

Overall Course Description		
Type of Course	Qualification <input type="checkbox"/>	Award <input checked="" type="checkbox"/>
Mode of Delivery	Traditional/Face-to-Face Learning <input checked="" type="checkbox"/>	Online/Blended Learning <input type="checkbox"/>
Title of the Qualification / Award	jTELS/TELSa B2 - Upper Intermediate Award in English as a Second or Other Language (ESOL) – MQF Level 4 (12 credits)	
Proposed MQF Level	Level 4	
<b>Hours of Total Learning</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	Total Contact Hours <sup>1</sup> <input type="text" value="96"/> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)	Supervised Placement and Practice Hours <input type="text" value="n/a"/> (During these hours the learner is supervised, coached, or mentored. Tutorial hours may be included here.)
	Self-Study Hours <input type="text" value="192"/> (Estimated workload of research and study.)	Assessment Hours <input type="text" value="12"/> (Examinations/ presentations/ group work/ projects etc.)
Total Learning Hours	_____300_____ Hours	
Percentage of Total Contact Hours delivered online	Contact Hours Delivered Online <input type="text" value="n/a"/>	Contact Hours Delivered Face-to-Face <input type="text" value="96"/>
Total number of ECTS/ ECVET for Course Completion.	_____12_____ ECTS / ECVET	
Course Type and Duration	Full-Time <input type="checkbox"/>	Part-Time <input checked="" type="checkbox"/>
	<i>(Double click on the box and mark checked under Default Value.)</i>	
	___30___ Weeks/Months/Years	

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

<p><b>Course Rationale</b></p>	<ul style="list-style-type: none"> <li>• The course is designed for higher Secondary students, pre-tertiary and tertiary students who wish to gain access to a University, as well as adult individuals who, for reasons relating to work opportunities or other personal reasons wish or need to gain a certificate which represents their actual level of English.</li> <li>• Total Qualification Time is approx. 300 hours, split up as follows: 96 'guided learning' hours (i.e. contact hours) 192 hours – active self-study 12 hours – Assessment</li> <li>• The design of the course is based on a 'continuous-improvement' process, with interconnected components in each of its six modules.</li> <li>• The design process of the course initially identified the desired, <b>measurable learning outcomes</b> which support the course objectives, which, in turn, led to the 'deliberate' design of learning experiences in the syllabus (i.e. Recommended communicative tasks and targeted skills/interaction, these being the two key notions underlying course content, thereby ensuring purposeful use of language as an aspect of classroom language use). This provides useful guidance on the linguistic features which students on the course are, realistically, required to master at this level and facilitates 'measurement' of the learning outcomes, which can be instrumental in the revision and 'renegotiation' of course content in the interest of achieving optimal experiences.</li> <li>• <b>Course Syllabus:</b> Consequently, the course programme mirrors the earmarked learner outcomes at this level. The syllabus lists a variety of communicative tasks which are meant to help learners feel a degree of accomplishment in using the language, rather than simply studying the structure of the language in a sterile fashion. The syllabus is not meant to be prescriptive – indeed <b>the modular structure allows the teacher full freedom to select areas of language which he/she feels require attention, or merit further development. The teacher is encouraged to use the syllabus as a guide to help him/her tailor course content to the general needs of his/her class, as indicated through regular Needs Analysis sessions.</b>  Syllabus structure: A series of six 'independent' units – each with an over-riding focus on communicative tasks. Each module provides a bank of ideas, thereby ... - helping the teacher plan a weekly/monthly scheme of work around it, - providing guidelines on how to prepare lessons which can guarantee definite improvement in the learners' communicative competence. - facilitating the selection of specific tasks to be covered in class to aid revision and/or extension of learners' overall competencies and language knowledge, <i>and</i> - earmarking tasks which can easily be used for self-study purposes, active self-study being an all-important component of the course structure.