles and other genre of writing covered in this module

r) understand with ease virtually everything he/she hears and/or listens to, demonstrating an ability to construct context around a wide range of authentic or scripted material, and an ability to recognize topic changes and digressions, asides, and rapid speech

s) predict information in a recorded text via specific clues

t) understand content of sentence fragments from key words, phrases, tone, etc., demonstrating also an ability to recognize interruptions, misunderstandings and hesitations

u) understand attitude, purpose, relationship of speakers, as well as feelings in a recorded dialogue

v) communicate clearly, coherently and efficiently, expressing themselves fluently and at length, using appropriate interactional and social language, demonstrating good control of a wide range of vocabulary and structures in relation to topics covered in this module

w) express him/herself spontaneously with a natural colloquial flow and effective prosodic features and 'native-like' features, such as pausing and hesitation

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

Consolidation of the following structures:

a) Verb tenses (*Present Simple vs Present Continuous, Past Simple vs Continuous vs Perfect vs Perfect Continuous; Present Perfect Simple vs Present Perfect Continuous; 'Will' Future vs Future continuous vs Future Perfect*) as well as related Adverbs/Adverbials, as well as other structures used to **highlight** the **Progressive Aspect** to …

- talk about actions in progress at a particular moment in time,
- talk about temporary situations,
- talk about actions which are/were/will be incomplete at a certain point in time
- talk about repeated (but temporary) series of actions,
- emphasise that a repeated action is rather irritating
- talk about a future arrangement

.. as well as the **Perfective Aspect** to talk about …

- incomplete actions which started in the past and continue to the present
- actions which are/were/will be complete at an indefinite time in the past or future
- events or states viewed as occurring in a period of time up to and including the point
  of orientation of which some evidence remains, or is still going on
- changes and transitions

b) State verbs:

- Highlighting meaning changes in verbs which are both State verbs and Action verbs (e.g., *I thought I'd get …. VS I was thinking of getting …; I've been meaning to … VS I meant to ..' ; I have always wanted to … VS I've been wanting to …etc.*)

c) Transitions/Reference devices (e.g. Pronouns to replace nouns; the use of 'do/did' to replace verbs; synonyms or other nouns to replace nouns already used in the text [e.g. scale – range – spectrum – variety])

b) Classification of noun types and noun forms relating to earmarked topics

c) Word formation – targeting the whole range of word classes (i.e. parts of speech)

d) Nouns in groups – common patterns:
  (i) The Saxon genitive when referring to persons and animals *e.g. the boy's bike; the dog's biscuits* VS the table legs (inanimate, therefore no 's); the dog biscuits (general)
  (ii) Saxon genitive (2) when referring to products of living animals vs animals which have been killed or where the animal is far removed from the products in question, *e.g. The fox ate all the duck's eggs./ The lambs' wool is so soft!* VS *Have you ever tried duck eggs? / Lambswool is generally much softer than any other type of wool*
  (iii) Compound nouns *e.g. wristwatch, tennis ball* (… the second noun relating to the generic term)

e) Adjectives :
  - Gradable (dirty >> filthy; hot >> scorching) *vs* Ungradable + Intensifiers/Modifiers (e.g. absolutely amazing ; utterly confused; exceptionally brilliant; etc.)
  - Participle adjectives (e.g. boring vs bored; interesting vs interested; etc.) ,
  - Compound adjectives (e.g. an *all-too-common* error; a *four-foot* table; etc.

- Order of Adjectives (Number> Opinion> Size & Shape > Age > Colour > Origin > Material > Qualifier/Purpose)

f) Varieties of English: American English vs British English – targeting:
- Spelling norms: . *'s' vs 'z' (realise ><realize) // '…our' vs '…or' (colour >< color) // '…re' vs '….er' (metre ><meter) // doubling of final 'l' in unstressed syllables vs single 'l' (travelling ><traveling)*
- Grammar and Vocabulary, e.g. No Perfective aspect in Am English *(e.g. She just went out vs She's just gone out)* // Past participles (e.g. *got (brEng) vs gotten (amEng); learnt vs learned) // use* of prepositions (*e.g. at the weekend vs on weekends) // use of Adverbs (e.g. My sister was really mad when .. vs real mad) // Vocabulary : The baby's nappy vs diaper; The trunk of the car vs boot*

e) Vocabulary and other lexical structures (i.e. Phrasal Verbs, Idioms, Collocations, Set Phrases), as well as lexical connotation relating to the following earmarked themes/ topics:
Communication and Information Technology, Culture, Family Values, Social change, Social Issues, The Battle of the Sexes, Lifestyles, The World of Business and Work, Science Research, History of Time, Art, etc.

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) interpret authentic reading texts and texts of a more academic nature, as well as selected recordings, with a view to establishing the main idea, identifying key and/or relevant information and locating key/specific information

b) distinguish fact from opinion in earmarked texts and recordings by identifying specific lexis, discourse markers, and (in recordings only…) features of pronunciation

c) establish the purpose of a text through careful analysis of style, tone and register

d) draw the necessary inference/s from what is not stated directly in the text or recording

e) understand a text beyond sentence level, recognising and understanding complex and complicated structures and sentences, as well as logical links between successive sentences and arguments

f) locate information in a passage and evaluate and check such information via evidence/data in the text

g) interpret meaning of 'problem' vocabulary from clues within the text

h) identify reference devices used by the writer of a text in order to link information that is passed on to the reader

i) predict content of a wide range of authentic or scripted recordings of monologues or dialogues from analysis of title, related data and/or visuals, and other clues of context such as sentence fragments, etc.

j) listen for the main idea and supporting details and take useful notes in order to summarise content

k) construct context based on a range of recordings relating to authentic or scripted monologues and/or dialogues around a common theme

l) listen for detail, specific information, and pronunciation features in order to deduce feelings, attitude, relationship of speakers in a recorded text involving interacting speakers

m) interpret features of such as hesitation, tone, clarification, misunderstandings, and interruptions

n) evaluate key content/details in a recording in order to take adequate notes, infer meaning, and interpret outcome

o) establish and order common ideas in a set of recordings relating to a common topic, and paraphrase main content, making use of one's notes

p) organize ideas and arguments relating to targeted issues in a written opinion, making good use of topic sentences and supporting sentences in each paragraph and ensuring an interesting opening and ending in order to ensure target reader engagement

q) recreate/paraphrase content of a targeted recording or text, making use of his/her notes

r) summarise content of an earmarked text by selecting, paraphrasing, and rephrasing the relevant information in the base text, making use of appropriate sequence words and linking devices in order to aid comprehension.

s) identify proper structure and layout of formal, semi-formal and informal letters, as well as emails, and generate a number of letters/emails for a variety of functions, using an appropriate style and register, as well as greetings and endings, and suitable formulaic language for the earmarked transactional purpose (e.g. to give information ; to complain; to apply for a position; to apologise; etc.)

	t) collaborate in open-group or closed-group discussions, introducing their contribution with natural turn-taking and referencing, developing an argument systematically, and negotiating skillfully whilst detailing confidently with questions and collaborating in order to reach a consensus u) talk at length about a topic covered in this module, producing extended discourse which is coherent, detailed and easy to follow v) design and take part effectively in role-play simulations relating to themes/topics earmarked in this module, modifying their language to reflect social purpose, using colloquial language efficiently and implying meaning thereof in very informal situations w) provide interesting, detailed descriptions, speculating where necessary x) narrate stories or talk about events or situations coherently
	Judgment Skills and Critical Abilities This section has been made sufficiently open to accommodate both vocational and academic orientations. The learner will be able to… a) argue a specific point of view, express personal opinion and make recommendations b) analyse literary style, genre, level of discourse etc. in earmarked texts c) infer meaning of unfamiliar words from context and draw conclusions from content d) infer writer's or speaker's opinion and attitude through language used, suprasegmental features of the speaker's language, such as tone, stress patterns, intonation, etc. e) identify the key points and specific details in a targeted recording or text in order to note down the key content
	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to: a) identify and typical problems that can arise in the communication process and demonstrate knowledge of skills to overcome these b) identify general strategies for managing and taking part in a discussion
	Module-Specific Learner Skills **Competences** (Over and above those mentioned in Section B) The learner will be able to … a) Explore monolingual advanced learner dictionaries for meaning, frequency, word usage, related words and other language items and pronunciation features b) organise an after-school extensive-listening programme so as to further hone strategies covered in this module, and in preparation for in-class presentations, summary tasks and other related tasks c) devise an after-school extensive-reading programme (targeting near-authentic and authentic readers such as newspapers/magazines and other online material) in order to … - ensure further development in his/her reading speed - consolidate strategies relating to establishing of main ideas and inferred information in a written text, as well as locating cohesive devices and topic sentences - consolidate and refine further, such strategies needed in order to understand unstated details, writer's tone, and (possible) bias - consolidate strategies employed in understanding the relationship of ideas in a text or recording, in order to further appreciate the importance of coherence in his/her own writing and speaking
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. ***n/a***

