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 are experienced ELT professionals, most with a strong background inteaching, 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 positively influence the teacher and the learners. With this in mind, both language courses and tests focus on learners' communicative competence. To further assist teachers in focusing on the candidate's needs rather than on test preparation, tailor-made manuals have been created for the teacher and the candidate. ESaT seminars and workshops will soon be offered regularly for centre teachers, at all levels, who wish to benefit from training or refresher courses relating to teaching skills and techniques, as well as examination preparation techniques.

Type of Course	Qualification	☐	Award	☒

Mode of Delivery	Traditional/Face-to-Face Learning	☒	Online/Blended Learning	☐

Title of the Qualification / Award	jTELS/TELSa B1 - Intermediate Award in English as a Second or Other Language (ESOL) – MQF Level 3 (10 credits)

MQF Level	Level 3

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 <u>contact hours</u> 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).	80	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.)	163	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	7

Total Learning Hours	_____250____Hours

Percentage of Total Contact Hours delivered online	Contact Hours Delivered Online	n/a	Contact Hours Delivered Face-to-Face	80

Total number of ECTS/ ECVET for Course Completion	_____10_____ECTS / ECVET

Course Type and Duration	Full-Time		Part-Time	☒
	____30_____Weeks/~~Months/Years~~			

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

Course Rationale	- The course is designed for Middle and Secondary level students and adult individuals who, for educational purposes, or for reasons relating to work or other personal issues, wish or need to gain a certificate which represents their actual level of English. The course certificate provides proof of the holder's ability to interact comfortably with English speakers on familiar topics, and to function with a measure of efficiency, at the workplace, demonstrating an ability to read simple reports on familiar topics and write simple emails on subjects in his/her field. However, this level is not adequate to function fully in such a scenario (i.e. the workplace). - Total Qualification Time is approx. 250 hours, split up as follows:80 'guided learning' hours (i.e. contact hours) 163 hours – active self-study 7 hours – Assessment + feedback - The design of the course is based on a 'continuous-improvement' process, with interconnected components in each of its 6 modules. - The design process of the course initially identified the desired, **measurable learning outcomes** which support the course objectives, which, in turn, led to the 'deliberate' design of learning experiences in the syllabus (i.e. Recommended communicative tasks and targeted skills/interaction, these being the two key notions underlying course content, thereby ensuring purposeful use of language as an aspect of classroom language use). This provides useful guidance on the linguistic features which students on the course are, realistically, required to master by the end of this level and facilitates 'measurement' of the learning outcomes, which can be instrumental in the revision and (possible) 'renegotiation' of course content in the interestof 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 help learners feel a definite improvement in their use of the language, ratherthan simply studying language structures in a sterile fashion. 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 require attention, or merit further development. The teacher is encouraged to use the syllabus as a guide to help him/her tailor course content to the general needs of his/her class, as indicated through regular Needs Analysis sessions. Notwithstanding, teachers are encouraged to follow the order of modules, as presented, as this should facilitate scaffolding, thereby ensuring that learners progress steadilytowards a stronger understanding of earmarked language structures, more refined skills and competencies, as well as a higher level of learner autonomy.** **Syllabus structure:** A series of six 'independent' units – see Section D of this form – each with a focus on communicative tasks, which, at times, overlap with previous units, so as to aid retention and promote more refined skills and strategies. Each module provides a bank of ideas, thereby … - helping the teacher plan a weekly/monthly scheme of work around it, and - providing guidelines on how to prepare lessons which can guarantee definite improvement in the learners' communicative competence, as well as - facilitating the selection of specific tasks to be covered in class to aid revision and/or extension of learners' overall 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. - Note: The key difference between the jTELS B1 and the TELSa B1 lies in the choice of themes and topics targeted in the content of the individual test papers. **Assessment:** The earmarked mode of assessment - the jTELS and TELSa B1 Examinations – used for diagnostic purposes at Progress Testing stage and as proficiency tests for Final Assessment (See 'General Assessment Procedures' section) - is designed to assess the candidates' level of competence relating to language systems and language skills, in line with performance-related scales based on the ALTE 'Can Do' statements (https://www.alte.org/) relative to B1 of the Cefr (https://www.coe.int/en/web/common-european-framework- reference-languages) [See jTELS/TELSA B1 Exam Syllabus and Assessment Guidelines attached] - The jTELS and TELSa B1 are based on the same broad aims and objectives as the course and are in line with other language tests currently on the market. The tests are also aimed at having a positive 'washback' on the course of study by setting standards and providing a concrete qualification for higher education purposes or career advancement. - Dedicated handbooks for the teacher and the examination candidate provide clear guidelines on the rationale behind each and every task in the examination papers (… for the **teacher), and** **(…for the candidates) on how best to prepare for the examination/s.**

Target Group	• Middle School and Secondary School students who wish to obtain formal certification that confirms that, by the end of this course, they are able to use English to communicate with native speakers for everyday purposes, and that they have sufficient English language ability to follow an English Language course at the next level, i.e. MQF Level 4. • Adults who wish or need to obtain a certificate which indicates that their proficiency in the English language is such that they can communicate with native speakers for everyday purposes, and can function with a measure of efficiency, at the workplace, demonstrating an ability to read simple reports on familiar topics and to write simple emails on subjects in his/her field, although requiring further training in the language in order to be able to function fully in such a scenario (i.e. the workplace).
Relationship to Occupation/s	See 'Target Group' section
Entry Requirements	Learners joining the course will need to sit a (standardised) Placement Test which will determine their actual current level of performance. As a minimum, a learner joining this course should be able to communicate and exchange information on everyday topics. S/he should be able to … - introduce himself simply and use basic greetings, - tell where he and others are from and give a basic description of his/her city, - talk simply about family and colleagues, describing their appearance and personalities, - discuss clothing at a generally basic level and express preferences - talk about favourite foods and make simple orders at a restaurant or take-away, - talk about daily activities and arrange meetings with friends and colleagues, - describe current weather conditions and suggest activities according to the weather forecast, - talk in general terms about his/her health and describe common medical symptoms to a doctor, - describe their home and its location, providing simple directions on how to get to it, - demonstrate an understanding of simple directions, - talk about his/her hobbies and interests - discuss their holiday plans with friends and colleagues, and talk about their past holidays - complete simple transactions at a hotel, including checking in and checking out, - complete simple transactions at the bank - discuss common products, make basic purchases and discuss basic problems relating to faulty goods, - demonstrate correct pronunciation of individual sounds in order to form intelligible words, as well as correct pronunciation of basic set phrases and expressions, - talk about and explain rules, - understand simple notices, as well as information in simple texts, - demonstrate an understanding of simple grammatical structures and an awareness of proper sentence structure, - describe their past and relate events from their past, including activities and interesting stories, - describe an accident or injury, - talk about the natural world, - talk about films of their choice, - engage in basic business socializing, welcoming guests and attending networking events, - understand and make very basic business proposals in their area of expertise, - engage in basic communication at work, including attending meetings on familiar topics, - evaluate co-workers' performance in the workplace

Overall Course Objectives	- This course focuses on developing the learners' language knowledge and their competence in the four skills of Reading, Listening, Writing and Speaking, with regard to the English language, ensuring that they can achieve a level of competence which allows them to use the language with a degree of fluency, accuracy and a measure of appropriacy. - Additionally, the course aims to foster the development of language skills needed to proceedto the next level and encourages methods of learning which help learners build up the knowledge, skills and attitudes (i.e. Communicative competences) needed to become more autonomous in their language acquisition journey. - By the end of the course, learners will be able to ….

- communicate with reasonable accuracy in familiar contexts, with generally good control over grammatical and lexical structures, though with noticeable mother-tongue influence. Errors do occur, but it is normally clear what they are trying to express.
- identify key language features in earmarked short extracts/sentences, relating to familiar topics, in order to transfer and reformulate information.
- demonstrate good control of elementary vocabulary, although major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- demonstrate an ability to express themselves and interact with relative ease on a variety of topics relating to familiar matters and non-routine issues of immediate interests and in their professional field, notwithstanding some problems with formulation which result in pauses and acceptable hesitation, normally followed by self-correction and/or rephrasing in cases of misunderstanding
- demonstrate pronunciation which is clearly intelligible, even if a foreign accent is still clearly evident, and with occasional mispronunciation.
- interact with ease during conversation and discussions relating to familiar topics and matters of personal interest, demonstrating an awareness of key politeness conventions
- produce continuous writing which is generally intelligible, with spelling, punctuation and layout which are accurate enough to be followed most of the time and with register that is generally informal or neutral.
- write straightforward connected texts on a range of familiar subjects within their field of interest, demonstrating an ability to convey, ask for and/or check information with reasonable precision, getting across the point/s they feel to be important
- demonstrate an increasing ability to evaluate his/her own written work for coherence, accuracy of structures, meaning and arrangement of words and phrases (i.e. Semantics and Syntax)
- demonstrate an increasing ability to experiment with exploration of written or recorded material on internet, during guided learning hours and/or during self-study session, so as to carry out research relating to familiar topics, thereby also registering development in his/her digital literacy and enhancing his/her ability to relate to digital text in his/her everyday life.
- demonstrate an increasing awareness of key skills relating to different forms of communication (writing and speaking), and of social behavior when interacting with others on a 1-1 basis, or during group/team work in class, such as class debates, carrying out collaborative research, preparing group presentations (level specific), creating a class blog, etc.
- read straightforward information in everyday material, such as letters/emails, brochures, signs, notes, adverts, flyers and other material about everyday topics or issues relating to their field of interest with a satisfactory level of comprehension.
- identify appropriate strategies required (skimming, scanning, predicting content, drawing conclusions, reading between the lines) to read, with increased independence and flexibility, an increasing variety of texts, using appropriate reference sources (such as learner dictionaries) selectively, demonstrating also an increased ability to identify the meaning of unfamiliar words from surrounding context or information.
- demonstrate an increasing ability to evaluate information presented in straightforward text on familiar topics and select what is relevant.
- recognise differences in style and register in texts on familiar topics or issues of personal interest.
- identify link of ideas and cohesive devices in a text which is appropriate to the level, and proceed to restore order in a jumbled text, where necessary.
- demonstrate an understanding of the main points of clear, standard speech on familiar matters, provided speech is clearly articulated in a generally-familiar accent.
- identify main ideas, key details, and specific information in recorded dialogues or short monologues, demonstrating an understanding of roles, feelings and opinions, as well as an ability to identify the speaker's attitude and/or opinion from accentuation, intonation and other features of speech.
- identify, with the help of the tutor, 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 jTELS/TELSa B1 examinations which are the earmarked instruments for the assessmentof (i) progress registered during the course, and (ii) language proficiency at course termination. **Assessment** during the various stages of the course is meant to endorse the candidates' competence in the four language skills, specifically targeting their ability to use English to communicate in simple situations. For more information on the underlying concepts and broad objectives, please refer to the 'Course Rationale &Theoretical Model' document.
Learning Outcomes for Communication Skills for the whole course	The learner will be able to: … demonstrate increasing communicative competence through an increased ability to understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure (etc.) situations, and his/her ability to deal with most situations likely to arise whilst travelling in an area where English is spoken, as well as his/her ability to produce simple connected texts relating to familiar topics or topics of personal interest and his/her improved descriptive skills relating to experiences, events, dreams, hopes and ambitions. See 'Learner Outcomes' document and Section D of this application for details of content relating to Modules 1-6 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 the classroom, on his/her own initiative, and under the teacher's guidance, using memory strategies, such as 'distributed practice' where he/she is able to determine essential information, establish patterns, and practise newly-acquired skills and strategies b) establish goals in order to improve his/her language knowledge and to hone targeted strategies learned during guided-learning hours in order to ensure further development in his/her communicative competencies and accelerate his/her learning, c) plan and manage time, prioritizing as necessary, in line with material covered during guided learning hours d) seek help when necessary, and e) demonstrate an increasing ability to evaluate his/her own development, and, with the guidance of his/her teacher, plan future development and establish goals through reflection and self-assessment based on the prescribed Learner Outcomes (See Learner Outcomes document), regular feedback from the teacher and peers, and regular assessment (i.e. progress tests)

| General Pedagogical Guidelines and Procedures for this course | *(if available on website indicate specific URL)*
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 areas indicated below, as a way of developing the learners' overall language competence and activating their 'passive knowledge', as well as fostering development of their 'world knowledge': -
(i) Providing exposure to varieties of English and different accents, provided speech is clearly articulated in a generally-familiar accent
(ii) Encouraging learning outside the classroom *via* a focus on development of 'study skills' (thereby fostering learner autonomy)
(iii) Providing exposure to technology (where available) as a way of furthering the learners' overall language competence and developing/extending their 'passive knowledge', whilst also fostering development of their digital literacy, in relation to the English language, so as to allow a degree of exploration of online material (*i.e.* texts or recordings). Technology can be used to promote collaborative learning and can also assist the learners by providing further practice (under the teacher's guidance) relating to tasks and strategies covered during contact hours; at this level, and higher, technology also enables learners to communicate easily with other learners, thus enabling them to sharpen their oral and written skills and to help build confidence in the language.