</li> <li>• <b>Assessment:</b> The earmarked mode of assessment, the jTELS/TELSa B2 Examination – used diagnostic purposes at Progress Testing stage and as a proficiency test for Final Assessment (See 'General Assessment Procedures' section) is designed to assess the candidates' level of competence relating to language systems and language skills, in line with performance-related scales based on the ALTE 'Can Do' statements (<a href="https://www.alte.org/">https://www.alte.org/</a>) relative to Level B2 of the Cefr (<a href="https://www.coe.int/en/web/common-european-framework-reference-languages">https://www.coe.int/en/web/common-european-framework-reference-languages</a>) [See jTELS/TELSa B2 Exam Syllabus and Assessment Guidelines attached]</li> <li>• The jTELS/TELSa B2 Examination is based on the same broad aims and objectives as the course and is in line with other language tests currently on the market. The test is also aimed at having a positive 'washback' on the course of study by setting standards and providing a concrete qualification for higher education purposes or career advancement. Dedicated handbooks for the teacher and the examination candidate provide clear guidelines on (for the teacher) the rationale behind each and every task in the examination papers, and (for the candidates) on how best to prepare for the examination.</li> </ul>
<p><b>Target Group</b></p>	<ul style="list-style-type: none"> <li>• Higher secondary school students, pre-tertiary and tertiary students who wish to obtain formal certification that confirm that they have sufficient English language ability to follow their chosen course in a university or college</li> <li>• Adults who wish or need to obtain a certificate which indicates that their proficiency in the English language is such that they can function independently in a variety of academic and professional environments in English, although with a limited range of nuance and precision.</li> </ul>
<p><b>Entry Requirements.</b></p>	<p>Learners joining the course will need to provide proof of successful completion of a recent MQF Level 3 (MFHEA Malta) accredited course and/or sit a (standardised) Placement Test which will determine their actual current level of performance. ['Recent' certification applies to courses run not more than 12 months prior to course commencement of the Upper Intermediate Award in English as a Second or Other Language (ESOL) course.]</p>

	<p>As a minimum, a learner joining this course should be able to ...</p> <ul style="list-style-type: none"> <li>- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.,</li> <li>- deal with most situations likely to arise whilst travelling in an area where English is spoken,</li> <li>- produce simple connected text on topics which are familiar or of personal interest, <i>and</i></li> <li>- describe and discuss lifestyles, education, experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans,</li> <li>- participate in negotiations in his/her area of expertise, provided they have help understanding some points,</li> <li>- discuss behaviour issues and respond appropriately.</li> </ul>
<p><b>Overall Course Objectives</b></p>	<p>This course focuses on developing the learners' competence in the four skills of Reading, Listening, Writing and Speaking, with regard to the English language, ensuring that they achieve a level of competence which allows them to use the language fluently, accurately, and appropriately.</p> <ul style="list-style-type: none"> <li>• Additionally, the course aims to foster the development of language skills needed for further study, work and leisure, <i>and</i></li> <li>• Encourages methods of learning which help learners build up the knowledge, skills and attitudes (<i>i.e.</i> Communicative competences) they need to become more independent in thought and action</li> <li>• By the end of the course, learners will be able to ....             <ul style="list-style-type: none"> <li>- demonstrate an ability to exercise consistent control over all basic grammatical and lexical structures and demonstrate confidence and accuracy with the more complex structures targeted in the course</li> <li>- identify the appropriate strategies to read with independence, adapting style and speed of reading to different texts and purposes, using appropriate reference sources selectively, and identifying meaning of unfamiliar words from surrounding context or information</li> <li>- evaluate information presented textually, visually and/or graphically, and select what is relevant,</li> <li>- follow an argument or train of thought, identifying implications, and analysing the writer's intentions and attitudes through use of language</li> <li>- interpret standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life</li> <li>- classify the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard dialect, including technical discussions in their field of specialisation.