Hours of Total Learning for this Module / Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of	Total Contact Hours [2] (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).	16	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a

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	Self-Study Hours (Estimated workload of research and study.)	31	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	3

| **Total Learning Hours of this Module** | _____50_____ Hours |||||

Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Face-to-Face	100%

| **Total Number of ECTS / ECVET of this Module/ Unit** | _____2_____ ECTS / ECVETs |

Explain how this module/unit will be taught in line with Section B	16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus faciliating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where language is being reviewed, recycled and extended further, to student-led activities where language structures and competences are activated and consolidated upon. 31 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) consolidation and further activation of learners' passive knowledge and langauge competences, as well as recycling and storage of any 'new' language encountered during guided learning, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and/or group work. 3 hours reserved for Progress Testing and feedback following Module 2, or after 37 hours of guided learning

Explain how this particular module/unit will be assessed in line with Section B	Assessment: Formative assessment following Module 2, or the first 37 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)

Reading List	**Core Reading List ……..Supplementary Reading List** Given the broad objectives of the course, there is no set reading list. The programme revolves around the course syllabus which is activated by the teacher through the use of authentic material , which, at this high level of proficiency, is viewed as the main source of input during guided learning hours, supported by the earmarked coursebook – *Masterclass Proficiency (2015)* by K. Gude, M. Duckworh and L. Rogers (See https://www.eflbooks.co.uk/book.php?isbn=9780194502863) – which is meant to be used during guided learning hours, in combination with authentic material, but essentially during self-study hours, subject to teacher guidance. - At this level of proficiency, **authentic texts** will provide the learner with a wide variety of roughly tuned input, ''based on the concept of natural 'acquisition', helping the students to unconsciously obtain an understanding of the language.'' (Harmer, 1991) Authentic material will include: - - up-to-date newspaper articles (relating to politics, current affairs, lifestyles, culture, heritage, real-life stories, etc.) - magazine articles - online articles (e.g. interviews, discursive articles, current affairs, etc.) - full text readers (fiction or otherwise) - On the other hand, the **earmarked coursebook** provides a structured, chronological presentation of information, extensive guidance for development of writing skills , and a useful grammar reference, all of which can be utilized during guided learning hours, but of essential use during self-study hours, when used in combination with teacher guidance.

	ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Coordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
	  - 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.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT ., thereby maximizing teaching and learning)
	  - analysis of the prescribed methodology and syllabus of the identified course book/s
	  - comparative analysis of selected sections of identified course books
	
	The selected course book is changed every 3 – 4 years, or earlier, if deemed necessary, so as to …
	  - reflect latest development in ESOL teaching
	  - provide up-to-date scenarios and topics
	  - cater for return students' needs
	  - encourage creativity in novice teachers, and teachers who are more book-bound than others

Title of the Module / Unit: MODULE 2	Modifying Discourse and Analysing Verb Patterns
Module / Unit Description	Module 2 focuses on consolidation and finetuning of earmarked language skills and competencies in tandem with activation and further exploration of learners' internalised knowledge and communicative competence in relation to (i) Relative clauses, Participle clauses, and Clauses of Concession, and (ii) Verb patterns in the English language. Consolidation of indicated structures is carried out in combination with activation of the tense system, across the board, in tandem with earmarked strategies, as well as topics and related lexical structures (*i.e.* Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), as well as functional language and pronunciation features.
Learning Outcomes	**Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ….** a) Modify discourse in his/her writing and speaking, with more precision, in order to help him/her identify people and things who/which have just been mentioned, provide more information about them, using appropriate intonation patterns (in oral production) or appropriate punctuation, where necessary (in written production) to indicate defining or 'extra' information provided in the relative clauses. Additionally, using reduced clauses and other types of clauses to indicate concession, reason and/or purpose so as to produce succinct, yet more complex structures in their writing and speaking. b) identify appropriate verb patterns to use when two verbs follow each other in a particular utterance or clause c) understand a text beyond sentence level, recognising and understanding complex structures relating to the above two points d) follow an argument or train of thought, understanding referencing, identifying implications and inferences, and establishing potential bias e) establish logical links between successive statements and arguments through careful analysis of the relationship between different parts of a sentence, different sentences and/or paragraphs, so as to fully appreciate the importance of coherence in a text, with a view to producing texts which have systematic and logical connections f) analyse and appreciate the use of complex sentences in earmarked texts, with a view to establishing clearer comprehension of content and to producing texts which have clear systematic connections, notwithstanding the use of complex sentences g) identify key vocabulary in the title of an earmarked text or recording, as well as key features relating to structure (reading only) and key details in the opening statement/s or the first paragraph of the text, in order to predict overall content; then reading/listening for gist to check predictions h) interpret content of an earmarked text, identifying purpose and style, and drawing conclusions *via* intensive reading i) recognise structural and lexical appropriacy of language used in a text j) recognise opinion and attitude when clearly expressed, and inferring underlying meaning when not clearly expressed in text or recording k) identify key information in a text and/or recording, selecting specific information in order to establish content, make notes of key content and proceed to recreate/paraphrase content, making use of his/her notes l) identify key information and common content in two earmarked texts covering a related theme, and summarise common content by paraphrasing and rephrasing the relevant information in the base texts, making use of appropriate sequence words and linking devices in order to aid the reader m) write at length, using natural and appropriate language in response to a situation or thematic stimulus detailed in two earmarked texts, presenting conclusions based on analysis and integration of information obtained from the base text or recording, communicating his/her ideas and views in a well-organised manner and with a sense of audience and purpose, making good use of topic sentences and supporting sentences in each paragraph, ensuring an interesting opening and ending in order to ensure target reader engagement, supporting his/her views and opinion as necessary n) present balanced arguments and express his/her opinion in Discursive writing, and combine descriptive/narrative/discursive writing in order to produce a Review of a book/film/ play/event/other professional or literary works, in both cases demonstrating an awareness of target reader, style, register, organization, linking devices and relevance

o) identify specific information in a base text, or a set of texts, in order to write Open Letters in line with information contained in the base text/s, clearly identifying the purpose of such a communication to the 'general public' and demonstrating an ability to use the appropriate structure and register, as well as suitable forumulaic language

p) identify the correct structure, tone and style to use in a variety of formal letters

q) identify specific information and opinion in a recording, as well interpreting paralinguistic features of speech (when possible) and intonation patterns in order to gain further understanding, draw conclusions, and compare expressed views

r) engage efficiently in discussion, explaining viewpoints, maintaining interaction with natural turn-taking and referencing, developing the discussion and negotiating skilfully in order to reach a consensus

s) Identify appropriate ways of starting and finishing a short talk or presentation based on a provided set of ideas, using suitable signposting to move on from point to another, and developing the topic in a coherent detailed fashion

t) Evaluate an earmarked situation and speculate on potential causes, outcomes, etc., demonstrating appropriate language to analyse the given situation

u) identify features of connected speech in earmarked recordings, exploring ways of integrating such features speech of rapid speech in his/her own speaking

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

Consolidation of the following structures: -

a) Defining and Non-defining clauses

b) Clauses of Concession, reason and purpose (e.g. *Tired though he was, he still …; No one believes him anymore, no matter what he says; However hard he tries, he still…; In spite of …ing, Despite …. ; Despite the fact that ….*)

c) Participle clauses (i.e. Reduced clauses):
   (i) Adjective clauses *e.g. The money stolen in the bank robbery ended up ….// I met a woman riding a donkey.*
   (ii) (ii) Adverb clauses *e.g. Kissing her husband goodbye, she ran off to catch the bus.* // Active Meaning (*e.g. He stared out of the window, wondering what to do next.*) *VS* Passive meaning (*e.g. Released from the cage, the lion prowled around.*)

d) Participles – other uses:
   (i) As Adjectives *e.g. the finished product; the setting sun*
   (ii) After certain verbs, e.g. *I spent yesterday reading in bed. (= I spent yesterday in bed doing some reading) / I can't stand getting up in the dark (= I can't stand the fact that I have to get up in the dark*)

e) Verb Patterns, specifically Gerunds *vs* Infinitives, Modal Auxiliary verbs and semi-Modals, Verbs of Perception, Dependent Prepositions, The Imperative, Reported Speech (Note: Verb Patterns relating to Inversions and Conditionals dealt with in Mods 3 and 4)

f) Set phrases and Fixed expressions (functional language), Phrasal verbs and Collocations relating to topics, tasks and transactional purposes (e.g. making enquiries, requesting, apologizing, complaining, etc.) earmarked in the syllabus

g) Transitions used in Discursive writing to highlight arguments and in Presentations to signal shift from one section to another, to introduce specific information, etc.