• The **main aim** of the course is to fine-tune learner's language knowledge and competences, and to aid further development and improvement.
• The **broad objectives** are for learners to be able to move on to a higher level of communicative competence, as indicated in the Learner Outcomes document (*See information, below).*
• **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 enable the ESaT centre to assess language level and ability.
• **In class**:
- Teachers are encouraged to adopt an **analytical approach** to their students' linguistic competence, thereby facilitating a 'negotiated' learning plan, which enables and encourages the learners to take an active role in their learning journey.
The recommended approach is **Communicative Language Teaching**, with a clear integration of systems and skills, thereby ensuring that the main focus is on the communicative aspect of the language. Teachers have the flexibility to apply the principles of this eclectic approach to their own contexts. The mix of systems (grammar, phonology, lexis, discourse) and skills (speaking, listening, reading, writing) depends, to an extent, on the linguistic DNA of the class, and students on the course are encouraged to collaborate with their teacher in order to regularly negotiate input. Teachers on this course are encouraged to take very seriously the roles of …
(i) Diagnostician (…to find out the needs and interests of their students),
(ii) Planner (... to choose materials and/or methodology well before each lesson), and
(iii) Manager (… to manage their students and activities during class time, as well as their students' expectations, so as to promote learning as well as learner independence; this latter point can be exploited further during after-school/self-study sessions which, even at this 'threshold' level, can still benefit from clear guidance and monitoring by the class teacher)
 - The '**Learner Outcomes'** document describes what learners on this course are able to demonstrate in terms of language knowledge, skills and strategies upon completion of the course. It is meant to be a 'check-list' to help teachers and learners acquire a macro vision of language structures, functional language, pronunciation and vocabulary which they are required to cover at the level *via* the indicated strategies relating to speaking, listening, reading and writing.

- 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 graded reading/listening material, other than that found in the course book, as well as technologies available to the teacher. (Note that technologies must only be used to enhance the teaching experience and must never be the focal point of any lesson.) Teachers are also encouraged to earmark, and exploit, other resources, such as graded readers, and online learning resources, both of which may be relevant to personalized learning programmes during self-study sessions, after 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 team work, thus encouraging a sense of community. Teachers are also required to observe their students' performance during different |

	activities in order to establish, and cater for, the different learning styles and abilities when planning 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 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 - the meeting is kept in the Student Evaluation Report, along with Teacher recommendations (See 'Student Evaluation Report', attached)
General description of minimum qualifications for tutors / lecturers for this course.	**See Academic Staff Minimum Requirements Doc.**

| General assessment procedures | • **Formative assessment** and other informal assessment is ongoing throughout the course, as follows: -
- Homework assignments
- Progress test 1 after Module 3, or the first 34 guided learning hours of the course
- Progress test 2 after Module 5, or the first 66 guided learning hours of the course
Tests used for formative assessment are Mock Tests (i.e. Tests are similar to the final test taken after Module 6 or after 80 hours of tuition/guided learning). **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 after Module 6 of the course, or after 80 hours of guided learning. In order to achieve the Intermediate Award in English as a Second or Other Language (ESOL), learners must successfully complete the mandatory assessment component by sitting a final examination, *i.e.* The jTELS or TELSa Level Examination, depending on their age-group.

Tests:
• Tests used for both formative and summative assessment (i.e. Progress Tests and Final Examination) are proficiency tests targeting learners' communicative competence. These tests target the earmarked 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 3 papers covering Reading Comprehension, Oral Comprehension (i.e. Listening), Written Production and Oral Production (i.e. Speaking). Learners' language knowledge is also assessed, via the Use of English sub-section of Paper 1 of the test.

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 Use of English 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 the three papers.
• **Pass mark** is an overall 60%. There is no minimum pass mark for each of the three papers of the test.
• **Grading** is governed by the ESaT Marking Scheme which caters for a **single, cumulative score, out of 100.** (See attached 'jTELS/TELSA B1 Syllabus', pg 5 – Scheme of Assessment), |

Section C – Outline of Course				
Module/Unit Title	**Compulsory or Elective**	**ECTS/ ECVETS**	**Mode of Teaching**	**Mode of Assessment**
Module 1 Revision and further development of the following structures and functions: - ▪ General time, state, and fact in comparison to temporary actions and situations happening 'around now' ▪ Past events relating to a specific time in the past in comparison to events and activities which were in progress around a particular time in the past (Rev. & further development ▪ Habits and Routine relating to general time and specific time in the past	Compulsory	1 credit	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 34 hours of guided learning
Module 2 ▪ Bridging Past and Present: Talking about Indefinite and Recent Past, in comparison to Continuous or Repeated Activities, engaged in before the present, but still relevant (Rev and Extension) ▪ Talking about past actions that happened before, or led up to, another point in the past, in comparison to temporary or repeated actions which started in the past and continued up to another point in the past (Introduction to Past Perfect Simple & Continuous)	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 34 hours of guided learning
Module 3 Looking to the Future: Revision of Future Plans & Arrangements, Future Fact, Uncertainty, Spontaneous Decisions vs Plans, and Predictions about the future. Extension to events in progress at an indicated time/period in the future, (Introduction to Future Continuous)	Compulsory	1 credit	Face-to-face teaching	Formative progress test at the end of Module 3, or after the first 34 hours of guided learning
Module 4 ▪ Expressing Ability (past & present), Permission, Prohibition, Obligation, Possibility & Probability, as well making Offers, Requests and Promises – Modality (Rev. & further development) ▪ Real and Unreal Conditions: Conditional forms (Revision of '0' and 1st Conditional forms; Extension to 2nd and 3rd Conditional forms)	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 5, or after the first 66 hours of guided learning
Module 5 ▪ Shifting focus: The Passive Voice (Revision & further development) ▪ Reporting facts, statements, commands and requests: The Indirect Speech	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 5, or after the first 66 hours of guided learning
Module 6 ▪ Modifying Discourse: Relative Clauses (Rev. & further development) ▪ A Focus on Verb Patterns (Introduction) ▪ General Revision	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 6, or after the full 80 hours of guided learning
Total ECTS/ECVETS for Course Completion		**10____ ECTS/ECVETs**		

Section D – to be filled in for each module / unit listed in Section C – Outline of Course	
Sub-Section D__ Unit 1	
Title of the Module / Unit: MODULE 1	General revision and further development of the communicative aspect of thefollowing structures: - ▪ Talking about general time, state, and fact in comparison to temporary actionsand situations happening 'around now' ▪ Giving orders, Directions & Instructions ▪ Describing past events relating to a specific time in the past in comparison toevents and activities which were in progress around a particular time in the past ▪ Talking about habits and routine relating to general time and specific time in thepast
Module / Unit Description	Module 1 follows on from a basic introductory needs analysis and provides for revision and further development of language strategies and competencies required by the Intermediate learner in order to be able to interact successfully with English speakers on familiar topics, and to function with a degree of success in the workplace, albeit with limitations, in relation to (i) general time, state, fact, habits and routine, (ii) temporary actions and situations happening 'around now' (*i.e.* before, during and after the moment of speaking), (iii) issuing orders, and giving directions and instructions, (iv)main events, short, quickly-finished actions and happenings in the past, and sequences of events in the past, (v) events or activities which were in progress around a specific time in the past, and (vi) longer situations and/or repeated events in the past. These communicative functions of the language are covered in relation to thematic areas earmarked in this module.
Learning Outcomes	**Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ….** a) Determine whether an event is temporary and relates solely to 'present time', or whether it is a permanent situation/state or a habit/routine event, and proceed to identify appropriate structures to use when writing/talking about simple routine, habits, facts and permanent situations, timetables and schedules or temporary actions, as well as repeated actions 'around now' b) Determine how to regard actions in the past (i.e. definite or temporary), and proceed to identify appropriate structures in order to distinguish between actions in the past /past state/habit or routine in the past/ sequence of events around a specific point in the past *and* temporary/incomplete/repeated actions around a specific time in the past c) Identify ways of talking about concurrent actions/events in the past (i.e. describing one event which started before, and was still ongoing when another action began) , e.g. *I was having a shower when the phone rang.* d) Distinguish between actions/events and states/feelings and experiment with related structures e) Determine how to ask different types of questions (i. e. direct questions, confirming questions, rhetorical questions, etc.) when asking for information, or when asking about a state / past and present routines &habits / main events in the past / events & actions taking place 'now', 'around now',/a specified time in the past f) Demonstrate (in his/her speaking and writing) that s/he has extended his/her vocabulary bank in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes) g) Demonstrate increasing confidence in the filling of forms and transferring/'repackaging' of Information h) Identify appropriate greetings and salutations to use in oral and/or written communication, with increased confidence, demonstrating also an increasing confidence in choosing a more neutral register for semi-formal oral and written communication i) Demonstrate increasing confidence in writing straightforward descriptions of people, places, objects, and content of earmarked visuals, using suitable adjectives, indicating similarities and differences, where necessary, and (particularly with visuals) speculating about areas that s/he is unsure of

	j)	Produce short transactional messages, with very limited word count, from information provided
	k)	Produce narratives with greater confidence (written or narrated), demonstrating an increased ability to use suitable/catchy story starters and exhibiting an increasing awareness of the importance of a clear story structure, cohesion and sequence of events or thoughts, in line with a provided title, or by way of recounting a story which he/she has read, or though interpretation of an earmarked set of notes or sequence of visuals
	l)	Create short biographies of famous people/personalities, based on his/her own world knowledge or guided online research
	m)	Produce structured (i.e. within prescribed parameters) Newspaper articles and Discursive essays by following model texts, and after examining their format and style, noticing how they are structured, how sections are connected, and focusing also on earmarked structures, words and phrases which they can use in their own writing to report an incident or to explain a viewpoint/present a balanced argument
	n)	Demonstrate an increasing ability to scan a hard-copy text for specific information, skim read it in order to establish main idea and key information, and read it in detail in order to locate details which will enable him/her to carry out specific tasks
	o)	Identify key features in title/headlines and/or related visuals of a text or recording, as well as reading through the first sentence/paragraph (or listening to the first set of utterances in a recording), in order to predict content
	p)	Interpret reading texts and recordings earmarked at this level, with a view to establishing main idea, purpose, and intended audience, demonstrating increasing confidence in identifying the meaning of 'problem vocabulary through analysis of context and surrounding information, and in inferring writer's/speaker's (real) opinion and attitude
	q)	Identify 'redundant information' in a written or recorded text, such as distinguish fact from opinion, etc., in order to take down useful notes in preparation for a short summary of content
	r)	Identify key details and specific information in earmarked recordings in order to take down notes, so as to be able to complete related tasks, such as form-filling or gapped summaries of the base text
	s)	Demonstrate increased confidence in establishing the gist of a short recorded talk or dialogue, earmarked at this level, or authentic recordings relating to familiar matters, provided speech is clearly articulated in a generally familiar accent.
	t)	demonstrate an ability to transfer information from a reading text, or recording, to a related form, gapped summary, or other genre of writing
	u)	Demonstrate an ability to take part in discussions relating to earmarked themes, exhibiting increased familiarity with techniques to indicate agreement/disagreement, to express opinion, interrupt, and 'hand over 'to another speaker
	v)	Experiment with role-play simulations relating to themes/topics earmarked in this module
	w)	Demonstrate increased confidence in establishing the key points to be tackled during a short group presentation, as well as clear identification of the various stages of the talk and related signposting to help guide the audience.
	x)	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 Demonstrate an increasing ability to interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked recordings, such as individual sounds relating to earmarked structures, in particular, contracted and weak forms, word and sentence stress, sound vs spelling, stress-timing, intonation patterns related to structures earmarked in this module (e.g. tag questions, rhetorical questions, exploring ways of integrating such features in his/her own speech, whilst also reflecting them, where appropriate, in his/her writing

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

a) Present Simple tense and related Adverbs and Adverbials (such as Frequency Adverbs, time adverbials) used to talk/write about fact, permanent states, routine, habits and frequency of habit, as well as timetables and schedules - targeting statement and negative forms, as well as question forms (*see 'g'*)

<p align="center">VS</p>

Present Continuous tense and related Adverbials/Time Markers (e.g. *at the moment, today, this week, etc.)* in order to talk about actions in progress and incomplete / temporary/repeated actions 'around now' – statement, negative and question forms (*see 'g'*)

b) Analysis of verb types: distinguishing between 'state' verbs and 'event' verbs – further development and extension

c) The Imperative form and related word order (including negative form)

d) Past Simple tense and related adverbs and adverbials to talk about completed actions in a time before 'now' (i.e. recent or distant past) – statement form (Targeting regular and irregular forms), as well negative form and question forms (*see 'g'*)

<p align="center">VS</p>

Past Continuous tense to talk about unfinished or incomplete actions at a specific time in thepast, as well as actions which extended over a period of time in the past – statement form, negative form, and question forms (*see 'g'*)

e) '*Used to*' + base form of verb - Revision & further development – to talk about discontinued past routine/habits (instead of the Past Simple)** : Targeting Statement form (*Tom used to…*) VS Question form *(Did Tom use to ….?)*

>>Extension: *'to Get used to'* + Gerund form VS ' *to Be used to'* + Gerund form – to talk about change/becoming familiar with someone or something, through experience, e.g. W*hen I first started this new job, I had to get used to getting up very early, but now I'm quite used to it* (i.e. g*etting up so early)* VS *I used to get up quite late when I worked close to where I live.*

f) '*Would*' + base form of verb – Revision & further development – ** to talk about (discontinued) past habit (instead of the Past Simple tense) – alternative to 'used to', indicated above

g) Formulaic language/set phrases required for greetings and salutations in informal letter/email writing

h) Question forms relating to earmarked tenses – Revision, further consolidation & extension:-

   (i)   Question words (*wh_* words): revision and further development of *wh_ words* embedded in formulaic language relating to earmarked topics (e.g. *Where are you from? / Where do you come from? / What do you do? /How often? / What's your earliest memory? // When did you….? // Why were you ….? How much did you pay for …? // etc.*)

   (ii) Open Questions (i.e. *wh_* questions) VS Closed Questions (i.e. *Yes/No* questions) – revision and further development.