</li> <li>- interpret extended speech and complex lines of argument on topics which are familiar, provided the direction of the talk is signposted by explicit markers</li> <li>- demonstrate an ability to interact with a degree of fluency and spontaneity to a level that would make regular interaction with native speakers quite possible, without strain for either party.</li> <li>- demonstrate pronunciation and intonation which is clear and natural</li> <li>- produce clear, detailed text on a wide range of subjects, with a sense of audience and purpose, and showing an awareness of style and cohesion in a variety of situations.</li> <li>- select, order and present information, ideas and opinions.</li> <li>- identify key language features in earmarked extracts/sentences in order to transfer and reformulate information</li> <li>- outline viewpoints and experiment with various views on topical issues</li> <li>- evaluate his/her own written work, and that of his/her peers, for coherence, accuracy of structures, meaning and appropriacy of vocabulary used, as well as the arrangement of words and phrases (<i>i.e.</i> Semantics and Syntax) and provide feedback, as necessary (<i>i.e.</i> thereby adopting useful strategies to proof read his work before submitting for assessment)</li> <li>- 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 earmarked 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</li> <li>- demonstrate increased 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 discussions/debates, carrying out collaborative research, preparing group presentations, creating a class blog, etc.</li> <li>- 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</li> </ul> </li> <li>• The above-indicated course objectives are mirrored in the overall aims of the relative syllabus for the jTELS/TELSa Level B2 examination which has been targeted by way of assessing learners' progress during the course, and proficiency at course termination. <b>Assessment</b> during the various</li> </ul>

	<p>stages of the course is meant to endorse candidates' competence in the four language skills, specifically targeting their ability to use the language fluently, accurately and appropriately. See the 'Course Rationale &amp; Theoretical Model' document for underlying concepts and broad objectives.</p>
<p><b>Learning Outcomes for Communication Skills for the whole course</b></p>	<p>The learner will be able to:          ... demonstrate marked improvement in his/her communicative competence through an increased ability to interpret, evaluate, deconstruct/reconstruct and produce language effectively so as to communicate in authentic and near-authentic environments.</p>
<p><b>Learning Outcomes for Learning to Learn Skills for the whole course</b>          These learning outcomes should focus on the learner's ability to pursue and plan future learning and self-development.</p>	<p>The learner will be able to:          a) pursue further studies outside of the classroom, on his/her own initiative, using memory strategies, such as 'distributed practice' where he/she is able to determine essential information, establish patterns and 'chunk' information,          b) establish goals in order to 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,          d) seek help as and when necessary, <i>and</i>          e) evaluate his/her own development, plan future development and establish goals through reflection and self-assessment in line with prescribed learner outcomes (See Learner Outcomes document), regular feedback from the teacher and peers, and regular formal assessment (i.e progress tests)</p>
<p><b>General Pedagogical Guidelines and Procedures for this course</b></p>	<p>A <b>holistic language-learning experience</b> is advocated, whereby the focus is not only on the teaching of English in a sterile fashion, but also on the following areas, as a way of furthering the learners' overall language competence and activating their 'passive knowledge', as well as fostering development of their 'world knowledge':</p> <ul style="list-style-type: none"> <li>- providing exposure to varieties of English and different accents,</li> <li>- encouraging learning outside the classroom <i>via</i> a focus on development of 'study skills' (thereby fostering learner autonomy)</li> <li>- exposure to technology (where available) as a way of furthering the learners' overall language competence and activating their 'passive knowledge', whilst also fostering development in their digital literacy in relation to exploration of written or recorded material on internet</li> </ul> <ul style="list-style-type: none"> <li>• The <b>main aim</b> of the course is an overall improvement in the learners' language knowledge and skill competences</li> <li>• The <b>broad objectives</b> are for learners to be able to move on to a higher level of communicative competence.