h) Lexis (Vocabulary + related Word Formation, Set Phrases, Collocation, Idiomatic Expressions, Phrasal Verbs) relating to the following topics earmarked in this module, as well as related aspects, specifically word families, and easily-confused words : *A Sense of Place (Childhood, Homesteads, Countries/Regions/ Regional issues), The Arts, Advertising, Behaviour Patterns, Culture, Descriptions, Celebrations and Festivals, Extreme Living, Food & Drink, Health & Fitness, Holidays, Travel & Tourism, Houses & Homes, Likes & Dislikes, Memories, Psychology, Religion, The World of Business, The World around us (The Environment, , The Work of Work (Careers, Jobs and Responsibilities, Unemployment, Professional Skills, etc.), The World of Sports (Sports Personalities, World Records, Extreme Sports, etc.) , Travel & Tourism*

i) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items, specifically:
   (i) intonation patterns relating to non-defining clauses (i.e. Conveying the idea of an afterthought)
   (ii) individual sounds which normally cause problems to L2 speakers,
   (iii) shifting word stress, stress patterns, and connected speech

	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 confidence and independence when reading a variety of academic, authentic and near-authentic texts, adapting speed of reading and style of reading (i.e. using strategies such as scanning and skimming, predicting content, identifying key details and specific information, drawing conclusions, inferring bias, understanding purpose and style, as well as other strategies acquired to date) to different texts and purposes, exhibiting a broad active vocabulary bank, albeit at times with some difficulty with low-frequency idioms which matter, however, is normally easily resolved through careful analysis of surrounding context. b) assemble notes taken from reading texts and recordings in order to produce a summary of content c) produce open ended questions and detail questions in order to establish the key ideas in a base text or a set of related texts, and proceed to summarise (common) content, identifying key information, discarding irrelevant information and limiting him/herself to key information, paraphrasing content through the use of synonymous phrases and different structures to the ones used in the base text/s and making use of appropriate linkers in order to aid comprehension. d) produce clearly intelligible continuous writing, using a combination of descriptive, narrative and discursive writing in Review Writing, making use of appropriate vocabulary and ensuring the standard layout (i.e. Introduction – main body – conclusion containing summary and recommendation) e) organise ideas and arguments relating to targeted issues in written opinion or Discursive Writing in relation to target topics covered in this module and others related to the candidate's field of interest, making use of topic sentence and supporting sentences in each paragraph, following standard layout and paragraphing conventions, demonstrating confidence and control of relative language structures and accurate spelling and punctuation which is appropriate to meaning f) produce Letters which are intended to be read by a wide audience, or letters which are meant to be distributed widely (e.g. critical Open Letters addressed to the authorities; Job Reference, etc.), using an appropriate style and register, and making use of formulaic language which is suitable for the intended purpose of the letter g) produce a variety of formal letters (e.g. to complain, to present information, to submit an application, etc.) using an appropriate tone, style and register, as well as a clear structure h) operate with fluency and spontaneity when interacting with others, engaging in discussion or role play, and/or giving a presentation or short talk
	Judgment Skills and Critical Abilities The learner will be able to… a) analyse earmarked texts in order to establish style (including stylistic features) and purpose, identify fact vs opinion, as well as writer's attitude/bias b) evaluate language use in targeted texts/recordings, as well as content or earmarked sections, in order to draw logical conclusions, such as establishing the real purpose of the text/recording c) identify appropriate style and register to be used in the forms of writing covered in this module (i.e. review writing, discursive writing, letter writing) d) select stylistic features to use in their own writing (e.g. critical, satirical, complimentary, humorous etc.) e) argue a point and express viewpoints f) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc. g) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes about content to, potentially, complete a related summary, or to aid in the production of a piece of writing relating to content (e.g. Open Letter, Discursive writing, Review) h) identify speaker's attitude through choice of words, intonation patterns (and paralinguistic features, in the case of video recordings) i) infer (unstated) details about people, places, events mentioned in a text through use of stylistic devices (e.g. metaphors, alliteration, parallelism)

	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to: Operate efficiently within a team, negotiating and adapting input, and interacting sensitively and effectively with others in order to…. - produce collaborative writing of discursive essays and reviews for magazines/newspapers/journals - take part in a debate and/or discussion, offering and justifying opinion/s, tactfully introducing their contribution, agreeing or disagreeing with others, and negotiating an outcome - identify and agree on suitable content of a group presentation
	Module-Specific Learner Skills **Competences** (Over and above those mentioned in Section B) The learner will be able to … a) appraise his work so as to improve argument patterns, narrative techniques, descriptions, etc. b) establish techniques for further expansion of his/her, already extensive, vocabulary bank and 'passive knowledge', devising ways of ensuring maintenance and further development in his/her 'active use' of the language *via ….* (i) the setting of weekly goals (ii) exposure to colloquial and idiomatic language (iii) systematic use of low-frequency words and related synonyms in his/her writing in order to push up the overall level of such writing (iv) in class and after-school reading programme (targeting authentic material – hard copies and online material) in order to activate and further develop his vocabulary bank, improve reading speed, hone strategies relating to all four language skills (v) keep a 'listening journal' in relation to 'after school' listening, detailing accessed material, and reflection on performance (vi) keep a diary, detailing problems encountered during self-study sessions
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. **n/a**

| **Hours of Total Learning for this Module / Unit**

1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA | Total Contact Hours [3]
(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). | **21** | Supervised Placement and Practice Hours
(During these hours the learner is supervised, coached or mentored.) | **n/a** |
| | Self-Study Hours
(Estimated workload of research and study.) | **51** | Assessment Hours
(Examinations/ presentations/ group work/ projects etc.) | **3** |

Total Learning Hours of this Module	_____75_____ Hours			
Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	**n/a**	Contact Hours Delivered Face-to-Face	**100%**
Total Number of ECTS / ECVET of this Module / Unit	_____3_____ ECTS / ECVETs			

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[3] In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

Explain how this module/unit will be taught in line with Section B	• 21 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus faciliating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where language is being reviewed, recycled and extended further, to student-led activities where language structures and competences are activated and consolidated upon. • 51 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) consolidation and further activation of learners' passive knowledge and langauge competences, as well as recycling and storage of any 'new' language encountered during guided learning, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and/or group work. • 3 hours reserved for Progress Testing and feedback at the end of this module (i.e. Module 2), or after 37 hours of guided learning
Explain how this particular module/unit will be assessed in line with Section B	Assessment: Formative assessment at the end of this module, or following the first 37 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)
Reading List	**Core Reading List ……..Supplementary Reading List** Given the broad objectives of the course, there is no set reading list. The programme revolves around the course syllabus which is activated by the teacher through the use of authentic material , which, at this high level of proficiency, is viewed as the main source of input during guided learning hours, supported by the earmarked coursebook – *Masterclass Proficiency (2015)* by K. Gude, M. Duckworh and L. Rogers (See https://www.eflbooks.co.uk/book.php?isbn=9780194502863) – which is meant to be used during guided learning hours, in combination with authentic material, but essentially during self-study hours, subject to teacher guidance • At this level of proficiency, **authentic texts** will provide the learner with a wide variety of roughly tuned input, ''based on the concept of natural 'acquisition', helping the students to unconsciously obtain an understanding of the language.'' (Harmer, 1991) Authentic material will include: - up-to-date newspaper articles (relating to politics, current affairs, lifestyles, culture, heritage, real-life stories, etc.) - magazine articles - online articles (e.g. interviews, discursive articles, current affairs, etc.) - full text readers (fiction or otherwise) • On the other hand, the **earmarked coursebook** provides a structured, chronological presentation of information, extensive guidance for development of writing skills, and a useful grammar reference, all of which can be utilized during guided learning hours, but of essential use during self-study hours, when used in combination with teacher guidance. ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Coordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: - 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.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT ., thereby maximizing teaching and learning) - analysis of the prescribed methodology and syllabus of the identified course book/s - comparative analysis of selected sections of identified course books The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to … - reflect latest development in ESOL teaching - provide up-to-date scenarios and topics - cater for return students' needs - encourage creativity in novice teachers, and teachers who are more book-bound than others