   (iii) Direct Questions VS Indirect Questions – Extension – targeting:

      (a) Question starters in Indirect questions, e.g. *I was wondering… / Do youknow…? / Could I ask…? / Can you tell me…?*

      (b) Word Order (e.g. *How old is he? Vs Do you know how old he is?*) (iv)Tag Questions

   (or 'confirming' questions) – Revision & further development

   (v) Rhetorical Questions (i.e. Making a point or pointing something out for consideration), e.g. *Do you know what this means?! / Who knows?! / Isn't it sad that ….?*

i) (vi) Echo Questions (i.e. (i) to question what has been said, *e.g. You're getting married?!*) (ii) to question a question, e.g. Where *am I going??! Home, of course!!* and (iii) to question part of asentence *e.g. Take a look at what?*

i) Adverbials, Prepositions of Time/Time markers, and Time expressions (revision & extension): -

   (i) - Definite point in time in the past / Past time expressions: *ago, for (nine months), last* General time*: at (7.00/night), in (the afternoon/the morning), during (the day/night), before,*
   - *(weekend)*
     - Sequence of events in the past: *then, later, after that, when, etc...*
     - Period of time or a temporary situation in the past: *as, while, during, meanwhile, etc.*

   (ii) *When* vs *While:* talking about longer, temporary actions which were interrupted by a shorter action or event (i.e. Sentences including a combination of Past Simple and Past Continuous), e.g. *While I was having lunch, I got an urgent phone call. - VS- I was having lunch when my phone rang.*

   (iii) Time expressions relating to past times: *e.g. before too long / after a while / once upon a time / there was a time when.....etc.*

i) *'Last'*: Adjective vs Adverb, *e.g. the last time (adj) / last weekend (adj) / I last saw him two weeks ago (adv) / I last went there in 1999. (adv.)*

j) Adverbs:
   (i) Frequency (extension), *seldom, rarely, hardly ever, etc.*
   (ii) Manner (further development) in order to provide more details about the verbs used in descriptions of events, e.g. *quickly, carefully, etc.*
   (iii) Degree adverbs/Modifiers with gradable & extreme adjectives, e.g. *very – such - really // absolutely – completely- etc.*

k) Adjectives:
   (i) _ed >< _ing Adjectives (*e.g.* interested vs interesting, bored vs boring, etc.)
   (ii) Order of Adjectives [NOSA(S)CFOT]
   (iii) Degree/Gradable Adjectives vs Extreme Adjectives (e.g. tired >< exhausted; hot>< scorching; dirty >< filthy, etc.) —— —— ——
   (iv) Comparative forms & Superlative forms – Revision and Extension:
     - Set phrases for comparison, e.g. *slightly more; By far the most ….; etc.*
     - Set phrases for indicating change, e.g. *The more I study, the less I seem to know.*
     - Double comparative, e.g. *The questions are getting harder and harder. I'm getting more and more tired of all this!*

l) Set phrases relating to asking for and providing descriptions - extension, e.g. *'Like' : What's he like? / What does he look like? / What does he like? / Others: Who does he take after? / What's it made of? …. etc*

m) Verb Patterns relating to likes and dislikes (extension), e.g. *'Like'* + Infinitive or Gerund form, e.g. *I like walking. >< I like to walk; I enjoy seeing …; I hate swimming; I want to.; etc.)*

n) Classification of Nouns and related structures, such as Articles ('0'/Definite/Indefinite), Quantifiers (s*ome/few/much/any*), in relation to earmarked topics (Revision & Extension) - targeting: (i) Countable/ uncountable nouns; (ii) Group words with uncountable nouns; (iii) Regular & Irregular plural forms; (iv) Quantifiers; (v) Articles

o) Vocabulary (as well as related aspects, such as synonyms/antonyms, word families, prefixes & suffixes, Homophones / Homographs), including commonly-confused words and other lexical structures, such as Phrasal Verbs, Collocations (including focus on Dependent Prepositions), Idioms, and Set Phrases, in relation to the following earmarked sets of topics/themes:
- Lifestyles; Habits and Routines; Food; Health & Fitness; Leisure & Free Time Activities // Country vs Towns & Cities; Houses & Homes; Travel & Transport // Countries & Nationalities; Culture, Customs & Traditions // Feelings & Emotions; Likes & Dislikes // Personality; Physical Descriptions
- History; Life Events; Childhood & Memories // Films (Movies); Books & Literature; Famous People - Biographies; Urban Myths & legends // (Past) Holidays

q) Pronunciation:
  (i) Key features of pronunciation in relation to earmarked structures
   - (Revision) Key difference in sound relating to final 's' of the 3rd person singular – Present Simple Tense (*i.e.* /s/, /z/, /iz/)
   - (Revision) Key difference in sound relating to regular Past Simple Tense endings (i.e.
   - /t/, /d/,/ld/)
   - (Revision) Final /ing/ sound in the Present Continuous and Past Continuous forms
   - /s/ in *'used to'* , i.e. /ju:stu/
   - Weak form of 'to' in *'used to...'* in rapid speech: /ju:stə/
  (ii) Sentence Stress (further development & extension) – targeting Stress-timing (Meaning words Vs Function words) and Weak forms, e.g. *I was (/wəz/) walking into (/ɪntə/) town when I (/wenaɪ/) saw my (/mə/) sister*
  (iii) Word Stress (further development):
   - word stress in compound words, e g. . **SOME**body; **CAR** seat
   - Word Stress tendencies in two-syllable words:
    Verbs: be**COME**, re**VIEW**,
    Nouns: **LEG**end, **PEO**ple
    Adjective: **UR**ban, **BOR**ing
    Shifting Word Stress (through affixation), e.g. **PHO**tograph; pho**TOG**rapher

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

Applying knowledge and understanding

The learner will be able to ….

a) produce language which demonstrates reasonable control over the grammatical and lexical structures earmarked in this module

b) skim and scan read earmarked texts, with increased efficiency so as to establish main ideas and gist, as well as specific information and detail

c) explain the supposed content of a text or recording, based on learner's interpretation of title, related visuals, and/or the first sentence or paragraph/ first few utterances, revising his/her initial interpretation, as necessary, after having read/ listened to the actual content

d) listen for gist, detail and specific information in earmarked recordings

e) formulate informal and semi-formal letters and emails, using appropriate greetings/salutations, structure and register

f) produce descriptions of people, places and objects

g) engage in discussion relating to earmarked topics

h) role play earmarked characters in a short sketch related to topics covered in this module

i) summarise content of short talks, dialogues or stories and other texts which he/she has read or heard, after having understood gist and identified key points

j) distinguish fact from opinion in earmarked texts and recordings

k) write/tell an improvised well-sequenced story or account, as well as an account about a person's life (i.e. biography), using appropriate time references and adverbials to indicate sequence, concurrent events, and interrupted events

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

a) Prioritise key information contained within a text or a recording

b) Predict, with improved efficiency, the general content of earmarked texts and recordings from title/headlines and/or related pictures/visuals, re-ordering his/her thoughts, as necessary, after having read, or listened to the earmarked content

c) Identify key points, details and specific information in earmarked recordings or texts in order to establish and take note of key content

d) Synthesising key content of a set of related recordings

e) Evaluate the writer's or speaker's opinion and attitude in earmarked texts and recordings

f) Recount a short story from memory, or reconstruct a short story from a recording, after having identified the key points

g) Appraise and evaluate his/her work and that of his peers in an attempt to 'iron out' any glaring mistakes relating to grammatical and lexical structures covered in this module, and proceed to make recommendations for improvement (under the guidance of the teacher)

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

a) demonstrate increasing awareness of key skills relating to different forms of communication (writing and speaking), identifying typical problems which can lead to breakdown of communication and adopting the necessary skills to overcome these

b) operate with increasing efficiency within a team, adapting input and utilizing methods for interacting effectively with others during discussions/debates, in the organization (including collaborative research) of a group presentation

c) identify specific strategies for managing group presentations, such as allocating roles at the onset, so as to ensure timely completion and an effective, smooth delivery

d) demonstrate increased awareness of how to engage in discussion, with particular focus on turn-taking, interrupting, reaching consensus and report back

Demonstrate increasing awareness of problems that can arise when telling a short story, identifying appropriate basic linking, signposting and sequencers to help guide the listener

Module-Specific Learner Skills
Competences (Over and above those mentioned in Section B)
The learner will be able to …

a) Demonstrate increasing familiarity with monolingual dictionaries in order to establish meaning, word usage and pronunciation features
b) Record and organise newly-acquired lexis through the use of mind maps, word webs, word families, and establishing of patterns, where possible
c) Record ways of identifying correct pronunciation of earmarked sounds, stress patterns, words and structures
d) Organise an after-school extensive-listening programme, under the teacher's guidance, so as to hone strategies covered in this module, and in preparation for tasks, such as group presentations, discussions, etc.
e) Organise an after-school extensive-reading programme (targeting class readers, earmarked newspapers/magazines and other online material) in order to:
   - ensure further development in his/her reading speed
   - refine strategies relating to locating of main ideas, specific information, details and inferred information
   - carry out some discourse analysis
   - refine strategies to understand unstated details, such as writer's opinion and (possible) attitude/bias
   - hone strategies relating to understanding of the relationship of ideas in a text or recording, with a main focus on coherence

Module-Specific Digital Skills and Competences
(Over and above those mentioned in Section B)

The learner will be able to ….

…demonstrate growing autonomy to identify appropriate, strategies to analyse (short) online texts and learning sites, thereby engaging with the media, albeit in a limited fashion, and developing the ability to relate to digital text in his/her everyday life (e.g. focus on carrying out internet searches and engaging in social media via the medium of English)

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 [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).	9	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.)	15	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	1

Total Learning Hours of this Module	_____25_____Hours

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

Total Number of ECTS / ECVET of this Module/ Unit	_____1_____ECTS / ECVETs

Explain how this module/unit will be taught in line with Section B	• 9 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to ensure that candidates have a good working knowledge of earmarked structures and can proceed to more complex structures in order to be able to function more independently and to encourage learner autonomy. Lessons range from teacher-led activities/tasks, where basic structures and skills/strategies covered in the previous levels are revised and extended or developed further, to student-led activities where the language structures are activated, recycled and consolidated further. • 15 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of any 'new' language and newly-acquired/refined competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons and for the rest of the course. • 1 hour has been reserved in this first module for Progress Testing following 34 hours of guided learning, or at the end of Module 3. A total of 3 hours has been reserved from Module 1 to Module 3 for testing, teacher feedback and class revision - catering for Progress Test 1, as indicated above.
Explain how this particular module/unit will be assessed in line with Section B	Assessment: Formative assessment following Module 3, or the first 34 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)

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

Reading List	**Core Reading List .... Supplementary Reading List** As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/) • ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: - 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 certain teachers who may be more 'book-bound' than others