</li> <li>• <b>Placement</b> (See <a href="http://www.esatqualifications.com">www.esatqualifications.com</a> – refer to 'Candidates' section – see 'What is my Level of English') Key Criteria: Learners are required to take a placement test prior to course commencement so as to assess language level and ability.</li> <li>• <b>In class:</b> <ul style="list-style-type: none"> <li>- Teachers are encouraged to adopt an <b>analytical approach</b> to their students' linguistic competence, thereby 'negotiating' a learning plan with their students. This approach is meant to help encourage learners to take charge of their learning.</li> <li>- The recommended approach is <b>Communicative Language Teaching</b>, with a clear integration of systems and skills in lessons, thus ensuring that the main focus is on the communicative aspect of the language. Teachers have the flexibility to apply the principles of this eclectic approach to their own contexts. The mixture of systems (grammar, phonology, lexis, discourse) and skills (speaking, listening, reading, writing) depends on the linguistic DNA of the class, and students on the course are encouraged to collaborate with their teacher in order to regularly negotiate input.</li> <li>- The '<b>Learner Outcomes</b>' document is meant to be 'check-list' to help teacher and learners acquire a macro vision of language items, pronunciation and vocabulary which they are required to cover at the level via the indicated strategies relating to speaking, listening, reading and writing.</li> <li>- The <b>course syllabus</b>, provided as a clear reference point, or guide for the teacher, provides an overview of what students are expected to cover (subject to the above-indicated 'Needs Analysis', or 'negotiated learning plan') and recommended practice across the four skills of speaking, reading, writing and listening. The document is meant to aid the teacher by providing ideas for lesson content, thereby encouraging the use of other supplementary resources to complement the course book, such as technologies available to the teacher – the latter should only be used to enhance the teaching experience, not to be the focal point of any lesson. Teachers are also encouraged to earmark, and exploit, other resources, including online learning resources, which are relevant to personalized learning programmes during self-study sessions after class time.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Interaction:</b> Classroom-based activities detailed in the syllabus are meant to engage the students in activities that entail pair work, group work, or team work, thus encouraging a sense of community. Teachers are also required to observe their students' performance during different activities in order to establish, and cater for, the different learning styles and abilities when planning their lessons.</li> <li>- A focus on '<b>learning to learn</b>' and establishing short-term and long-term goals is also encouraged, so as to enable learners to learn to reflect on, and develop, their understanding of their learning process, thereby taking responsibility for their progress.</li> <li>- <b>Learner Support</b> is provided by the class teacher on a 1-1 basis as and when requested specifically by the student, and as deemed necessary by the class teacher, based on his/her assessment of the student's performance during tasks and activities held in class, as well as the student's performance in assignments and progress tests. A record of what is discussed during the meeting is kept in the Student Evaluation Report, along with Teacher recommendations (See 'Student Evaluation Report', attached)</li> </ul>
<p><b>General assessment procedures</b></p>	<ul style="list-style-type: none"> <li>• <b>Formative assessment</b> and other informal assessment is ongoing throughout the course, as follows: <ul style="list-style-type: none"> <li>- Homework assignments</li> <li>- Progress test 1 after Module 2, or the first 32 hours of the course</li> <li>- Progress test 2 after Module 4, or the first 64 hours of the course</li> </ul> <p>Tests used for formative assessment are Mock Tests (i.e. Tests are similar to the final test taken after wk 6, or after 96 hours of tuition). <b>These mock tests are used for diagnostic purposes</b> in order to help provide a clear indication of learners' strengths and weakness at different stages of the course, thus helping to set and 'renegotiate' achievable goals.