Title of the Module / Unit: **MODULE 3**	Shifting Focus, Emphasising and Questioning
Module / Unit Description	Module 3 focuses on consolidation of earmarked language skills and competencies relating to the four language skills, in tandem with consolidation and further expansion of learners' knowledge and communicative use of the Passive Voice and Question forms across the tense system, as well as Inversion, Cleft Sentences and other structures used to create emphasis. Activation of these structures is carried out in relation to earmarked topics and strategies, as well as related language structures, *i.e.* lexical structures, functional language and pronunciation features of the language.
Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ….

a) shift focus from the doer of an action, when writing or talking, in order to establish academic objectivity or in order to report an event in an informal or official manner

b) utilise appropriate structures and pronunciation features, in their speaking and writing, in order to add emphasis to certain points they are making

c) devise ways of gathering and checking information, demonstrating interest, questioning what has already been said, inviting or ordering others to do things, as well as asking indirect questions in more formal situations, and using rhetorical questions in order to make a point about a situation or to point out something for consideration

d) overview a passage in order to establish topic and overall function and purpose

e) understand a wide variety of authentic texts and texts of a more academic nature beyond sentence level, recognising and understanding complex and complicated structures, as well as logical links between successive sentences and arguments, thereby appraising the importance of coherence, and mirroring this in his/her own writing through the use of cohesive devices and appropriate paragraphing

f) evaluate the different ways that the language structures earmarked in this module are put to good use in targeted texts/articles, whilst also identifying style, tone and register used by the writer in order to achieve the required effect on the reader

g) follow the writer's train of thought in an earmarked text/article, identifying referencing, implications and inferences, and establishing potential bias

h) identify and understand key points and/or specific information in a text or recorded script/lecture/etc. in order to take notes so as to (i) classify, categorise and organise information, (ii) summarise main content, (iii) transfer acquired knowledge to a gapped summary of the text/script, or (iv) [in the case of a set of related texts or recordings] to synthesise content and paraphrase information,

i) produce fluent written texts using natural and appropriate handling of complex syntactic structures, a range of vocabulary and expressions, and an ability to engage the reader (and/or listener) through sensitivity to features of style and tone, and adopting an appropriate register in relation to presenting a balanced argument, writing a report or a proposal, reporting of experiences and events *via* narrative/descriptive writing in short articles, as well as in the production of material for audio/visual transmission, such as reporting from the scene of a crime, or making a public speech about a specific issue/incident

j) evaluate ideas and information obtained from a text, or set of texts, or a recording/lecture, interpreting content, expressing opinion and making suitable recommendations, where necessary, in combination with a detailed summary of key ideas in the base text/s and/or recording

k) present arguments for and/or against a particular point of view, based on personal knowledge and/or experience, in reaction to the content of a text/s, expressing and supporting his/her opinions and views

l) understand with ease nearly everything they hear, recognizing interruptions, misunderstanding, clarifications, hesitations, digressions, asides and rapid speech

m) deduce feelings, attitude, purpose and relationship of speakers in recordings of dialogues/conversations, identifying and interpreting topic changes, as well as features of speech, such as stress, intonation, hesitation, etc.

n) engage effectively in discussion, explaining viewpoints, using appropriate markers and transitions to present and develop an argument systematically, employing effective strategies to interact with other speakers, eliciting reaction, summarising an opinion or that of others, and contributing effectively towards the reaching of a consensus, without constraints of language

o) resort to unobtrusive substitution of words/phrases/expressions which s/he cannot immediately recall, without hindering flow of speech

p) develop a topic during presentations or short talks, producing extended discourse which is coherent, detailed and easy to follow

q) play earmarked characters and take part in simulations relating to topics earmarked in this module, such as making a public speech

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

Consolidation of the following structures:

a) The Passive Voice (vs Active Voice) across the tense system

b) Question forms across the tense system
   [*i.e.* Declarative Questions, Echo Questions, Reply Questions, Direct *vs* Indirect Questions, Tag Questions, Rhetorical Questions]

c) Expressions with a negative or restrictive meaning which are put at the beginning of a sentence for emphasis, i.e. Inversion. Such structures are accompanied by a reversal in the order of the subject and verb.(e.*g. Had I not met John earlier, I would never have known.// Hardly had I entered than … // Never have I seen such a badly behaved child*.)

d) Cleft (or 'Divided') sentences to emphasize and give particular attention to something important or something out of the ordinary:
   (i) 'What' structure + Noun form (i.e. noun /gerund/noun clause), e.g. *'What I really like is getting up early and going for a swim when it's still nice and cool.'/ What I want to know is where you've left my bag.' / What I really like is ice cream!*
   (ii) 'What' structure + 'do' + 'be' in order to focus attention on verb phrases, *e.g. "What she does is eat ice cream all day".*
   (iii) 'It' cleft, *e.g. It was I who called the police. / It was only yesterday that I learnt about John's passing. / It was Anne who broke the vase. / It was Wednesday when I realized that my purse had gone missing. / etc.*
   (iv) 'All'+ subject + verb + 'be', *e.g. I went to a bookshop to look for a first edition of the novel, but all I found was a second-hand paperback. / All I want is some peace and quiet!*

e) Register shifts (i.e. Active >> Passive for Reports; Passive >> Active for more informal writing)

f) Discourse markers and signposting language to produce cohesive arguments and reports of experiences, as well as to signal stages in a Presentation

g) Vocabulary and related aspects, such as affixation, synonymy, word families, easily-confused words, 'imported' words, AmFnglish equivalents, and other lexical and *lexico-grammatical* structures (i.e. Collocation, Phrasal Verbs, Idiomatic expressions, Set Phrases), as well as Slang and Colloquial expressions in natural English in relation to topics and themes earmarked in this module, *e.g. The Arts, Art Forms, Communication & The Media, Crime & Investigations, Transport, Travel, Holidays & Places to Visit; , Law & Order, Language, Literature, Politics, Reporting, , Science and Technology, The Home, The World of Business, The World of Science*

h) Segmental and suprasegmental features of the spoken language in relation to targeted structures :
   - Emphatic stress on certain parts of a sentence to emphasise unspoken information (e.g. *I have read most of his works.* (= but you haven't) *// I have read most of his works.* (= You are wrong to say that I haven't) *// I have read most of his works.* (= not all of them) *// I have read most of his works. (= but not Dickens' works) // I have read most of his novels* (= but not his other works)

	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) identify appropriate structures in order to add emphasis to certain points which s/he is making.
	b) utilise appropriate sentence stress, when speaking, in order to emphasise certain points
	c) identify key information in a reading text to infer unstated information, establish meaning of 'problem words', establish subjectivity and/or bias, as well as draw conclusions
	d) demonstrate a keen understanding of the skills needed to scan a text/article for specific information and skim read content it in order to establish gist
	e) identify key features in a text title/headlines, related visuals, or the first sentence/ paragraph of an earmarked text so as to predict content of an earmarked text
	f) demonstrate a keen understanding of the strategies required in order to analyse online material and to appraise digital writing norms for targeted audience and readability, thereby engaging fully with the media and relating to digital text in his/her everyday life.
	g) evaluate key content/details in a text or recording in order to take adequate notes, infer meaning, and interpret outcome
	h) combine information collected from various sources and reconstruct ideas in the form of an Article, or a Newspaper Report
	i) generate cohesive (formal) Reports and Proposals, based on research or provided information
	j) identify 'echoed ideas' (*i.e.* common ideas) and/or inter-related ideas in a set of related texts and proceed to summarise (common) content, with a view to working within the prescribed word limit through the use of:
	    (i) Categorizing terms (e.g. '*the required qualifications'*, instead of 'a *good degree in a Science subject and a certification of competence by the XX Authority*')
	    (ii) Quantifiers (e.g. '*Most people believe'* instead of '*With exception of teachers, doctors and lawyers, people believe that …*')
	    (iii) Omission of unnecessary information (e.g. '*The government'*, instead of '*The government and all of the people who work in the government departments*')
	    (iv) Cutting out repetition
	k) identify a number of important issues and discuss each of these in turn before concluding by summing up an argument in Topic-based Compositions (extension of Discursive writing)
	l) report experiences (and events) *via* short Articles for Magazines
	m) produce Newspaper Reports on earmarked situations, events and/or venues, demonstrating an ability to Identify language appropriate to the target reader, whilst maintaining an impersonal style of writing and ensuring a clear and logical structure
	n) identify appropriate structure and register when writing a Proposal, clearly outlining a required course of action, and, potentially adopting a persuasive tone
	o) react effectively to other people's views and defend his/her viewpoints when engaging in discussion
	p) demonstrate a refined ability to take part in role play and simulations, such as a public speech, with a focus on a formal style of speaking and appropriate emphasis on certain points
	q) establish stress on certain parts of a statement through the use of appropriate sentence stress in order to emphasise a particular point