Title of the Module / Unit: MODULE 2	▪ Bridging Past and Present: Talking about Indefinite and Recent Past, in comparison to Continuous or Repeated Activities, engaged in before the present, but still relevant(Rev and Extension) ▪ Talking about past actions that happened before, or led up to, another point in the past, in comparison to temporary or repeated actions which started in the past andcontinued up to another point in the past
Module / Unit Description	Module 2 focuses on further development of earmarked language skills and competencies targeted at this level, in tandem with revision of learners' knowledge and communicative use of the Present Perfect Simple tense in order to bridge past and present time, and further extension into the Continuous form of the Present Perfect tense to talk about continuous or repeated activities which started before the present but are still relevant. This module also introduces the Past Perfect tense (Simple and Continuous forms) in order to talk about 'earlier past' than a definite point in time in the past, targeting also situations or actions which had continued up to an indicated past moment, or shortly before it. All structures and competencies are developed in tandem with and in relation to earmarked topics and 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) Talk/write, with greater confidence, about life experiences relating to an 'indefinite' past, and about recent past experiences, or experiences which continue to the present, or have a present effect or consequence, in comparison with…
	   (i) events or actions at a definite time in the past, *and*
	   (ii) continuous or repeated activities which started before the present, but which are still relevant (i.e. focusing on the length of the activity which started in the past and continues to the present, possibly also into the future)
	 b) Describe past events that happened before, or led up to, another point in the past, talkabout changes that took place during an indicated period in the past, and talk about unfulfilled (past) hopes and wishes, in comparison with …
	   (i) events or actions at a definite time in the past, *and*
	   (ii) temporary or repeated actions which started at a certain point in the past and continued to another (more recent) point in the past (focusing on the duration, or the repeated nature of the action)
	 c) Demonstrate more refined narrative techniques in relation to the plot of short stories written by the candidate, providing deeper meaning and help for the reader through flashback techniques vs chronological narration
	 d) Demonstrate, in his/her output, that he/she has extended his/her bank of vocabulary and related lexical structures, such as Set Phrases and Formulaic Chunks in relation to topics and themes covered int his module (See 'Knowledge' section for related list of topics/themes)
	 e) Identify referencing within a text or recording (level-specific), specifically Pronouns used for forward references and back references, as well as cohesive devices and relationship of sentences and paragraphs/sections, in order to help re-order a text/script and establish a sequence of ideas.
	 f) Locate and understand details and specific information, as well as specific structures, in a text or recording, or a set of related texts/recordings, targeted at this level, so as to:
	   (ii) establish a general understanding
	   (iii) establish fact vs opinion
	   (iv) establish a timeline relating to events mentioned in the text/recording
	   (v) take short notes in order to synthesise information, paraphrase content, and/or complete a related form and/or gapped summary of content
	   (vi) produce a piece of writing relating to earmarked text/s
	   (vii) infer writer's opinion, bias, beliefs, etc. which are not clearly mentioned in text
	   (viii) speculate about events prior to, or following, the timelines indicated in the text/recording

g) Demonstrate increasing efficiency in establishing the meaning of 'problem words' from context and through word analysis (e.g. prefixes, affixes, root of word, etc.)

h) Demonstrate understanding of key content of (longer) recordings by identifying key points in order to establish sequence in a set of related random summary points

i) Demonstrate increasing familiarity with natural speech

j) Demonstrate increasing fluency in the following genres of writing:
- short narratives, demonstrating an improved range of vocabulary and expressions, and an increasing ability to engage the reader through sensitivity to features of style in relation to reporting/narrating, demonstrating also particular attention to biographical details, were applicable
- descriptions of experiences/incidents/events, people and things, demonstrating an improved range of descriptive techniques and an increased awareness of the target reader.

k) Demonstrate increasing confidence in the writing of a freer form of Magazine article (extension from Module 1) – targeting process writing (as opposed to product writing in Mod. 1)

l) Produce semi-formal and informal letters and emails for a variety of transactional purposes, demonstrating an increasing ability to use appropriate structures and register, as well as suitable formulaic language

m) Produce a structured Newspaper article, within prescribed parameters, by following a model text after examining its format and style, noticing how it is structured, how sections are connected and focusing also on the style of writing and on earmarked structures, words and phrases which they can use in their own writing

n) Take an active part in informal discussions relating to earmarked topics, using appropriate structures to express and justify opinion, indicate agreement/disagreement, make suggestions, and 'hand over' to other speakers

o) Identify key points in a group discussion and work with the group to reach common consensus on areas of agreement

p) Demonstrate increasing confidence in talking about and describing earmarked (sets of) visuals, organising language and structuring language in 'long turn', speculating about unknown context and/or related details, and exhibiting efficient strategies for dealing with unknown lexis and/or content

q) Demonstrate, also, increasing confidence in another type of 'long turn', i.e. Story Telling, exhibiting an awareness of the importance of rhythm, pausing for effect, as well as proper intonation patterns

r) Identify key points to talk about during a group presentation about topics earmarked in this module, demonstrating an ability to take longer turns, as well as improved presentation techniques

s) design and take part in role-play simulations relating to themes/topics earmarked in this module

t) Interpret specific pronunciation features of the language relating to targeted structures and vocabulary, such as individual sounds, weak forms, and word stress, as well as exhibiting an increasing of sentence stress and intonation patterns

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

a) Present Perfect Simple tense (Revision) and Introduction of the Present Perfect Continuous tense, together with related adverbials

b) Present Perfect tense compared with Past Simple tense

c) Narrative tenses – further development: Introduction of Past Perfect Simple & Continuous tenses, together with related adverbials

d) Past Perfect tense compared with Past Simple tense

e) Question forms relating to the above-indicated tenses

f) State verbs *vs* event verbs – consolidation and further development

g) Fixed expressions to perform various functions directly or indirectly related to the targeted tenses

h) Lexical chunks and formulaic language required for Discussion, Presentations, and semi-formal and informal letter/email writing – further development

- Vocabulary and other lexical and *lexico-grammatical* structures related to topics and themes earmarked in this module*, e.g. Changes: Education – Then & Now; Travel – Then & Now; Social Issues – Then & Now; Experiences // Friendship // Jobs & Work // Money Issues // Newspapers & The Media // The Environment*

- *Childhood; Life Events; Past Holidays & other Memories // History: Times in history; Famous People in history – Biographies*

i) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items- further development focusing primarily on Word Stress, Sentence Stress, Weak forms in rapid speech, and Intonation patterns

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) Experiment with earmarked structures to talk and write about past events that happened before, or led up to, another point in the past, finished actions in the past in comparison to recent actions, actions carried out at an indefinite time in the past, experiences and changes, as well unfinished (past) actions leading up to the present

b) Demonstrate an increasing ability to transfer and reformulate information

c) Identify referencing and signposting in earmarked texts and recordings, and endeavour to use it in his/her own writing and speaking

d) Explain, in his/her own language, the overall content of a written or recorded text after having identified the key/main points and taken notes

e) Skim read and scan through earmarked texts, with improved efficiency, in order to understand gist, main idea and key details/information, as well as locate specific information

f) Establish and order ideas in a jumbled text after establishing relationship of sentences/paragraphs, referencing, and cohesive devices

g) Establish common ideas in a set of related short texts or recordings, and proceed to paraphrase main content, making use of one's notes

h) Formulate informal and semi-formal letters and emails using appropriate greetings, salutations and structure demonstrating an increased awareness of using an appropriate register

i) Combine information collected from various sources, or from candidate's own 'world knowledge', and reconstruct ideas in the form of a short article for a newspaper and/or magazine

j) Tell or write short stories, demonstrating an increased awareness of chronological narration vs flashback techniques

k) Represent the life achievements of earmarked personalities by compiling biographies

l) Take part in a collaborative presentation, based on related research, demonstrating an increasing ability to deliver longer 'individual turns' and an increasing awareness of presentation techniques

m) Role play earmarked characters in short sketches relating to earmarked scenarios

n) Engage in informal discussions, demonstrating improved techniques to express

o) viewpoints, agree/disagree, etc.

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

a) Appraise and evaluate his/her work and that of his peers, with increased confidence and efficiency, in an attempt to 'iron out' mistakes relating to structures and syntax, and proceed to make recommendations for improvement

b) Demonstrate understanding of key content of earmarked texts and recordings by taking notes

c) Synthesise information collected from a variety of related short texts or recordings

d) Demonstrate an increased awareness of how to interpret gist of earmarked recordings in order to establish timelines

e) Demonstrate increasing awareness of how to interpret key phrases used in earmarked recordings, in order to distinguish between fact and opinion

f) Determine the correct register to use in articles, semi-formal letters and emails, as well as in situations relating to oral production of the language

Module-Specific Communication Skills
(Over and above those mentioned in Section B)
The learner will be able to:

a) demonstrate awareness of how to communicate in more formal situations requiring a neutral register
b) Identify, with increasing confidence, appropriate presentation techniques to guide the audience, focusing on basic strategies for managing the talk (or their part of the talk), such as an interesting introduction, repetition (of key information) for effect, the use of rhetorical questions, good use of related visuals, etc.
a) demonstrate increased awareness of the importance of allocating roles during a group presentation
b) operate with increasing efficiency during discussion by using appropriate turn taking language, 'handing over', reacting appropriately to other speakers' arguments, and using a widening range of strategies and signposting language to guide the other speakers in the group
c) demonstrate an increasing ability to identify typical problems that can lead to breakdown of normal everyday communication and demonstrate skills to overcome these – targeting (i) understanding and production of connected speech in rapid speech, with particular focus on weak forms and appropriate sentence stress, (ii) appropriate intonation patterns in the various Question forms targeted in this module, so as to relay a clear message

Module-Specific Learner Skills

Competences (Over and above those mentioned in Section B)
The learner will be able to …

a) Record, organise, (and recycle) newly-acquired lexis relating to earmarked topics – as well as phonetic features, with increased efficiency, via imagery, category sheets, mindmaps, word webs, grids/columns, etc., as well as phonological transcription, where necessary, in order to facilitate retrieval
b) Activate and extend newly-acquired vocabulary *via* cluster diagrams/spidergrams andword families with the aid of a learner's dictionary and further research, such as exploration of earmarked storylines or articles for lexical sets, collocation, etc.
c) Use 'word attack' strategies on 'problem' vocabulary so as to establish meaning via exploration of word classes, word form, root of the word, affixes, synonyms/antonyms in the surrounding text, etc.
d) Establish meaning of 'problem' vocabulary through exploration of context and surrounding text and information, thereby aiding understanding and facilitating memory storage
e) Organise an after-school extensive-reading and listening programme (such as earmarked articles, graded readers, etc // podcasts, earmarked radio or TV programmes, news bulletins, etc.), under the teacher's guidance, so as to:
f) further improve reading speed (Hard copy and online) and to hone strategies covered in this module, and in preparation for class tasks, such as discussions, role-play, collaborative writing, e.g. WebQuests in relation to personalities (dead or alive), as well as events in recent history, or other, more remote, events in preparation for collaborative writing of an article or biography
g) (in the case of listening) register improvement in his/her pronunciation through repetition/drilling of identified words, expressions and other key phrases, targeting also related intonation patterns, where applicable

Module-Specific Digital Skills and

Competences(Over and above those mentioned
in Section B) The learner will be able to ….

…. demonstrate development in strategies adopted in order to analyse online reading/listening texts and learning sites, thereby enhancing his/her ability to relate to digital text in his/her everyday and work life via the medium of English

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 contact hours 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).	**17**	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.)	**32**	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	1
Total Learning Hours of this Module	_____50_____Hours			
Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Online	n/a
Total Number of ECTS / ECVET of this Module / Unit	_____2_____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	• 17 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger communication and facilitate the development of learner autonomy. Lessons range from teacher-led activities/tasks (where candidates get exposure to the communicative use of new language structures, as well as an opportunity to enhance their langauge skills and further develop their competencies) to student-led activities (under teacher's guidance), which facilitate recall, activation, recycling and consolidation of earmarked structures, as well as further development of targeted competencies. • 32 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons. • 1 hour (+ 1 hour carried forward from Module 1) reserved for Progress Testing + Teacher feedback/class revision, following Module 3 or after 34 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 3, or after 34 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**
	As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/)
	• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
	- 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 certain teachers who may be more 'book-bound' than others