</p> <p>Scores achieved in the Progress Tests and Homework Assignments do NOT contribute toward the final grade achieved at the end of the course.</p> </li> <li>• <b>Summative Assessment</b> is carried out after Module 6 of the course. In order to achieve the Upper 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/TELSa B2 examination</li> </ul> <p><b>Tests:</b></p> <ul style="list-style-type: none"> <li>• Tests used for both formative and summative assessment (i.e. Progress Tests and Final Examination) are proficiency tests targeting learners' communicative competence and cover the desired learning outcomes.</li> <li>• Tests cover all areas of language and consist of 4 papers covering Reading Comprehension, Oral Comprehension (i.e. Listening), Written Production and Oral Production (i.e. Speaking). Learners' language knowledge is assessed via the Use of English sub-section of Paper 1 of the test.</li> </ul> <p><b>Assessment:</b></p> <p>Tests are structured in such a way that all candidates can demonstrate their competence in each of the four English language skills up to the highest level at which they can operate, and also provides them with an opportunity to exhibit their ability to use the language fluently, accurately and appropriately.</p> <ul style="list-style-type: none"> <li>• Assessment of Writing and Speaking is subjective and, therefore, covered by a rubric (see attached <b>Assessment Guidelines</b>)</li> <li>• Marking of Reading, Listening and Use of English is objective and governed by a Mark Scheme (i.e. Answer Key) for each individual task.</li> <li>• The final score is made up of the sum total of marks achieved in each of the 4 papers.</li> <li>• <b>Pass mark</b> is an overall 60%. There is no minimum pass mark for each of the four papers of the test.</li> <li>• <b>Grading</b> is governed by the ESaT Marking Scheme</li> </ul>

<b>Section C – Outline of Course</b>				
<b>Module/Unit Title</b>	<b>Compulsory or Elective</b>	<b>ECTS/ ECVETS</b>	<b>Mode of Teaching</b> (Lectures, workshop, placement, asynchronous forums, VLE etc.)	<b>Mode of Assessment</b> (Examination, assignment, project, blog etc.)
<b>Module 1</b> The Present: Progressive & Perfective Aspects- General Revision	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 2, or after the first 32 hours of guided learning
<b>Module 2</b> ▪ Bridging Past and Present: The Present Perfect - Revision & Extension ▪ The Past: Narrative Tenses - Revision & Extension	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 2, or after the first 32 hours of guided learning
<b>Module 3</b> ▪ The Future - Revision & Extension ▪ Questioning techniques: Question Forms - Revision & Extension	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 64 hours of guided learning
<b>Module 4</b> ▪ Modality - Revision & Extension ▪ Real and Unreal Conditions: The Conditional forms - Revision & Extension	Compulsory	2 credits	Face-to-face teaching	Formative progress test at the end of Module 4, or after the first 64 hours of guided learning
<b>Module 5</b> ▪ Shifting focus: The Passive Voice - Revision & Extension ▪ Reporting: The Indirect Speech - Revision & Extension	Compulsory	2 credits	Face-to-face teaching	Final Summative testing at the end of Module 6, or after the full 96 hours of guided learning
<b>Module 6</b> ▪ Modifying Discourse: Relative Clauses - Revision & Extension ▪ A Focus on Verb Patterns - Revision & Extension	Compulsory	2 credits	Face-to-face teaching	Final Summative testing at the end of Module 6, or after the full 96 hours of guided learning
<b>Total ECTS/ECVETS Requesting Accreditation</b>		_____12_____ ECTS/ECVETS		
<b>Total ECTS/ECVETS for Course Completion</b>		_____12_____ ECTS/ECVETS		
<b>Exit Awards/Qualifications</b>		n/a		

<b>Section D – Outline of Course</b>	
<b>Sub-Section D __ Unit 1</b>	
<b>Title of the Module / Unit:</b> <b>MODULE 1</b>	Examining the boundaries of Meaning: The Progressive and Perfect(ive) Aspects of the English Language – Present Time
<b>Module / Unit Description</b>	Module 1 follows on from an introductory Needs Analysis and provides for .... a) a general analysis of language skills and competencies mastered up to level B1/B1+, and b) general revision and extension of learner's knowledge of the Progressive and Perfect Aspects of the English language, together with functional discourse and lexical structures relating to earmarked thematic areas c) fine-tuning of pronunciation features relating to the above-indicated structures
<b>Learning Outcomes</b>	<b>Competences:</b> – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....