	Judgment Skills and Critical Abilities The learner will be able to… a) argue a point and express personal opinion b) infer meaning of unfamiliar words from context c) infer meaning of targeted sections of a recording and interpret, or predict, outcome of an earmarked text or recording, half-way through reading/listening d) infer writer's or speaker's opinion, bias and attitude through language used, or (in the case of a recording) suprasegmental features of the speaker's language, e) appraise content of text/recording and draw conclusions f) identify the key features of register shift when writing reports and proposals g) determine the correct register to use in Reports, Articles, Proposals, and in oral production of the language

	Module-Specific Communication Skills
	(Over and above those mentioned in Section B)
	
	The learner will be able to:
	  a) identify targeted strategies for managing presentations and short talks, such as using transitions at different stages in order to guide the audience
	  b) demonstrate awareness of the importance of allocating roles during a group presentation and in the production of a group assignment
	  c) determine the appropriate discourse markers to use in order to produce a cohesive argument during a discussion and/or to report back to others in the group
	  d) operate efficiently during discussion by using appropriate turn taking language, 'handing over', reacting appropriately to other speakers' arguments, synthesizing content of other's speakers' contributions, and using strategies and signposting language to guide the other speakers in the group and to guide the group towards a consensus
	  e) identify typical problems that can lead to breakdown of normal everyday communication and demonstrate skills to overcome these – targeting (i) understanding of regional accents and colloquial language, (ii)understanding and production of connected speech in rapid speech (iii) appropriate intonation patterns in the various Question forms so as to relay a clear message, (iv) appropriate sentence stress to emphasise particular points

	Module-Specific Learner Skills
	(Over and above those mentioned in Section B)
	The learner will be able to
	
	  a) Identify and use the appropriate register in the different forms of writing earmarked in this module
	  b) Organise an after-school programme to recall, review and record language encountered during guided-learning and self-study hours – targeting (i) recording methods and (ii) organisation features which should facilitate further development of his/her vocabulary bank and language repertoire.

	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. **n/a**

Hours of Total Learning for this Module / Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [4] (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).	21	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a
	Self-Study Hours (Estimated workload of research and study.)	51	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	3

Total Learning Hours of this Module	_____75_____ Hours			

Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Face-to-Face	100%

Total Number of ECTS / ECVET of this Module / Unit	_____3_____ ECTS / ECVETs			

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[4] In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

Explain how this module/unit will be taught in line with Section B	21 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus faciliating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where language is being reviewed, recycled and extended further, to student-led activities where language structures and competences are activated and consolidated upon. 51 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) consolidation and further activation of learners' passive knowledge and langauge competences, as well as recycling and storage of any 'new' language encountered during guided learning, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and/or group work. 3 hours reserved for Progress Testing (Test 2) and feedback at the end of Module 4, or after 79 hours of guided learning
Explain how this particular module/unit will be assessed in line with Section B	Assessment: Formative assessment at the end of Module 4, or following the first 79 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)

Reading List	**Core Reading List ……..Supplementary Reading List**
	
	Given the broad objectives of the course, there is no set reading list. The programme revolves around the course syllabus which is activated by the teacher through the use of authentic material , which, at this high level of proficiency, is viewed as the main source of input during guided learning hours, supported by the earmarked coursebook – *Masterclass Proficiency (2015)* by K. Gude, M. Duckworh and L. Rogers (See https://www.eflbooks.co.uk/book.php?isbn=9780194502863) – which is meant to be used during guided learning hours, in combination with authentic material, but essentially during self-study hours, subject to teacher guidance
	
	   - At this level of proficiency, **authentic texts** will provide the learner with a wide variety of roughly tuned input, ''based on the concept of natural 'acquisition', helping the students to unconsciously obtain an understanding of the language.'' (Harmer, 1991) Authentic material will include: -
	- up-to-date newspaper articles (relating to politics, current affairs, lifestyles, culture, heritage, real-life stories, etc.) - magazine articles
	- online articles (e.g. interviews, discursive articles, current affairs, etc.)
	- full text readers (fiction or otherwise)
	   - On the other hand, the **earmarked coursebook** provides a structured, chronological presentation of information, extensive guidance for development of writing skills , and a useful grammar reference, all of which can be utilized during guided learning hours, but of essential use during self-study hours, when used in combination with teacher guidance. ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Coordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
	- 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.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT ., thereby maximizing teaching and learning)
	- analysis of the prescribed methodology and syllabus of the identified course book/s
	- comparative analysis of selected sections of identified course books
	
	The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to …
	    - reflect latest development in ESOL teaching
	    - provide up-to-date scenarios and topics
	    - cater for return students' needs
	- encourage creativity in novice teachers, and teachers who are more book-bound than others

Title of the Module / Unit: **MODULE 4**	Expressing Modality and Conditions
Module / Unit Description	Module 4 focuses on consolidation and fine-tuning of earmarked language skills and competencies relating to the four language skills, in tandem with activation of learners' knowledge and communicative use of Modal auxiliary verbs and Conditional forms in relation to earmarked strategies, topics and related language structures.

Learning Outcomes	**Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ….**
	
	a) express probability, necessity, advisability or desirability, using an appropriate form of modality
	b) talk about unreal situations when expressing wishes and regrets,
	c) demonstrate competence and mastery in expressing the relationship between two actions, where one action is the reason or the 'occasion' for the other action, i.e. when dealing with 'real' and 'unreal' conditions
	d) identify cohesive devices in a text, or recording, so as to establish link of ideas via earmarked structures
	e) identify key information in a text, or a set of related texts, so as to take useful notes for the production of a summary of the main content, for inclusion in an Article and/or a Report
	f) demonstrate a refined ability to …
	   - 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
	   - interpret reading texts and recordings with a view to establishing gist/main idea, locating specific information/key details for detailed understanding of speaker's or writer's attitude, feelings, opinion, etc., and with a further view of checking predictions made at pre-reading/listening stage
	   - distinguish key details in a text or recording in order to take adequate notes, to understand inferred meaning of 'problem' vocabulary, and to interpret outcome
	g) evaluate ideas and information obtained from a reading/listening text, or combination of texts/recordings, interpreting common content, identifying relevant information, as well as reference devices used by the writer/speaker to link the information provided, identifying implications and inference, in order to produce a summary of the key points
	h) merge summary of a reading/listening with his/her own views on the subject matter, making suitable recommendations, where necessary
	i) interpret the attitudes, feelings, purpose and/or relationship of speakers in recorded dialogues/conversations via analysis of content or by understanding phonological features of speech, such as stress, intonation, pauses, etc.
	j) present both sides of an argument in Discursive writing, and then provide - and support - his/her own views on the issue at hand, demonstrating sensitivity to features of style, tone and register, communicating his/her ideas accurately and in a well-organised manner, demonstrating an extensive range of lexical structures and effective handling of complex syntactic structures, with very rare inaccuracies
	k) compose Letters or Emails for a variety of transactional purposes (e.g. Making suggestions and recommendations), demonstrating an ability to synthesise and interpret provided information, as well as an awareness of the importance of using the appropriate structure, register and formulaic language
	l) explain a viewpoint on a product or event, adopting a persuasive style of writing, and demonstrating a refined use of descriptive language in the creation of short sales-related adverts
	m) identify the inherent functions of the wide range of stress patterns and intonation patterns relating to Modals Verbs, and explore ways of integrating such patterns in his/her own speech, whilst also reflecting them, where necessary, in his/her writing, via appropriate punctuation.
	n) produce clear, interesting, targeted descriptions of people, places, things, situations and events in Descriptive essays, and shorter, engaging descriptions of processes in combination with suggestions and recommendations
	o) develop a topic, producing extended discourse which is coherent, detailed and easy to follow, during individual turns/short talks/presentations as well as when engaging in discussion
	p) modify his/her language for social purposes, using an appropriate tone/register
	i) evaluate information collected from a variety of sources so as to plan and give a talk or presentation, making use of appropriate referencing, transitioning and pacing
	j) operate efficiently within a team, adapting input, modifying their language and explaining/ summarizing their opinion, or that of others, without constraints of language