Title of the Module / Unit: MODULE 3	▪ Looking at the Future and extended meaning
Module / Unit Description	Module 3 focuses on refining and further development of earmarked language skills and competencies in tandem with revision and expansion of learners' language knowledge and communicative use of Future forms and other structures which are used to talk/write about events orplans which have yet to occur in the future.
	Activation of earmarked grammatical structures relating to future time is carried out in tandem with related time markers and adverbials (level specific) and in relation to earmarked topics and 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) Identify ways of writing/talking about future plans and intentions/arrangements and resolutions, as well as events taking place at a given time in the future, and future fact,demonstrating also an ability to indicate a decision taken at the moment of speaking
	b) Demonstrate an ability to talk about scheduled events in the future, and to makepredictions about the future
	c) Identify ways of making offers, requests and responses
	d) Formulate well-structured open and closed questions about events/actions taking place in the future, demonstrating also growing awareness of question structures intended to confirm knowledge which the speaker/writer is already in possession of, indirect questions in order to establish a degree of formality, as well as rhetorical questions, meant for dramatic effect or to make a point rather than to get an answer, and echo questions in order to question what has been said.
	e) Demonstrate, in their output, that they have extended their vocabulary bank and relatedlexical structures, such as Set Phrases and Formulaic Chunks in relation to topics and themes covered int his module (See 'Knowledge' section for related list of topics/themes)
	f) Demonstrate an increasing ability to relate to authentic texts in newspapers, magazines,and web articles, exhibiting also increased ability to identify purpose of article, establish style and register and identify targeted readers
	g) Interpret visuals, headlines/titles of earmarked short texts (In the case of newspapers: headlines, subheadings, images and captions in newspaper articles) in order to predictcontent
	h) Demonstrate an increased ability to explore context and surrounding language in order to infer the writer's opinion and to interpret the meaning of 'new' vocabulary and/or structures, rather than relying totally on understanding their full meaning (i.e. exploiting the benefits of a top-down approach)
	i) Identify specific information in short texts and recordings, and demonstrate an increasing ability to mine short authentic texts and recordings for details and key information, in order to work on other related tasks, such as note-taking, completing gapped summaries, relatedcharts, tables or data sheets, paraphrasing content, or writing a short note in reaction to content
	j) Interpret the main idea of earmarked short texts and related publicity material, in order tocarry out a multiple-matching task
	k) Demonstrate an improved ability to read short texts in a timely fashion for generalunderstanding and to establish gist
	l) Demonstrate an increased ability to listen for key details and specific information in earmarked recordings, including authentic recordings (provided the speaker uses a moderate pace), in order to identify redundant information/ distinguish fact from opinion
	m) Identify ways of taking short notes relating to key details/specific information in earmarked recordings /clips/podcasts, in order to paraphrase content and/or to complete a related gapped summary
	n) Demonstrate increased confidence in the writing of well-structured magazine articles
	o) Compose longer written texts (misc. genres, including Discursive essays, as well lettersand emails) relating to topics targeted in this module, clearly demonstrating increased awareness of style and cohesion, as well as proper register
	p) Demonstrate an increasing adeptness at reformulating content of earmarked sentences ora very short text
	q) Experiment with simple role-play simulations relating to themes/topics earmarked in this module

r) Demonstrate a better handling of his/her turns during informal discussion, clearly indicatingan improved ability to make suggestions and express viewpoint clearly, as well as an ability to identify key points discussed in order that the group can reach a consensus (or otherwise) and provide feedback to the class/other groups about conclusions reached

s) Demonstrate an increased ability to take part in more formal debates, using longer turns toexpress viewpoint and opinion, and more refined techniques relating to turn-taking and expressing agreement/disagreement

t) Identify key points to talk about during a solo/PW presentation about topics earmarked in this module, demonstrating also an increased ability to take longer turns and an increasingawareness of the importance of signposting and of spoken accuracy

u) Role play earmarked characters and take part in simulations relating to topics earmarkedin this module

v) Interpret targeted pronunciation features of the language (segmental and suprasegmental)in earmarked recordings, exploring ways of integrating such features in their own speech,and reflecting them, where necessary/possible, in their own writing

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

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, as well as the attitudes held at the moment of speaking

[*i.e.* (i) 'Timetable future' to talk about scheduled or regular timetabled events, personal plans which rely on scheduled services or which form part of a schedule - targeting the Present Simpletense (+ future time marker)

(ii) 'Diary future' to talk about a plan/intention already entered into – targeting the Present Continuous tense (with future time marker) in order to talk about arrangements and confirmed appointments

(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. 'Will' is also use to express a spontaneous decision (Note: The function and meaning of 'will', here, is not really 'future' in inent)

(v) Future Continuous tense to talk about an action that will be taking place at a specified time in the future

(vi) Modal verbs, *'will', 'might', 'could',* to talk about future possibility and probability]

b) Question forms relating to earmarked structures [*i.e.* Open and closed questions, EchoQuestions, Indirect Questions, Tag Questions, Rhetorical Questions]

b) Word families relating to earmarked topics

c) Formulaic chunks relating to earmarked topics and related functions (e.g. making and talkingabout plans; making arrangements, requesting, discussions, etc..)

d) Signposting language to signal stages in a Presentation

e) Vocabulary (including synonyms and near synonyms vs antonyms) and other lexical and *lexico-grammatical structures*, such as Collocation and Set phrases related to topics and themes earmark this module, *e.g. Decisions and Choices // Education: A course of study – Exams – etc // Environmental Issue Family // Food: Shopping // Holidays and Travel; Planning for the future: Moving House, The Weekend; Ret Plans // Superstitions // The Job Market // The Weather*

f) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items:

- Further development relating to Weak forms relating to earmarked structures; Word stress, including shifting stress due to affixation; Intonation patterns relating to requests and offers; Introduction of Elision and Assimilation in 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) produce language which demonstrates control over the grammatical and lexical structures covered in previous levels, and adequate control over structures covered up tothis stage of the course

b) explain, in short, the assumed content of a text or a recording, based on interpretation oftitle, related visuals and first sentences/utterances

c) scan and skim read earmarked texts, with increased efficiency, so as to locate key orspecific information, understand gist/establish the main idea and key points

d) identify the meaning of unfamiliar vocabulary from context, surrounding language and 'word attack' techniques

e) analyse a text for elements of good writing, intended readership, style and register

f) infer writer's opinion/bias from key phrases or language used

g) Explore simple online texts, or earmarked extracts, thereby enhancing his/her ability to relate to digital text in his/her everyday life.

h) Take useful notes in order to be able to summarise, or interpret content of a recording or a short piece of writing

i) produce a variety of longer texts (exhibiting a variety of genres) and other forms of writingin relation to earmarked topics

a) identify proper structure and layout of semi-formal and informal letters, as well as emails, and generate a number of letters/emails for a variety of functions, demonstrating an increasing awareness of appropriate style and register, as well as suitable formulaic language for the earmarked transactional purpose

j) role play earmarked characters in short sketches related to topics covered in this module

k) demonstrate an increased ability to engage actively in informal discussions and report back on key points discussed and any conclusions reached

l) demonstrate an increasing ability to take part in longer, more formal debates

m) demonstrate an increased ability to take part in role plays and simulations

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

a) Evaluate his/her work and that of his/her peers with increasing efficiency, and proceed to edit as necessary/suggest required edits

b) Predict general content of earmarked short, simple texts and recordings from title/headlines and/or opening sentence/first few lines

c) Distinguish between fact and opinion in a text or recording

d) Demonstrate understanding of key content of a recording by producing a set of useful notes which are essential in producing a summary of content or in completing a gapped summary of content, or other related material

e) Argue a point and express personal opinion

f) Infer meaning of unfamiliar words/expressions from context, surrounding language and other 'word attack' techniques

g) infer writer's opinion and/or bias from earmarked sections of a text

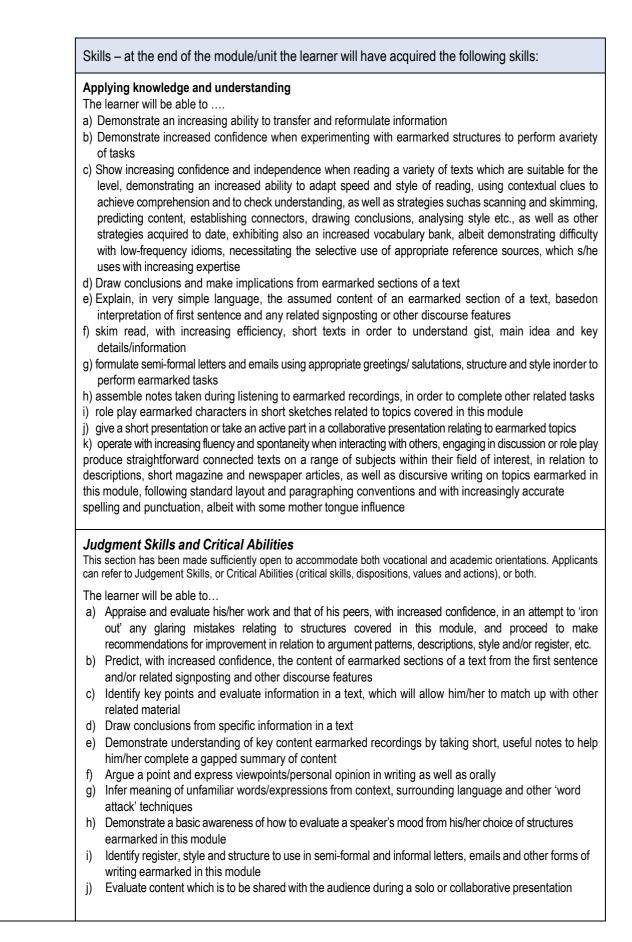h) identify register and style to use in letters, emails and other forms of writing earmarked in this module

Module-Specific Communication Skills
(Over and above those mentioned in Section B)
The learner will be able to:

a) operate with a degree of efficiency within a team in order to….
(i) brainstorm ideas in preparation for in-class process writing
- (ii) relay the content of earmarked related recordings, in order to formulate a collaborative synthesis of overall content
- (iii) take part in an informal discussion about plans, predictions, arrangements – targeting strategies such as expressing opinion, agreeing/disagreeing, interrupting, handing over, winding down
- (iv) select key points tackled during a group discussion, so as to give a short group presentation about key content discussed and any conclusions reached
- (v) plan a short PW/group presentation, establishing also 'speaker' roles within the group

b) demonstrate a degree of awareness of problems that can arise in the communication process and ability to identify appropriate skills to overcome such issues and engage more effectively with the other speakers or the audience (in the case of a short talk/presentation) – targeting
(i) Set Phrases and Expressions, (ii) appropriate Formulaic chunks during discussion,
(iii) Basic, but clear signposting during a talk or presentation, in order to alert the audience tokey points, (iv) key sounds relating to structures earmarked in this module (iii) appropriate intonation patterns so as to relay a clear message

Module-Specific Learner Skills
Competences (Over and above those mentioned in Section B)
The learner will be able to …

a) Demonstrate an increased awareness of the need to appraise his/her work in an attempt to 'iron out' any glaring mistakes
b) Demonstrate an increasing ability to understand 'new' language through context, surrounding language and analysis of word form, root, affixation, etc.
c) Record new/problem lexis in chunks, for easier retention, modelling and retrieval
d) Organise and activate newly-acquired lexis *via* word webs, mind maps, word-family lists
e) Demonstrate an increasing ability to identify and use the proper register inr elation to different forms of writing earmarked in this module
f) Demonstrate refined strategies in the use of a monolingual dictionary to establish meaning, grammatical significance, related collocation and pronunciation features of 'new' or 'problem' words, thereby registering further development of his/her vocabulary bank
g) Organise an after-school extensive reading programme with the help of the teacher/tutor, in order to refine strategies targeted in this module and to maintain development of reading speed
h) Organise an after-school extensive listening programme, targeting earmarked learning sites, in preparation for group/class discussion or other collaborative work in class

Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to ….
…demonstrate increased autonomy in carrying out online research and analysis of recommended learning sites and online texts, in preparation for writing/speaking tasks, thereby engaging in a limited fashion with the media and developing his/her ability to relate to digital text in his/her everyday life.

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	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).	8	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a

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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.

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.)	16	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	1
Total Learning Hours of this Module	_____25_____Hours			
Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Online	n/a
Total Number of ECTS / ECVET of this Module / Unit	_____1_____ECTS / ECVETs			
Explain how this module/unit will be taught in line with Section B	8 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger communication and encourage development of learner autonomy. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), which facilitate recall, activation, recycling and consolidation of earmarked structures, as well as further development of targeted competencies. 16 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons. 1 hour (+ 2 hours carried forward from Mods 1 and 2) reserved for Progress Testing + Teacher feedback/Class revision, at the end of this module, or after 34 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 (module 3), or the first 34 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**
	As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/)
	   - ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: - 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 certain teachers who may be more 'book-bound' than others			