	<ul style="list-style-type: none"> <li>a) write and talk about routine, habits, lifestyles and interests, habit, schedules and events viewed as occurring in a period of time up to, and including, the point of orientation, changes and transitions, as well as temporary, incomplete or repeated actions</li> <li>b) identify and recall suitable structures to provide descriptions of people, objects and events, indicating similarities and difference, and demonstrating ability to use suitable adjectives and related grades, modifications and collocations</li> <li>c) determine whether to use a formal or informal register, in their written or spoken output, appropriate to the earmarked scenarios</li> <li>d) demonstrate that they have extended their bank of vocabulary and inter-related words such as synonyms and antonyms, as well as other related lexical structures, such as collocations, idiomatic expressions and phrasal verbs in relation to topics and themes covered in this module (See 'Knowledge' section for related list of topics/themes)</li> <li>e) interpret reading texts, and selected recordings with a view to establishing the main idea and locate key/specific information in a text or a recording through</li> <li>f) produce fluent written texts relating to opinion, descriptions, reports, and reviews, using natural and appropriate handling of complex syntactic structures, an extensive range of vocabulary and expressions, and an ability to engage the reader through sensitivity to features of style, tone and register</li> <li>g) recognize which chunk/s of language to leave out of one's spoken/written language so as to avoid repetition</li> <li>h) demonstrate an ability to collaborate in open-group or closed-group discussions, develop an argument systematically, emphasizing as necessary, and applying proper signaling of interruption and turn-taking techniques</li> <li>m) design and take part in role-play simulations relating to themes/topics earmarked in this module</li> <li>o) interpret specific pronunciation features of the language (segmental and suprasegmental) in earmarked recordings and other audio material, such as individual sounds, contracted and weak forms, word and sentence stress, earmarked intonation patterns, connected speech in rapid speech, sound vs spelling, and to explore ways of integrating such features in their own speech, whilst also reflecting them, where necessary, in their writing.</li> </ul>
	<b>Knowledge</b> – at the end of the module/unit the learner will have been exposed to the following:
	<ul style="list-style-type: none"> <li>a) Verb tenses (<i>Present Simple, Present Continuous, Present Perfect Simple, 'Will' Future</i>) and related Adverbs/Adverbials, as well as other structures (<i>'Used to ...ing', Auxiliary Verbs for emphasis, Cleft Sentences</i>) used to talk/write about the following: - <ul style="list-style-type: none"> <li>- Actions in progress and incomplete / temporary/repeated actions at a specific time</li> <li>- Events or states viewed as occurring in a period of time up to and including the point of orientation</li> <li>- Routine, habits, lifestyles and interests, frequency of habit, schedules, and events viewed from a narrating perspective (i.e. Commentaries and headlines)</li> <li>- Future arrangements</li> <li>- Changes and transitions</li> </ul> </li> <li>b) Classification of noun types and noun forms relating to earmarked topics</li> <li>c) Vocabulary and other lexical structures (i.e. Phrasal Verbs, Idioms, Collocations, Set</li> </ul>



	<p>Phrases) relating to the following earmarked themes/ topics: <i>Communication and Information Technology, Culture, Country vs City Life, Descriptions, Education, Family, Feeling &amp; Emotions, Food &amp; Eating and Drinking habits, Free time, Health &amp; Fitness, Lifestyles, Morals, Nationalities, Personality, The Arts, The World of Business and Work.