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

	Consolidation and further activation of the following structures:
	a) Modal auxiliary verbs (revision of Present forms and extension into the Modal Perfect forms) - and their (inter) related functions and relative forms,
	b) Conditional forms;
	   – '0', 1st, 2nd , 3rd and Mixed Conditionals
	   - Inversion, in lieu of condition forms, in order to establish emphasis, *e.g. Should you ever come to London, I will show you around. (= If you ever come to London,….)// Were he to realise the danger he's in, he wouldn't proceed with the plan.(= If he realized the danger he's in, he wouldn't …)// Had you arrived earlier, you would have seen a most remarkable sight. (= If you had arrived earlier, you would have seen..)*
	c) The Subjunctive Mood:
	   (i) The Subjunctive in relation to register:
	     > Formal register: Subjunctive forms + 'that' clauses (*e.g. She insisted that he help her. // The judge demands that the prisoner tell the truth.*) VS
	     > Informal register: 'Should' by way of an alternative to using the Subjunctive (*e.g. She insisted that he should help her. // The judge demands that the prisoner should tell the truth.*)
	   (ii) Past Subjunctive (*.e.g. If I were rich, I'd give all my money away. // I wish he were here to help us!/ I wish I were you!)*
	(ii) Fixed expressions to perform various functions directly or indirectly related to the above grammatical structures in relation to earmarked topics and tasks, *e.g. If only + would / I wish + past/past perfect form / I wish + would* (e.g. I wish he would try to be nicer!)
	(iii) Vocabulary (plus related aspects, such as synonyms/antonyms, word families, prefixes & suffixes, Homophones/Homonyms/Homographs, easily confused words, Am vs Br English, colloquial expressions) and other lexical and *lexico-grammatical* structures (*i.e.* Collocation, Phrasal Verbs, Idioms, Set Phrases) related to topics and themes earmarked in this Module, i.e. *Communication, Crime & Punishment; Current Affairs; Dreams vs Reality; Discoveries;Educational Systems Health & Medicine; Inventions; Lifestyles; Literacy, Personal Experiences & Decisions; Mystery & Magic; Marketing and Advertising; Promises & Regrets; Relationships, Science & Technology, Society; Sports, Superstition; The Environment, The World of Fashion, Tourism, Travel*
	(iv) Phonological features of the language in relation to targeted structures and lexical items
	(v) Transitions/References
	Formulaic language relating to presentations, discussions, and a variety of transactional purposes targeted in this module

	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 confidence and independence when reading a variety of academic and authentic texts, adapting speed and style of reading to different texts and purposes, exhibiting a broad range of active reading vocabulary, and making selective use of appropriate reference sources in the case of content which is not easily understandable**.** b) organize and re-order ideas in a jumbled text or recording through systematic analysis of referencing, contextual clues etc. to establish flow of ideas c) use contextual clues to achieve comprehension of, and to check understanding of main points, key details /specific information in earmarked live or broadcast/recorded (authentic or scripted) monologues/dialogues/etc., as well as to check predictions made prior to listening d) assemble notes taken during reading/listening of earmarked texts/recordings in order to produce a coherent summary of main content in writing or speaking or to develop an argument e) label material, such as diagrams, charts, etc. from one's notes taken during reading/listening f) produce clearly intelligible continuous writing in relation to descriptions, letter writing, narrative, and discursive writing on topics earmarked in this module, following standard layout and paragraphing conventions, using appropriate style, as well as accurate spelling and punctuation g) create short, engaging adverts, demonstrating an awareness of style and creativity in the use of language h) operate efficiently when interacting with others, engaging in discussion or role play, and when giving a presentation, demonstrating good control of a wide range of vocabulary and grammatical structures, and, where necessary, resorting to unobtrusive substitution of words/phrases/expressions which s/he can't immediately recall i) naturally include a wide, effective range of idiomatic expressions and colloquial expressions in conversation and informal writing

	Judgment Skills and Critical Abilities The learner will be able to… a) appraise his work and that of his peers, improving argument patterns, narrative techniques, descriptions, etc., where necessary, and sorting out any errors relating to structure, spelling, etc. b) evaluate and analyse information in earmarked texts (online or hard copy) or recordings in order to explain a viewpoint, adopting a persuasive style in his speech or writing (e.g. to create an advert) c) argue a point, express and support viewpoints d) summarise content of his/her arguments/opinions and that of others e) predict content of earmarked texts/recordings, at pre-reading/listening stage, from title, visuals, background noises (listening only) f) identify and evaluate key points/ideas and specific information in a text or recording in order to take adequate notes which will allow him/her to summarise/paraphrase content, produce a related piece of discursive writing, or develop the content of a presentation g) infer writer's or speaker's opinion, bias and attitude through language used, or phonological features of speech h) identify content of sentence fragments from key words/phrases and tone used, as well as topic changes and digressions i) identify the function of a text *(i.e. informative, educational, etc.)* j) imply the meaning of colloquial or other references k) identify proper register to use in earmarked formal/ informal letters, essays, advertising material, as well as when taking part in a discussion/debate, and when giving a talk or presentation.
	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to: a) adopt appropriate strategies to take turns in a conversation or a discussion, to argue a point in a discussion, to summarise his/her opinion and that others, interrupting where necessary and stepping in as needed, using appropriate expressions, set phrases and signposting, as well as suitable phonological features in order to facilitate communication b) adopt appropriate strategies to overcome problems in communication through rephrasing, appropriate pace, substitution, circumlocution, exemplifying, approximation, etc. c) use a proper register in his/her writing and speaking d) use suitable intonation and stress patterns in order to convey clearly his/her intended message or attitude

	Module-Specific Learner Skills
	Competences (Over and above those mentioned in Section B)
	The learner will be able to …
	a) establish an after-school extensive-reading/listening programme, targeting authentic material - hard copy and online - in order to:
	  - ensure consolidation and further development of his/her 'vocabulary bank' and language repertoire via recall, review and recording of language encountered during guided learning and self-study hours
	  - consolidate and fine-tune strategies relating to understanding of meaning of 'new vocabulary' from context
	  - hone strategies relating to understanding of the relationship of ideas in a text or recording, with a main focus on coherence
	b) 'shadow' and 'mirror' target key intonation patterns in earmarked recordings which are contextually linked to the grammatical structures, thereby facilitating further development of his/her pronunciation

	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. **n/a.**

Hours of Total Learning for this Module / Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [5] (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).	21	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a
	Self-Study Hours (Estimated workload of research and study.)	51	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	3

Total Learning Hours of this Module	_____75_____ Hours			

Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Face-to-Face	100%

Total Number of ECTS / ECVET of this Module / Unit	_____3_____ ECTS / ECVETs			

Explain how this module/unit will be taught in line with Section B	21 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus faciliating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where language is being reviewed, recycled and extended further, to student-led activities where language structures and competences are activated and consolidated upon. 51 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) consolidation and further activation of learners' passive knowledge and langauge competences, as well as recycling and storage of any 'new' language encountered during guided learning, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and/or group work. 3 hours reserved for Progress Testing (Test 2) and feedback at the end of Module 4, or after 79 hours of guided learning

Explain how this particular module/unit will be assessed in line with Section B	Assessment: Formative assessment at the end of this module (i.e. Module 4), or following the first 79 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)