Title of the Module / Unit: MODULE 4	• Expressing Ability (past & present), Permission, Prohibition, Obligation (past & present), Possibility & Probability (past & present) , as well as making Offers, Requests and Promises – Modality • Real and Unreal Conditions: Conditional forms (Revision of '0' and 1st Conditional forms; Extension to 2nd and 3rd Conditional forms)
Module / Unit Description	Module 4 focuses on consolidation and further development of earmarked language skills and competencies relating to the four language skills, in tandem with expansion of learners' knowledge and communicative use of Modal auxiliary verbs and Conditional forms in relation to earmarked topics and other 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) Choose the appropriate form of modality to make a statement, ask a question, or give an order, in relation to:
	  i. Present, past and future ability, as well as related possibilities and opportunities
	  ii. Asking for, granting or refusing permission (i.e. Permission ><Prohibition)
	  iii. Making an offer and/or express a request
	  iv. Talking about strong obligation in the present, past and future, indicating whether obligation is upon oneself, or whether it is 'externally' imposed
	  v. Talking about necessity, and lack of obligation or necessity, in the present, past or future
	  vi. Giving advice and making recommendations/ suggestions (i.e. mild obligation) relating to present time and the future
	  vii. Expressing regret in relation to something which happened in the past, or criticize someone (or oneself) about something which happened in the past
	  viii. Talking about the possibility and/or probability of something happening in the present, future, or past
	  ix. Expressing offers and requests, and making offers
	b) Demonstrate improved competence in expressing the relationship between two actions, where one action is the reason or the 'occasion' for the other action, i.e. Conditional forms to talk about:
	  (i) Scientific facts, or two events which are always causally linked,
	  (ii) An action/state which is contingent on a possible or likely future event or circumstance,
	  (iii) A hypothetical action or situations which is contingent on another hypothetical action in the present or future
	  (iv) An imaginary, different past – Introduction with higher-level classes only, at this level
	c) demonstrate an increased ability to:
	  (i) recognize stylistic differences/ register in earmarked texts
	  (ii) locate specific information and key details in an earmarked text more efficiently and in a timelier manner
	  (iii) identify key features in earmarked sections of a text, such as references, signposting, etc., in order to predict content of the following sections
	  (iv) interpret, with increased efficiency, (semi-)authentic reading texts and recordings with a view to establishing gist/main idea, reach obvious conclusions and
	d) recognise and analyse earmarked structures in texts and recordings, establishing rules relating to form and function for earmarked structures, and exploring ways of integrating these patterns in his/her own writing and speech
	e) Interpret the main idea of earmarked short texts in order to carry out a multiple-matching task (Further development)
	f) Demonstrate an increased ability to identify cohesive devices in a text or recording so as to establish link of ideas Demonstrate understanding of earmarked recordings by identifying key points and producing short useful notes, with a view to using such notes in other related tasks, such as completion of a gapped summary of content – targeting development of note-taking strategies, specifically:
	  - mapping vs bullet points;
	  - selection of key information;
	  - use of abbreviations &/or signs;
	  - colour coding; etc.

h) Demonstrate an improving ability to formulate semi-formal letters and emails, using appropriate register and style

i) Identify clearly points in favour or against (or pros & cons of ..) an earmarked topic, in a discursive piece of writing, in order to provide a balanced argument, providing reasons and examples in order toproduce a balanced view or argument (i.e. Evidence-led approach)

j) Demonstrate further development in his/her ability to write:

   (i)appealing magazine articles via a clear focus on efficient paragraphing, cohesion, descriptivelanguage and clear structure

   (ii) interesting newspaper articles on straightforward topics, with a clear focus on paragraphing, establishing of significant points and organization of content (i.e. structure), as well as register

k) Identify key rules and regulations to include in an informal 'contract' relating to school/class ><students, conditions of employment, etc. – targeting clear use of concise language and appropriate use of earmarked structures

l) Demonstrate an improved ability to write engaging descriptions relating to events, people and things

m) Demonstrate an ability to engage more constructively in group discussions, followed by general consensus, in relation to earmarked topics, with a focus on establishing case and effect, arguing the benefits and minus points of something, as well as collaborative problem-solving and personalisation

n) Demonstrate an improved ability to take an active part in more formal debates, with a focus on longer turns, appropriate expression of opinion and justification thereof

o) Experiment actively in role-play simulations relating to permissions, requests, advice,recommendation, discussion, etc.

p) Identify key points to talk about during a solo or collaborative short presentation, with a focus on longer turns and appropriate introductions to engage the audience from the onset, suitable signposting language in order to help the audience through the various stages of the presentation, as well a fitting conclusion in order to summarise content of talk and recap.

q) Interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked recordings, exploring ways of integrating such features in their own speech, and reflectingthem, where necessary/possible, in their own writing

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

a) Modal auxiliary verbs (revision of Present forms and extension into Past/ Modal Perfect forms) - and their (inter) related functions and relative forms

b) Conditional forms – Revision of '0 and, 1st Conditionals; extension into 2rd and introducing (with higher levels only) the 3rd Conditional form

c) 'if' vs 'unless; 'when' vs 'as soon as' – further development

d) Fixed expressions, Formulaic chunks and Set Phrases to perform various functions relating to earmarked tasks (such as presentations, discussions, and a variety of other 'transactions') and directly or indirectly related to the targeted grammatical structures

e) Vocabulary (plus related aspects, such as synonyms/antonyms, word families, prefixes & suffixes, Homophones/Homonyms/Homographs) and other lexical and *lexico-grammatical* structures (*i.e.* Collocation, Phrasal Verbs, Idioms, Set Phrases) related to topics and themes earmarked in this module, e.g.

>> *Advice; Problems & Solutions // Around the House // Holidays // Relationships // Schools & Education // The Environment // The World of Work: Jobs & the Workplace*

>>*Crime; Dangerous Situations // Decisions; Futurology; Promises & Regrets; Beliefs & Superstition // Technology; The World of Work: Conditions of Employment // Travel: Extreme Holidays and Sports*

f) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items, with specific focus on:

  - Refining of related individual sounds (e.g. minimal pairs

  - Word Stress: establishing different word stress patterns, and attempting to establish some patterns in relation to different word classes, i.e. Verbs vs Adjectives vs Nouns vs Adverbs

  - Connected Speech: refining of schwa sound in weak forms in rapid speech

  - Intonation patterns relating to earmarked functions in relation to modality (e.g. expressing uncertainty; making an offer/request)

intonation patterns in first and second parts of a conditional sentences

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 an increasing ability to transfer and reformulate information

b) Demonstrate increased confidence when experimenting with earmarked structures to perform a variety of tasks

c) Show increasing confidence and independence when reading a variety of texts which are suitable for the level, demonstrating an increased ability to adapt speed and style of reading, using contextual clues to achieve comprehension and to check understanding, as well as strategies such as scanning and skimming, predicting content, establishing connectors, drawing conclusions, analysing style etc., as well as other strategies acquired to date, exhibiting also an increased vocabulary bank, albeit demonstrating difficulty with low-frequency idioms, necessitating the selective use of appropriate reference sources, which s/he uses with increasing expertise

d) Draw conclusions and make implications from earmarked sections of a text

e) Explain, in very simple language, the assumed content of an earmarked section of a text, based on interpretation of first sentence and any related signposting or other discourse features

f) skim read, with increasing efficiency, short texts in order to understand gist, main idea and key details/information

g) formulate semi-formal letters and emails using appropriate greetings/ salutations, structure and style in order to perform earmarked tasks

h) assemble notes taken during listening to earmarked recordings, in order to complete other related tasks

i) role play earmarked characters in short sketches related to topics covered in this module

j) give a short presentation or take an active part in a collaborative presentation relating to earmarked topics

k) operate with increasing fluency and spontaneity when interacting with others, engaging in discussion or role play produce straightforward connected texts on a range of subjects within their field of interest, in relation to descriptions, short magazine and newspaper articles, as well as discursive writing on topics earmarked in this module, following standard layout and paragraphing conventions and with increasingly accurate spelling and punctuation, albeit with some mother tongue influence

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Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

a) Appraise and evaluate his/her work and that of his peers, with increased confidence, in an attempt to 'iron out' any glaring mistakes relating to structures covered in this module, and proceed to make recommendations for improvement in relation to argument patterns, descriptions, style and/or register, etc.

b) Predict, with increased confidence, the content of earmarked sections of a text from the first sentence and/or related signposting and other discourse features

c) Identify key points and evaluate information in a text, which will allow him/her to match up with other related material

d) Draw conclusions from specific information in a text

e) Demonstrate understanding of key content earmarked recordings by taking short, useful notes to help him/her complete a gapped summary of content

f) Argue a point and express viewpoints/personal opinion in writing as well as orally

g) Infer meaning of unfamiliar words/expressions from context, surrounding language and other 'word attack' techniques

h) Demonstrate a basic awareness of how to evaluate a speaker's mood from his/her choice of structures earmarked in this module

i) Identify register, style and structure to use in semi-formal and informal letters, emails and other forms of writing earmarked in this module

j) Evaluate content which is to be shared with the audience during a solo or collaborative presentation

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

a) Demonstrate an increased awareness of how to give advice and make recommendations, indicate possibility/probability, talk about present and past ability, make an offer, a request, or a promise

d) Demonstrate sensitivity when communicating rules and regulations

e) Demonstrate an increasing awareness of appropriate strategies relating to the following, so as to facilitate communication:
  (i) Taking turns in a conversation, discussion or debate
  (ii) Arguing a point, expressing a viewpoint or opinion
  (iii) Introducing a topic during a presentation
  (iv) Highlighting a point during a presentation, or shifting focus to another point
  (v) Summarising/recapping content of a presentation, at the end
  (vi) Working on a collaborative piece of writing (*e.g.* A (fictitious) set of House rules / Class/School rules; Common notes for a collaborative presentation, etc.)
  (vii) Turn-taking strategies during conversation and simple discussion
  (viii) Negotiating a common decision at the end of a discussion

f) Identify strategies to overcome problems in communication through reformulation/rephrasing and self-correction, where necessary.

g) demonstrate increased awareness of the use of proper register in his/her writing and speaking

h) identify suitable intonation patterns to use in earmarked utterances, so as 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) Demonstrate increasing adeptness at establishing meaning of 'problem vocabulary' from surrounding context and *via* 'word attack' strategies, such as analysis of word class/part of speech, affixation, root, etc.

b) Demonstrate familiarity with the individual sounds of the English language, thereby facilitating more effective exploration of entries in the learner dictionary

c) Record ways for identifying correct pronunciation of earmarked words and structures (e.g. Silent 'l' in *could /should;* silent 't' in *mustn't)*

d) Activate and extend newly-acquired vocabulary by creating word-families (*e.g.* columns, spidergrams) with the help of learner dictionaries and further research relating also to establishing the frequency of earmarked words/expressions

e) Record (near) synonyms, antonyms and commonly-confused words

f) Organise an after-school extensive-reading programme, so as to:
  - hone strategies covered in this module, and in preparation for tasks, such as class discussions or debates, role play, (collaborative) presentations, etc.
  - explore meaning and mechanics of the language
  - improve reading speed
  - establish good reading habits

f) Carry out after-school extensive listening programme, targeting earmarked (semi-) authentic recordings/broadcasts with naturally-paced clear diction, with a view to :
  (i) honing candidate's own speaking skills in relation to hesitation, self-correction, false starts, etc.
  (ii) 'shadowing' or 'mirroring' earmarked sounds and intonation patterns in their own speech
  (iii) understanding the main idea/s and specific information, in preparation for class feedback, discussion, preparing for a short (collaborative) talk/presentation

Module-Specific Digital Skills and Competences

(Over and above those mentioned in Section B)

The learner will be able to ….

…. demonstrate appropriate strategies to analyse simple online reading/listening texts and learning sites, thereby developing an ability to relate to digital text in his/her everyday life via the medium of English

Hours of Total Learning for this Module / Unit	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).	16	Supervised Placement and Practice Hours (During these hours the learner is supervised, coached or mentored.)	n/a
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.	Self-Study Hours (Estimated workload of research and study.)	33	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	1

Total Learning Hours of this Module	_____50_____Hours

Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online	n/a	Contact Hours Delivered Online n/a

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 communication and encourage development of learner autonomy. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), which facilitate recall, activation, recycling and consolidation of earmarked structures, as well as further development of targeted competencies. 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons. 1 hour reserved for Progress Test 2 the end of Module 5, or after 66 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 5, or the first 66 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)

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

Reading List	**Core Reading List......... Supplementary Reading List**
	As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/)
	• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
	- 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 certain teachers who may be more 'book-bound' than others