</i></p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p><b>Applying knowledge and understanding</b>          The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) produce language which demonstrates consistent control over all basic grammatical and lexical structures, as well as confidence and accuracy with the more complex structures targeted in this module</li> <li>b) skim read earmarked texts so as to establish main ideas and key information, and select specific information by scanning the text/s</li> <li>c) scan earmarked text/s for specific information</li> <li>d) organize and re-order ideas in a jumbled text or recording</li> <li>e) explain the gist and main idea of a recording, and select specific details</li> <li>f) identify tone, bias, and attitude through speaker’s choice of words and suprasegmental features of his/her language</li> <li>g) formulate formal and informal letters and emails using correct style, structure and register</li> <li>h) produce short reviews of books, films, events etc. for a newspaper, magazine or website, , as well as clear, interesting and targeted descriptions of people, places, things, and events</li> <li>i) compose a concise, cohesive report based on research or provided information</li> <li>j) organize ideas and arguments relating to targeted issues in a written opinion</li> <li>k) recreate/paraphrase content of targeted recording or text, making use of one’s notes</li> <li>l) engage in discussion on an earmarked topic, clearly identifying key issues</li> <li>m) role play earmarked characters in a short sketch</li> <li>n) work as part of a team to prepare a short talk or presentation about an earmarked topic, following the necessary research</li> </ul>
	<p><b>Judgment Skills and Critical Abilities</b>          The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) argue a specific point of view, express personal opinion and make recommendations</li> <li>b) analyse literary style, genre, level of discourse etc. in earmarked texts</li> <li>c) infer meaning of unfamiliar words from context and draw conclusions from content</li> <li>d) infer writer’s or speaker’s opinion and attitude through language used, or suprasegmental features of the speaker’s language</li> <li>e) identify the key points and specific details in a targeted recording or text in order to note down the key content</li> </ul>
	<p><b>Module-Specific Communication Skills</b>          The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) identify typical problems that can arise in the communication process and demonstrate knowledge of skills to overcome these - targeting Minimal Pairs, Homophones, Intonation patterns, Word Stress, Connected Speech in rapid Speech</li> <li>b) identify general strategies for managing presentations</li> </ul>
	<p><b>Module-Specific Learner Skills</b>  <b>Competences</b> (Over and above those mentioned in Section B)          The learner will be able to ...</p> <ul style="list-style-type: none"> <li>a) Explore monolingual dictionaries for meaning, frequency, word usage, related words and other language items and pronunciation features</li> <li>b) organise an after-school extensive-listening programme so as to hone strategies covered in this module, and in preparation for in-class presentations, summary tasks and other related tasks</li> <li>c) devise an after-school extensive-reading programme (targeting class readers, earmarked newspapers/magazines and other online material) in order to:             <ul style="list-style-type: none"> <li>- ensure further development in his/her reading speed</li> <li>- refine strategies relating to locating of main ideas and inferred information</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- locate cohesive devices target topic sentences in each paragraph/section</li> <li>- refine strategies to understand unstated details, as well as writer's tone, (possible) bias</li> <li>- hone strategies relating to understanding of the relationship of ideas in a text or recording, with a main focus on Coherence</li> </ul>	
<b>Hours of Total Learning for this Module / Unit</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.	<b>Total Contact Hours</b> <sup>2</sup> (Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures). <div style="float: right; border: 1px solid black; padding: 2px 10px;">16</div>	<b>Supervised Placement and Practice Hours</b> <div style="float: right; border: 1px solid black; padding: 2px 10px;">n/a</div> (During these hours the learner is supervised, coached or mentored.)