Reading List	**Core Reading List ……..Supplementary Reading List** Given the broad objectives of the course, there is no set reading list. The programme revolves around the course syllabus which is activated by the teacher through the use of authentic material , which, at this high level of proficiency, is viewed as the main source of input during guided learning hours, supported by the earmarked coursebook – *Masterclass Proficiency (2015)* by K. Gude, M. Duckworh and L. Rogers (See https://www.eflbooks.co.uk/book.php?isbn=9780194502863) – which is meant to be used during guided learning hours, in combination with authentic material, but essentially during self-study hours, subject to teacher guidance - At this level of proficiency, **authentic texts** will provide the learner with a wide variety of roughly tuned input, ''based on the concept of natural 'acquisition', helping the students to unconsciously obtain an understanding of the language.'' (Harmer, 1991) Authentic material will include: - - up-to-date newspaper articles (relating to politics, current affairs, lifestyles, culture, heritage, real-life stories, etc.) - magazine articles - online articles (e.g. interviews, discursive articles, current affairs, etc.) - full text readers (fiction or otherwise) - On the other hand, the **earmarked coursebook** provides a structured, chronological presentation of information, extensive guidance for development of writing skills , and a useful grammar

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	reference, all of which can be utilized during guided learning hours, but of essential use during self-study hours, when used in combination with teacher guidance.
	ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Coordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: - 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.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT ., thereby maximizing teaching and learning) - analysis of the prescribed methodology and syllabus of the identified course book/s - comparative analysis of selected sections of identified course books

	The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to …
	    - reflect latest development in ESOL teaching
	    - provide up-to-date scenarios and topics
	    - cater for return students' needs
	    - encourage creativity in novice teachers, and teachers who are more book-bound than others

Title of the Module / Unit: **MODULE 5**	• Looking at the Future • Reporting Other People's Words, Beliefs, Thoughts and Actions
Module / Unit Description	Module 5 focuses on consolidation and honing of earmarked language skills and competencies relating to the four language skills, in tandem with consolidation and activation of learner's knowledge and communicative use of Future forms and related structures used to talk/write about events/plans which have yet to occur in the future, as well as Direct vs Indirect Speech. Activation of these structures is carried out in relation to earmarked strategies, topics and related language structures, *i.e.* lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.

Learning Outcomes	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ….
	
	a) write and talk about events which, when seen from a given timeframe, have not yet occurred, and, in reporting someone else's words, thoughts, beliefs or perceptions, recognising and using the appropriate form to report such speech/ideas/beliefs
	b) demonstrate detailed comprehension of content of a wide variety of authentic texts and texts of a more academic nature, understanding content beyond sentence level and understanding complex and complicated structures and sentences
	c) Identify logical links between successive sentences and arguments in a text or recording
	d) demonstrate a refined ability to locate information in a passage, and evaluate/check such information via evidence/data in the rest of the text
	e) interpret the stylistic features of the text, whilst also evaluating tone and register in order to establish potential bias, targeted audience, etc.
	f) infer underlying meaning when opinion and attitude are not clearly expressed by the writer, also recognising the message behind the text
	g) identify the significant points in a text or a recording in order to :-
	   - create useful notes so as to summarise content, *and/or*
	   - label related material, such as diagrams, charts, gapped summary, etc.
	f) establish meaning of unknown words or chunks of language from context, generally demonstrating an ability to classify, categorise and organise information
	h) identify key features of speech in rapid speech to facilitate understanding of earmarked recordings, with a view, also, to adopting such features in their own communications with native speakers
	i) demonstrate a refined ability to predict information and check understanding of key details/specific information *via* contextual clues in earmarked texts and/or live/ recorded/ broadcast monologues/dialogues
	j) write at length, demonstrating an ability to realise a wide range of genres of writing, including Descriptions, Reports, Reviews, Narratives, Articles, formal and informal Letters, and Emails, as well as notes and memos, using natural and appropriate language in response to thematic and situational stimuli, and generally succeeding in communicating their ideas clearly, accurately and in a well-organised manner with effective handling of lexical and syntactic structures and very rare inaccuracies
	k) deconstruct information contained in a text, or set of related texts, or data provided in a graph or chart fashion in order to summarise content and/or to interpret information therein, demonstrating an ability to interpret and synthesise content, integrating his/her views on the subject matter, whilst also making suitable recommendations or reaching conclusions, where necessary
	l) demonstrate refined pragmatic competence through the use of suitable formulaic language - in his/her speech and writing - in order to perform a number of transactions, such as complaining, apologising, speculating &/or hypothesising, expressing (tentative) opinion and/or shades of certainty, expressing reaction, critiquing, reviewing, developing an argument further, emphasizing or conceding a point, responding to a counter argument, etc.
	m) communicate clearly and effectively, demonstrating good control of a wide range of lexical and grammatical structures, as well as functional language for a variety of 'transactions', exhibiting also an ability to develop a topic or argument coherently, tend provide detailed descriptions, speculating where necessary, producing extended discourse and modifying his/her language according to social purpose, resorting to unobtrusive substitution as and when necessary
	n) demonstrate a refined ability to understand colloquial language and varieties of language, implying meaning from context, where necessary

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

	Consolidation and fine-tuning of the following structures:
	a) Future forms – and other related forms, which can be used to differentiate between different 'types of future', depending on the moment of decision in relation to 'now' and the certainty of arrangements and the attitudes held at the moment of speaking
	[*i.e.* (i) 'Timetable future' (i.e. Present Simple) to talk about scheduled or regular timetabled events, personal plans which rely on scheduled services or which form part of a schedule
	(ii) 'Diary future' to talk about a plan/intention already entered into
	(iii)'*Going to*' future to talk about a plan previously decided upon, or to make a prediction based on current evidence
	(iv) '*Will/Shall*' future to talk about 'future' facts, express intentions, determination, or irritation, to make promises, offers, requests and suggestions and to make a pure prediction)
	(v) 'Future Perfect and Continuous' forms to describe actions that will be completed by a certain time in the future, and to focus on the duration or repeated nature of an event leading up to a specified time in the future
	(vi) Modal verbs and 1st Conditional form to talk about future possibility and probability and events based on present or future conditions]
	(vii)Future in the past for changed arrangements (e.g. I was seeing John tonight, but he has had to fly to New York, at very short notice. /
	b) Indirect, or Reported Speech (vs Direct Speech), together with related forms and functions, as well as tense changes in Reported Speech, and appropriate punctuation in the case of Direct Speech
	c) Reporting verbs (to convey added meaning or emotion), together with fine-tuning of structures relating to specific reporting verbs, such as reporting verbs which are followed by a gerund, and *Suggest + __ing vs Suggest + that XX should .. / etc.*
	d) Fixed expressions to perform various functions directly or indirectly related to the targeted structures
	e) Set phrases to help improve the learner's argument in an essay or discursive essay:
	
	   i. Introducing a false argument *(e.g. It could be argued that …/ It is ofent suggested that …/ etc.)*
	   ii. Demolishing a false argument (*e.g. This is partly true, but ../ This argument has a certain superficial logic however..)*
	   iii. Proposing a correct argument (*e.g. Clearly, ../ Obviously, …/ It is therefore quite wrong to suggest that …)*
	
	 f) Set phrases to talk about a sequence of events or ideas
	g) Formulaic language to effect a variety of transactions (as detailed in the course syllabus)
	h) Stylistic devices: references, parallelism, similes, metaphors, etc.
	i) Vocabulary and related aspects, specifically affixation, synonymy, word families, easily confused words, 'imported' words, AmEnglish equivalents *and…*
	   i. Other lexical and *lexico-grammatical* structures (i.e. Collocation, Phrasal Verbs, Idioms, Set Phrases), *as well as*
	   ii. Slang and Colloquial expressions in natural English
	… in relation to topics and themes earmarked in this module, such as: *Ageism, Art Forms, Communication & The Media, Crime & Investigations, Famous People & Biographies, Exercising, Famous Quotes, Globalisation, Health and Medicine, Historical Events, Human Rights, Law & Order, Literature, Memories, Politics, Reporting, Relationships and Customs, Social Issues, Supply & Demand – Marketing, Advertising, Science and Technology, The Environment, The World of Business*
	j) Segmental and suprasegmental features of the spoken language