Title of the Module / Unit: **MODULE 5**	▪ Shifting focus: The Passive Voice (Revision & further development) ▪ Reporting facts, statements, commands and requests: The Indirect Speech (… or Reported Speech)
Module / Unit Description	Module 5 focuses on refining earmarked **language skills and competencies** relating to the four language skills, in tandem with expansion of learners' knowledge of the following structures:- - The Passive Voice which is used in order to shift focus from the 'doer' of an action to the 'receiver' This section of the module also covers a general revision of tenses covered so far in this syllabus. - Indirect (or Reported) Speech which is used to report somebody's words, thoughts, beliefs or perceptions. Activation of earmarked grammatical structures is carried out in tandem with related time markers and adverbials (level specific) and in relation to earmarked topics and related language structures, *i.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) Demonstrate an increased ability to:
	   - Identify ways of talking/writing about actions/events without focusing on the 'doer', either because the receiver of the action, or the action itself, is more important than the 'doer, orbecause the 'doer' is unknown
	   - Recognise and use the appropriate form of Reported (or Indirect) Speech to reportsomebody's words, thoughts, beliefs, hopes or perceptions
	b) Distinguish key features in the layout of a text, as well as key information in the headlines of a newspaper articles or the title of other types of articles and other texts in order to predict content at pre-reading stage
	c) Establish the gist of a text and the overall organisation of ideas via selective reading of topic sentences in each of the paragraphs
	d) Demonstrate an increasing ability to use contextual clues in order to locate specificinformation and key details in a text
	e) Identify how structures earmarked in this module are used in targeted texts so as to hone their communicative of such structures (i.e. adopting the Discovery Approach) in their own writing and speaking
	f) Appraise the function of cohesive devices, references and topic sentences in earmarked texts and endeavour to produce coherent texts, paying particular attention to linking devices and organisational features, such as paragraphing, so as to aid the target reader/s
	g) Identify key points or specific information in a text or a recording so as to create useful notes which will enable the learner to summarise content, verbally or orally
	h) Establish attitude or bias of author of a text by reading into his/her choice of content and/orlexis, and identify potential implications or draw conclusions from specific information in thetext
	i) Establish fact vs opinion vs falsehood in earmarked recordings by listening for specificinformation
	j) Identify context of earmarked recordings from opening utterances, title and any related comprehension questions, and check back after having listened to the recording
	k) Establish logical conclusions from overall content of earmarked recordings and/or determine potential outcome/conclusion after having listened to the first section and established key points/arguments thus far
	l) Identify a speaker's attitude through analysis of intonation, word choice and paralinguistic features (where applicable)
	m) Demonstrate an improved ability to identify specific information in earmarked notes, and take clear notes, or to take a short message during a telephone conversation
	n) Demonstrate, in their output, that they have extended their basic bank of vocabulary and related lexical structures, such as Set Phrases and Formulaic Chunks in relation to topics andthemes covered int his module (See 'Knowledge' section for related list of topics/themes)
	o) Create short interesting and engaging newspaper articles to report incidents and events, demonstrating an increased awareness of target reader, and an increasing awareness of the inherent 'pyramid structure' of newspaper articles, a clear 'lead' sentence at the beginning of the article, and increasingly-effective manipulation of Direct *vs* Reported speech, as well as Ellipses in headlines
	p) Demonstrate some confidence with the writing of film/book reviews, identifying appropriatestyle and creative and entertaining ways of engaging the reader and of giving/justifying opinion, as well as effective use of structures earmarked in this module

q) Formulate balanced arguments on topical issues earmarked in this module, demonstrating increasingly-effective use of an impersonal, more academic style of writing with effective use of the Passive Voice in key areas where the writer needs to highlight key issues, or arguments, and efficient use of topic sentences to introduce paragraphs

r) Demonstrate a basic knowledge of how to write a short report to assess targeted situations/events/venues/etc., using an impersonal style of writing and a clear, logical structure, as well as increasingly-effective use of the Passive Voice to describe thoughts, predictions, beliefs, etc.

s) Demonstrate improved competence in the use of suitable formulaic language, for a number of transactional purposes (such as complaining, apologising etc.) in the writing of semi-formal letters and emails, demonstrating also an ability to use the passive voice for a more formal, or neutral tone, as well as clearer identification of appropriate structure and register

t) Write interesting and engaging short stories, demonstrating an increasing awareness of effective organisation/structure and use of dialogue *(i.e.* direct speech) and reporting of characters' thoughts, perceptions, etc. for effective engagement of the reader

u) Engage with increasing efficiency in discussion, explaining viewpoint/s, personalising and providing summaries of other arguments or related stories, by way of input, negotiating, and reaching consensus

v) Operate efficiently within a team, adapting input, and utilising methods for interacting sensitively and effectively with others to discuss current news items

w) Identify and interpret key features of speech of an earmarked character in role play and simulations

x) Demonstrate awareness of how to engage with the audience (through content, by maintaining a good pace and avoiding too much detail // via paralinguistic features, such as gestures, eye contact, etc.) during a presentation or short talk, demonstrating also careful selection of linking phrases and signposting in order to signal different stages and to provide a clear structure, thereby facilitating and maintaining engagement of audience

y) Explore ways of integrating connected speech and other features 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:

a) The Passive Voice (vs Active Voice) – further development – together with any related Adverbials and other structures

b) Transitive vs Intransitive verbs (i.e. Only transitive verbs can take the Passive Voice)

c) Ellipsis – introduction: The language of (newspaper) headlines [i.e. The use of Ellipsis, *e.g. (A)* **Man** *(has been)* **found guilty of** *(the)* **World's Biggest Robbery**.]

d) The Indirect (or Reported) Speech VS Direct Speech, together with related Adverbials and other structures and forms

e) Impersonal 'It' for reporting other people's thoughts, words, beliefs, hopes etc. – targeting reporting expressions (e.g. It is said/believed/hoped that …; etc.)

f) Reporting verbs

g) Fixed expressions and/or formulaic chunks to perform various functions directly or indirectly related to the targeted structures in relation to earmarked topics and tasks

h) Stylistic devices: Forward/Back references (or transitions) + introduction to: similes, metaphors, parallelism, etc.

i) Vocabulary (plus related aspects, such as synonyms/antonyms, word families, and commonly confused words and phrases) and other lexical and *lexico-grammatical* structures (*i.e.* Collocation, Phrasal Verbs, Idiomatic expressions, Set Phrases) related to topics and themes earmarked in this Module, i.e.
>> *Communication; Newspapers, Journalism & The Media // Famous People // Holidays // Inventions & Discoveries // Technology*
>> *Art: Photography and Other Art Forms // Crime & Investigation // Famous People - Biographies - Famous Quotes // Media: Reporting in Newspapers - Broadcasts – Magazines // Memories // Politics // The World of Work: Jobs and Job Interviews*

j) Vocabulary: Meaning words vs Function words – in relation to Newspaper headlines (see 'b', above) as well as Sentence Stress (see 'j')

k) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items, specifically Word Stress, Sentence Stress, Connected Speech (targeting Weak forms and Contractions), and Intonation Patterns

	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 an increasing ability to transfer and reformulate information b) Show increasing confidence when reading a variety of texts, demonstrating a growing ability of adapting speed and style of reading (i.e. using strategies such as scanning and skimming, predicting content, locating key information and/or details, inferring bias, drawing conclusions, as well as other strategies acquired to date) exhibiting also a growing adeptness at establish the meaning of 'problem' or 'new' vocabulary from context, via 'word attack' strategies, or with the use of a learner dictionary c) Identify cohesive devices and link of ideas in a text d) Produce effective notes from earmarked texts and recordings identify key information in earmarked texts and recordings in order to take useful notes and/or messages, demonstrating also an increasing ability to assemble notes in order to produce a coherent summary of main content (i.e. common ideas) or to complete a related short summary e) Infer a writer's or speaker's attitude or opinion from choice of content and/or lexis, as well as intonation and paralinguistic features (where applicable), only in the case of a recorded dialogue or monologue f) Draw logical conclusions from an earmarked text, or section thereof, based on contentorganize and re-order ideas in a jumbled text or recording g) Use contextual clues to achieve comprehension of, and to check understanding of main points,key details and specific information in earmarked graded or (near-)authentic recorded monologues/ dialogues/etc. which have a clear, standard accent h) predict content of earmarked recordings from related comprehension questions and fromopening utterances in the dialogue/monologue i) produce straightforward connected writing in relation to newspaper and magazine articles, semi-formal and informal letters/emails, short stories, as well as discursive writing, report writing and review writing relating to topics covered in this module or others related the learner's field of interest, demonstrating an increasing awareness of standard layout and paragraphing conventions, whilst also demonstrating increased confidence and control in relation to style, register and relative language structures - all these with a reasonable degreeof precision in relation to spelling and punctuation, albeit with clear signs of mother tongue influence j) operate with increased fluency and spontaneity when interacting with others, engaging in discussion or role play, and/or giving a solo/group presentation
	Judgment Skills and Critical Abilities This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both. The learner will be able to… a) appraise his work and that of his peers in an attempt to 'weed out' (assumed) inaccuracies, or to attempt to improve discourse features, narrative techniques, descriptions, etc. b) analyse earmarked texts in order to establish style (targeting stylistic features), identify fact vs opinion and writers' attitude, opinion and/or bias c) draw logical conclusions from earmarked texts and recordings, or at different stages of the said text/recording d) demonstrate an increased awareness of how to express viewpoints, indicate agreement/disagreement e) predict content of earmarked texts/recordings, at pre-reading/listening stage, from title/headlines, visuals and opening sentences/paragraphs/utterances and predict outcome at during-reading/listening stage f) identify, with increasing confidence, key points/ideas in a text or recording in order to takeadequate notes so as to perform a variety of related tasks g) distinguish between different styles of writing in earmarked texts and identify with increasing confidence an appropriate style and register to use in the various forms of writing covered in this module h) argue a point and express viewpoints i) identify speaker's bias in an earmarked recording and interpret his/her attitude through choice of words, intonation patterns, etc.

Judgment Skills and Critical Abilities

This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

j) appraise his work and that of his peers in an attempt to 'weed out' (assumed) inaccuracies, or to attempt to improve discourse features, narrative techniques, descriptions, etc.

k) analyse earmarked texts in order to establish style (targeting stylistic features), identify fact vs opinion and writers' attitude, opinion and/or bias

l) draw logical conclusions from earmarked texts and recordings, or at different stages of the said text/recording

m) demonstrate an increased awareness of how to express viewpoints, indicate agreement/disagreement

n) predict content of earmarked texts/recordings, at pre-reading/listening stage, from title/headlines, visuals and opening sentences/paragraphs/utterances and predict outcome at during-reading/listening stage

o) identify, with increasing confidence, key points/ideas in a text or recording in order to takeadequate notes so as to perform a variety of related tasks

p) distinguish between different styles of writing in earmarked texts and identify with increasing confidence an appropriate style and register to use in the various forms of writing covered in this module

q) argue a point and express viewpoints

r) identify speaker's bias in an earmarked recording and interpret his/her attitude through choice of words, intonation patterns, etc.

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to …

a) Operate with increasing efficiency within a team, adapting input and interacting with increased sensitivity during discussions and in the organization and management of a group presentation, etc.

b) Adopt adequate strategies during a discussion in order to take turns, to interrupt other speakers, to express viewpoints, to negotiate a common conclusion, etc.

c) Identify with increasing efficiency the amount of detail to include within a presentation so as to keep the audience engaged, demonstrating also an increasing awareness of other aspects of communication and paralinguisitic speech which facilitate effective communication, such as eye contact, gestures, etc.

d) Demonstrate increased understanding of rapid speech in natural English recordings, and attempt to produce continuous, more coherent streams of speech

e) Identify typical problems that can arise in the communication process and demonstrate knowledge of skills to overcome these - targeting Intonation patterns, Word Stress, Connected Speech in rapid Speech

f) Identify strategies to overcome problems in communication through self-correction and/or rephrasing, where necessary, asking suitable questions in order to expand or share knowledge.

Module-Specific Learner Skills

Competences (Over and above those mentioned in Section B)

The learner will be able to …

a) record 'new' vocabulary appropriately in order to ensure further development of his/her 'vocabulary bank', with particular focus on recording related sound/s and word stress (clearly indicating word stress via underlining, capital letters, or apostrophe)

b) determine the type of register to use in his/her own writing

c) demonstrate increasing competence in evaluating the importance of coherence in a text, with particular focus on referencing, signposting and other cohesive devices with a view to producingtexts with logical connections

d) evaluate his/her work for accuracy of structures and syntax

e) identify when to use direct speech vs reported speech, for effect, in a short story

f) establish an after-school reading programme (targeting hard copy and online material) in order to:

- ensure further development of his/her 'vocabulary bank' with particular focus on morphology (specifically, Word Families), inter-related words (e.g. synonyms, antonyms), and easily-confuse words

- refine reading strategies earmarked in this module (e.g. making predictions, skimming, scanning, reading for detail, making inferences about content, bias etc.)

g) establish an after=school listening programme in order to:
- gain familiarity with native speaker features of language, with particular focus on intonation patterns linked to the grammatical structures earmarked in this module, with a view to 'shadowing' or 'mirroring' so as to improve their pronunciation

Module-Specific Digital Skills and Competences
(Over and above those mentioned in Section B)

The learner will be able to ….
demonstrate growing autonomy to carry out some online research and analyse recommended basic online texts relating to earmarked topics, in preparation for writing/speaking tasks, thereby engaging in a limited fashion with the media and developing his/her ability to relate to digital text in his/her everyday life.

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). 16	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.) 33	Assessment Hours (Examinations/ presentations/ group work/ projects etc.) 1
Total Learning Hours of this Module	50 Hours	
Percentage of Total Contact Hours delivered online.	Contact Hours Delivered Online n/a	Contact Hours Delivered Online n/a
Total Number of ECTS / ECVET of this Module / Unit	2 ECTS / ECVETs	

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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.