	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 confidence and independence when reading academic and authentic texts, adapting reading speed and reading style (i.e. using strategies such as scanning and skimming, predicting content, establishing connections, inferring tone and bias, etc.) to different texts and purposes, exhibiting a broad active reading vocabulary and the necessary skills to establish meaning of 'problem' vocabulary from context

b) experiment with the use of specific strategies to establish gist/main idea, and locate key information and details in a text and/or a recording in order to carry out a number of related tasks, such as producing effective notes in order to enable the writing of a summary of content

c) create interesting and engaging newspaper Articles to report incidents and events, or longer magazine articles to report experiences or discuss topical issues and a variety of other subjects, demonstrating effective manipulation of Direct and Reported speech, as well as effective use of Ellipses in the creation of titles/headlines

d) write interesting and engaging Narratives, demonstrating effective organisation/structure and good use of dialogue (i.e. direct speech) and reporting of characters' thoughts, perceptions, etc. so as to engage the reader

e) Review targeted books and/or films, demonstrating creative and entertaining ways of engaging the reader and giving/justifying opinion through effective use of structures earmarked in this module

f) produce clear, intelligible, continuous writing in relation to other genres (besides the ones detailed in points c-e, above) , such as formal Letters, semi-formal and informal Emails, Descriptive/Narrative writing, as well as Discursive writing, in relation to topics/themes earmarked in this module and other topics related to his/her field of interest, in all cases following standard layout and paragraphing conventions, demonstrating confidence and control in relation to style, register and relative language structures, as well as accurate spelling and punctuation

g) communicate clearly, fluently and spontaneously when interacting with others, using appropriate interactional and social language, and demonstrating good, 'comfortable' use of a wide range of vocabulary, lexical/grammatical structures and formulaic language

h) introduce his/her contribution into a discussion with natural turn-taking and referencing, negotiating skilfully, explaining his/her views and/or summarising an opinion without constraints of language, whilst also dealing confidently with questions, reaffirming statements previously made by him/herself, expressing empathy with others' views, and negotiating skilfully in order to help reach a consensus

i) develop a topic or argument, when engaged in discussion, or when giving a short talk or a presentation, producing coherent extended discourse which is easy to follow

j) provide detailed descriptions while engaged in discussion or when giving a short talk, speculating where necessary, and offering an opinion about the relative incident/ event/ visual/person/object /etc.

k) narrate stories in a coherent manner to a live audience, demonstrating clear articulation of speech, effective pacing and pausing, and appropriate sentence stress and intonation patterns in order to engage the listener/s

l) imply meaning from context when dealing with colloquial expressions and other references which are not straightforward

m) naturally include a wide, effective range of idiomatic expressions and colloquial expressions in his/her speech and (informal) writing

Judgment Skills and Critical Abilities

The learner will be able to…

a) appraise his work and that of his peers in order to 'weed out' mistakes and to improve argument patterns, style, register, narrative techniques, descriptions, etc.

b) analyse earmarked texts in order to establish style (including stylistic features) and purpose, identify fact vs opinion, as well as writer's attitude/bias/tone

c) interpret and evaluate information in earmarked texts, as well as data and other information in earmarked graphs and tables *via a* summary of content

d) draw logical conclusions from earmarked extracts from recordings or texts

e) select an adequate style of writing in the production of different types of texts [e.g. Impersonal style for (more) formal (or academic) writing, such as report writing /Neutral style or a more 'sensational' style for journalistic writing; etc.]

f) argue a point and express viewpoints

g) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc. and predict outcome/ending at during-reading/listening stage

h) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes which will allow him/her to label other related material, or summarise/paraphrase content in his/her own writing or speaking, adding his own views to the matter at hand

i) distinguish between different styles of writing in earmarked texts and documents, and identify appropriate style and register to be used in the various genres of writing

j) identify speaker's bias in an earmarked recording/speech, etc. and interpret his/her attitude through choice of words, intonation and stress patterns (and paralinguistic features, in the case of video recordings)

	k) identify topic changes, digressions, asides, feelings, attitude, relationship of speakers l) recognise topic changes and digressions, asides, and deduce feelings, attitude, purpose and relationship of speakers through interpretation of phonological features of speech
	Module-Specific Communication Skills (Over and above those mentioned in Section B) The learner will be able to … a) operate efficiently within a team, adapting input and utilising methods for interacting sensitively and effectively with others during discussions and in the organization of a group presentation, etc. b) identify and use adequate strategies to take turns during a debate/discussion, to interrupt other speakers, and to express viewpoints c) identify the right amount of detail to include in a short talk, or a presentation so as the keep the audience engaged d) adopt an appropriate pace (or speech speed) when delivering a talk or presentation, and demonstrate increased awareness of other aspects of communication and paralinguistic speech which facilitate effective communication, such as gestures, eye contact and body language e) modify his/her language for social purposes f) negotiate skilfully during a discussion, dealing confidently with questions, and collaborating with other speakers to reach a consensus g) empathise and express sympathy, offering advice and support on sensitive and/or complex issues h) demonstrate increased understanding of rapid speech in natural English recordings and in his/her dealings with native speakers, and attempts to use Connected Speech in his/her own speech, aiming to produce continuous streams of sound without clear-cut boundaries between each and every word
	Module-Specific Learner Skills **Competences** (Over and above those mentioned in Section B) The learner will be able to … a) demonstrate a refined competence to evaluate the importance of coherence and cohesion in a text, with particular focus on referencing, signposting, and flow of ideas, with a view to (i) producing texts which have systematic and logical connections and (ii) evaluating his/her own work for flow of ideas (i.e. Cohesion), coherence, accuracy of structures and syntax b) demonstrate a refined ability to write with the target reader in mind, and with a clear focus on relevance, style and organization c) identify when to use direct speech vs reported speech, for effect, in a short story d) determine the appropriate register to use in the various genres of writing covered in this course e) establish an after-school reading and listening programme, targeting, mainly authentic material (hard copy, TV and online), in order to: - facilitate consolidation and further development of his/her 'vocabulary bank' , with particular focus on morphology (specifically Word Families), inter-related words (e.g. synonyms, antonyms, low-frequency words, easily-confused words, words with multiple meanings, Am vs Br English versions, etc.) - refine reading and listening strategies earmarked in this module
	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. **n/a.**

Hours of Total Learning for this Module / Unit 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours [6] (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).	21	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a
	Self-Study Hours (Estimated workload of research and study.)	50	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	4

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[6] In the case of online learning, synchronous and asynchronous learning activities under the direction and control of an instructor are considered as contact hours.

Total Learning Hours of this Module	_____75_____ Hours

Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Face-to-Face 100%

Total Number of ECTS / ECVET of this Module / Unit	_____3_____ ECTS / ECVETs

Explain how this module/unit will be taught in line with Section B	• 21 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus faciliating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where language is being reviewed, recycled and extended further, to student-led activities where language structures and competences are activated and consolidated upon. • 50 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) consolidation and further activation of learners' passive knowledge and langauge competences, as well as recycling and storage of any 'new' language encountered during guided learning, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and/or group work. • 4 hours reserved for the final test at the end of this module (i.e. Module 5), or after 100 hourse of guided learning
Explain how this particular module/unit will be assessed in line with Section B	Assessment: Summative assessment at the end of this module (i.e. Module 5), or after 100 hourse of guided learning . Records of learner's performance (See attached document) are kept, and the test scores for this final test consitute the final assessment scores (See Overall Assessment Guidelines section) h.

Reading List	**Core Reading List ……..Supplementary Reading List** Given the broad objectives of the course, there is no set reading list. The programme revolves around the course syllabus which is activated by the teacher through the use of authentic material , which, at this high level of proficiency, is viewed as the main source of input during guided learning hours, supported by the earmarked coursebook – *Masterclass Proficiency (2015)* by K. Gude, M. Duckworh and L. Rogers (See https://www.eflbooks.co.uk/book.php?isbn=9780194502863) – which is meant to be used during guided learning hours, in combination with authentic material, but essentially during self-study hours, subject to teacher guidance. • At this level of proficiency, **authentic texts** will provide the learner with a wide variety of roughly tuned input, ''based on the concept of natural 'acquisition', helping the students to unconsciously obtain an understanding of the language." (Harmer, 1991) Authentic material will include: - - up-to-date newspaper articles (relating to politics, current affairs, lifestyles, culture, heritage, real-life stories, etc.) - magazine articles - online articles (e.g. interviews, discursive articles, current affairs, etc.) - full text readers (fiction or otherwise) • On the other hand, the **earmarked coursebook** provides a structured, chronological presentation of information, extensive guidance for development of writing skills , and a useful grammar reference, all of which can be utilized during guided learning hours, but of essential use during self-study hours, when used in combination with teacher guidance. ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Coordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: - 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.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT ., thereby maximizing teaching and learning) - analysis of the prescribed methodology and syllabus of the identified course book/s - comparative analysis of selected sections of identified course books The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to … - reflect latest development in ESOL teaching - provide up-to-date scenarios and topics - cater for return students' needs - encourage creativity in novice teachers, and teachers who are more book-bound than others