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 communication and encourage development of learner autonomy. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), which facilitate recall, activation, recycling and consolidation of earmarked structures, as well as further development of targeted competencies. • 33 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons. • 1 hour reserved for Progress Test 2 the end of this module (Module 5) or after 66 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 5 (i.e. this module), or the first 66 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**
	As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/)
	• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
	- 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 certain teachers who may be more 'book-bound' than others

Title of the Module / Unit: **MODULE 6**	▪ Modifying Discourse: A Focus on Relative Clauses – Revision and Extension ▪ A Focus on Verb Patterns – Revision and Extension
Module / Unit Description	Module 6 focuses on refining earmarked language skills and competencies covered in Modules 1-5, in tandem with further exploration of learners' internalised knowledge and communicative competence in relation to (i) Relative clauses, and (ii) Verb patterns in the English language. This final unit indirectly sets out to revise all grammatical structures covered in Modules 1- 5, and essentially provides for a general analysis of skills and competencies covered at this level. Activation of the structures earmarked in this module is conducted in relation to revision of the tense system (as covered at this level), in tandem with earmarked topics and related language structures, *i.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) Demonstrate increased confidence with the communicative use of tenses and other structures covered in this syllabus
	b) Use relative clauses, with increased confidence, in his/her writing or speaking to help him/her identify people or things which s/he has just mentioned, or to provide more information about them, demonstrating also an increased awareness of appropriate intonation patterns in their oral production, as well as appropriate punctuation, where necessary, in their writing, in order to indicate defining or non-defining information provided in the clauses
	c) Understand the underlying link of ideas in an earmarked text through analysis of related details and the manner in which they are linked via the use of relative pronouns
	d) Establish the relationship between different parts of a sentence, or a set of different sentences in a short 'disjointed' text, or a set of related paragraphs which are presentedin random order, so as to produce a more cohesive text with systematic and logical connections
	e) Identify the function of longer, more complex sentences in earmarked texts, with a view to establishing a clearer understanding of the communicative use of the structures earmarked in this module, and endeavour to use simple, systematic connections in their own writing through the use of longer, more complex/refined sentences
	f) Identify which verb patterns to use when two verbs follow each other in a particular utterance, or written sentence (or clause)
	g) Demonstrate increased confidence in locating specific details and key information in earmarked texts after having skimmed over content / earmarked recordings after having listened to the overall content, in order to ...
	   (i) establish topic/main idea/general content,
	   (ii) to understand the structure and function/purpose/intended readership, and
	   (iii) to take useful notes in order so as to complete related tasks, such as a gapped summary of the earmarked text or recording
	h) Identify key information, stylistic devices and language in earmarked texts/recordings, so as to …
	   (i) infer meaning of unknown words from context
	   (ii) identify bias, fact vs opinion
	   (iii) identify unstated details about people, places, events, etc.
	   (iv) identify different speakers' thoughts, actions, beliefs, etc. and draw a comparison between them
	   (v) draw wider conclusions than the obvious ones stated in the text/recording, and
	   (vi) establish the style of writing (in a text), i.e. complimentary, humourous, critical, etc.
	i) Demonstrate an increasing ability to infer tone, attitude, bias, etc. through analysis of targeted speakers' intonation patterns, stress patterns and pace of speech in earmarked recordings

j) Determine the meaning of unknown vocabulary or phrases in a text/recording from context (i.e. analysis of the surrounding information) and through analysis of word rootand any related affixation

k) Produce clear and interesting descriptions of people, places, things, situations and events, in descriptive essays and magazine articles. making use of defining and non- defining clauses to link ideas and create interesting, more complex descriptions, exploringa range of adjectives and descriptive phrases to enhance descriptions

l) Attempt to adopt an impersonal style (i.e. Avoiding bias, including clear and accurate details) or other styles of writing, such as critical, satirical, complimentary, humourous, in their own short articles, endeavouring to use an appropriate structure and/or organisation

m) Produce short conversational messages (text messages or written notes) with clearcontext and shared understanding with the reader of the message

n) Attempt to produce engaging product descriptions for advertising purposes, makinguse of concise, descriptive language and lexical connotation

o) Write semi-formal and informal email for a variety of transactional (e.g. complaining, issuing instructions, making enquiries) and interactional purposes (e.g. letter to a friend asking for advice, etc.), demonstrating an ability to use appropriate structure and registeras well as suitable formulaic language

p) Engage with increased efficiency and coherence in discussion, stating and justifying opinion/viewpoints, personalising, maintaining interaction, and negotiating a consensus

q) Identify appropriate ways of carrying out effective research, in preparation for a short talkor presentation, demonstrating an increasing ability to
- evaluate collected information, and rephrase content into more natural language orthrough the use of quotes, in order to aid audience engagement
- use appropriate phrases to introduce the topic and to finish off,
also demonstrating increased awareness of how much detail to include, as well as appropriate linking phrases and clear signposting to move from one section to anotherand to introduce visuals and/or tables, charts or data, where appropriate

r) Interpret, with increasing efficiency, the attitudes and discourse of an earmarked characterin role play and simulations

c) Demonstrate an increased ability to interpret targeted pronunciation features of the language (segmental and suprasegmental) in earmarked short recordings, such as shifting word stress, features of connected speech, sentence stress and intonation patterns relating to earmarked structures, exploring ways of integrating such features in his/her own speech, whilst also reflecting them, where necessary, in his/her writing (e.g. commas enclosing non-defining clauses, indicating a shift in tone)

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

a) Defining and Non-defining clauses – revision and further development

b) Verb Patterns, specifically:
- Gerunds *vs* Infinitives [identifying (i) verbs which can be followed by either, without a change in meaning; (ii) verbs which can be followed by the two forms, but with a change in meaning; (iii) verbs which can only be followed by a gerund; (iv) verbs which can only be followed by the infinitive
- Verbs which are followed by an object, and then the full infinitive form (*e.g. You need to tell her to clean her room. / Teach him (how) to ride a bike.*
- Modal Auxiliary verbs and semi-Modals, followed by the base form of the verb
- Dependent Prepositions (i.e. Verb + preposition), *e.g. to think of/about; apologise for; believe in; recover from; etc.*
- Verbs followed by two objects (*e.g. John bought Anne a diamond ring.* = John bought a diamond ring for Anne.)

c) Introduction only: Participial clauses / reduced relative clauses. (Limited to awareness raising and promoting understanding, rather than to production) - e.g. *The woman (who is) standing at the bar just bought me a drink.* >< *Only food (that was) bought at the café can be eaten here*

d) Lexical connotation, extreme adjectives and superlative phrases (for emotive, descriptive language normally used in advertising) – further development

e) Set phrases and Fixed expressions (functional language), Phrasal verbs and Collocations relating to topics and tasks earmarked in the section of the syllabus

f) Linkers, transitions/signposting language used in Discursive writing (to highlight arguments) and in Presentations to signal shift from one section to another, to introduce specific information, etc.

g) Lexis (vocabulary, set phrases, collocation, idiomatic expressions, phrasal verbs) relating to the following topics earmarked in this module, as well as related aspects, specifically word families and easily-confused words
   >> *Advertising // Food & Drink: Eating Out - Restaurants & Cafes // Health & Fitness // Memories & Reminiscing // News & Media // Shopping*
   >>*Personal Habits and Behaviour; Interests, Likes and Dislikes //Houses and Homes // Literature ; Art & Poetry // Travel and Tourism ; Holidays // Sport & Fitness: Sport Rivalries // The World of Work: Jobs & Responsibilities*

h) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items, specifically individual sounds which normally cause problems to L2 speakers, shifting word stress, stress, sentence stress, Elision and Assimilation in 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 ….
Reformulate content of earmarked sentences etc…

a) demonstrate increasing confidence and independence when reading a variety of graded and near-authentic texts, showing also an awareness of the importance of adapting speed of reading and style of reading to different texts, *i.e.* using strategiessuch as scanning and skimming, predicting content, establishing source, purpose, style and readership, distinguishing relevant information from redundant information,identifying key details and specific information

b) show increased confidence in establishing the meaning of unknown vocabulary from context and via 'word attack' strategies

c) take adequate notes during listening to earmarked recordings, in order to be able to complete a gapped summary of content

d) produce increasingly intelligible and coherent writing in relation to magazine articles, descriptive writing, discursive essays, and semi-formal and informal emails, with a focus on using longer, more complex sentences, as well as clarity, accuracy of language, and a clearer focus on the target reader

e) produce short transactional writing in order to communicate a message

f) produce basic advertising material, demonstrating an attempt at creative writing

g) operate with increased fluency and spontaneity when interacting with others, engaging in discussion or role, and/or giving a solo presentation or taking part in a collaborative presentation

Judgment Skills and Critical Abilities
This section has been made sufficiently open to accommodate both vocational and academic orientations. Applicants can refer to Judgement Skills, or Critical Abilities (critical skills, dispositions, values and actions), or both.

The learner will be able to…

a) analyse earmarked texts in order to identify potential source and readership (i.e. purpose), establish style and stylistic features, identify fact vs opinion, as well as writer's attitude or bias

b) evaluate language use in targeted texts/recordings, as well as content or earmarked sections, in order to draw logical conclusions,

c) attempt to select an adequate style of writing when producing the different types of writing covered in this module (e.g. descriptive writing, a more impersonal style in magazine articles, argumentative writing, and descriptive, emotive language in advertising material)

d) argue a point, express viewpoints and justify his/her arguments and talk about advantages and disadvantages with increasing confidence during discussion

e) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc.

f) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes about content

g) attempt to identify speaker's attitude/bias through choice of words, intonation patterns (and paralinguistic features, in the case of video recordings)

h) infer (unstated) details about people, places, events mentioned in a text through use of language, and draw wider conclusions that the obvious ones stated in the text/recording

Module-Specific Communication Skills

(Over and above those mentioned in Section B)

The learner will be able to:

Operate with increased efficiency within a team, negotiating and adapting input, and interacting with increased sensitivity and efficiency in order to….

- produce collaborative writing of advertising material, and/or script for a group presentation
- take part in a discussion, offering and justifying opinion/s, agreeing or disagreeing with others with greater tact
- collect information for a group presentation, and identify and agree on key points, as well as a suitable introduction and conclusion, and key phrases and signposting to be used during the presentation in order to shift focus, move on to the next point, etc.

Module-Specific Learner Skills
Competences

(Over and above those mentioned in Section B)

The learner will be able to …

a) appraise his work in an attempt to 'weed out' inaccuracies and to improve content and to improve argument patterns, descriptive language, signposting, etc.

b) work more efficiently on expanding his/her range of active lexis by establishing techniques for further expansion of his/her growing 'passive knowledge' and devising ways of ensuring improved 'active use', such as …
  - setting weekly goals
  - creating chunks of language and word families around lexis which he/she has recently encountered
  - aiming at using more low-frequency words and related synonyms in his writing/speaking

c) drill earmarked structures, such as dependent prepositions and collocation in order to aid memorisation and automatization of common language patterns and language chunks

d) establish an after-school reading programme in order to:
  - facilitate further development of his/her 'vocabulary bank' through careful recording of new and/or 'problem' words/expressions and other lexical structures, such as collocation, dependent prepositions, etc., and ensuring activation in their own writing and/or speaking
  - nurture good independent reading skills
  - improve reading speed through recognition of 'sight words' and via reading in chunks
  - analyse earmarked texts for examples of language points covered in this module
  - refine basic reading strategies, such as scanning and skimming, and develop further any and all strategies earmarked in this module (i.e. predicting content, establishing source and purpose, and constructing a context, locating stylistic devices, inferring, drawing conclusions, etc.)

d) establish an after-school 'extensive listening' programme targeting podcasts and other recordings recommended by the teacher and/or other (semi-) authentic recordings, in order to….
  - hone strategies such as listening for gist, main idea/s, key information, specific information, etc.
  - gain further exposure to the communicative use of structures earmarked in this module get further exposure to native accents, focusing on segmental and suprasegmental features of language covered in this module

e) keep a 'listening journal' in relation to 'after school' listening, detailing accessed material, and reflection on performance

	Module-Specific Digital Skills and Competences (Over and above those mentioned in Section B) The learner will be able to …. demonstrate development in autonomous analysis of earmarked online texts relating to topics outlined in this module (e.g. short articles, short stories – authentic or graded, sourced off online learning sites; online news items; etc., thereby engaging in a limited fashion with the media and developing a basic ability to relate to digital text in his/her everyday life.		
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 [7] (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).	14	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.)	34	Assessment Hours (Examinations/ presentations/ group work/ projects etc.)	2
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	n/a
Total Number of ECTS / ECVET of this Module / Unit	_____2_____ECTS /ECVETs			
Explain how this module/unit will be taught inline with Section B	• 14 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger communication and encourage development of learner autonomy. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities (under teacher's guidance), which facilitate recall, activation, recycling and consolidation of earmarked structures, as well as further development of targeted competencies. • 34 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and further development via recycling and storage of 'new' language and newly-acquired competences, and (ii) to faciliate learner's 'readiness' in preparation for forthcoming lessons. • 2 hours reserved for the final test at the end of this module (Module 6) or after 80 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 (Module 6), or after 80 hours of guided learning . Records of learner's performance are kept and the test scores for this final test constitute the final assessment scores. (See Overall Assessment Guidelines section)			

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

| Reading List | **Core Reading List ....Supplementary Reading List**
As with all other levels, there is no reading list for this course, given its broad objectives. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is *Life –Intermediate* by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1st Edition (See http://www.cengage.com.br/els/life/)
• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:
- 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 certain teachers who may be more 'book-bound' than others |