	<b>Self-Study Hours</b> (Estimated workload of research and study.) <div style="float: right; border: 1px solid black; padding: 2px 10px;">32</div>	<b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.) <div style="float: right; border: 1px solid black; padding: 2px 10px;">2</div>
<b>Total Learning Hours of this Module</b>	_____ 50 _____ Hours	
<b>Percentage of Total Contact Hours delivered online.</b>	<b>Contact Hours Delivered Online</b> <div style="float: right; border: 1px solid black; padding: 2px 10px;">n/a</div>	<b>Contact Hours Delivered Face-to-Face</b> <div style="float: right; border: 1px solid black; padding: 2px 10px;">n/a</div>
<b>Total Number of ECTS / ECVET of this Module/ Unit</b>	_____ 2 _____ ECTS / ECVETs	
<b>Explain how this module/unit will be taught in line with Section B</b>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>• 32 hours of self-study (including homework assignments), leading on from the earmarked lessons, so as to ensure (i) activation of learners' passive knowledge and recycling and storage of 'new' language and newly-acquired competences, and (ii) to facilitate learner's 'readiness' in preparation for forthcoming lessons.</li> <li>• 2 hours reserved for Progress Testing following Module 2 or after 32 hours of guided learning</li> </ul>	
<b>Explain how this particular module/unit will be assessed in line with Section B</b>	Assessment: Formative assessment following Module 2, or the first 32 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)	
<b>Reading List</b>	<b>Core Reading List .....Supplementary Reading List</b> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:               <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course</li> </ul> </li> </ul>	

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

	<p>books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</p> <ul style="list-style-type: none"><li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li><li>- comparative analysis of selected sections of identified course books</li><li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...<ul style="list-style-type: none"><li>- reflect latest development in ESOL teaching</li><li>- provide up-to-date scenarios and topics</li><li>- cater for return students' needs</li><li>- encourage creativity in teachers which are more book-bound than others</li></ul></li></ul>
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<b>Title of the Module / Unit:</b> <b>MODULE 2</b>	Part A: Bridging Past & Present Part B: Past Times
<b>Module / Unit Description</b>	Module 2 focuses on further development of earmarked language skills and competencies targeted at this level, in tandem with revision and expansion of learners' knowledge and communicative use of the Present Perfect tense and the Narrative tenses in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures functional language and pronunciation features of the language.
<b>Learning Outcomes</b>	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....
	<ul style="list-style-type: none"> <li>a) write and talk about ... <ul style="list-style-type: none"> <li>- unfinished actions in the past, or actions continuing up to the present, and/or events at an indefinite time in the past, or recently carried out, and/or recent and ongoing activities and new, temporary actions,</li> <li>- past habits and/or typical behaviour in the past</li> </ul> <p style="margin-left: 20px;"><i>and</i></p> <ul style="list-style-type: none"> <li>- definite actions in the past, change of plans, and simultaneous, interrupted, consecutive, temporary or repeated actions in the past</li> </ul> </li> <li>b) identify key features in a text title/headlines, related visuals, or the first sentence/paragraph of an earmarked text so as to predict content</li> <li>c) interpret reading texts or recordings with a view to establishing gist and main idea, distinguishing key information and specific details, and inferring detail which is not specifically mentioned such as writer's/speaker's purpose or bias, through detailed reading/listening</li> <li>d) identify key points in provided notes and questions so as to predict content of a recorded talk, documentary or dialogue, and/or establish order of events prior to listening</li> <li>e) identify specific information and detail in a recorded text/dialogue/etc.,</li> <li>f) distinguish fact from opinion in earmarked texts and recordings by identifying specific lexis, discourse markers, and (<i>in recordings only...</i>) features of pronunciation</li> <li>g) demonstrate an ability to assemble linked information collected from various parts of a text and represent the content in summary</li> <li>h) produce fluent written texts using natural and appropriate handling of complex syntactic structures, a range of vocabulary and expressions, and an ability to engage the reader through sensitivity to features of style and tone in relation to reporting of experiences, incidents, events and biographical details, as well as arguments for and against an earmarked issue</li> <li>i) produce formal and informal letters and emails for a variety of transactional purposes, demonstrating an ability to use the appropriate structure and register as well as suitable formulaic language</li> <li>j) demonstrate an improved ability to take part in discussions and group decision activities, using appropriate markers and signposting to present and develop an argument systematically, and applying proper signalling to indicate agreement/ disagreement, to take turns and to interrupt other speakers</li> <li>k) demonstrating an awareness of the correct use of formulaic language to engage with the audience and to signal various stages during a talk or presentation</li> <li>l) role play earmarked characters and take part in simulations relating to topics earmarked in this module</li> <li>m) interpret specific pronunciation features of the language (segmental and suprasegmental) in earmarked recordings and other audio material, as well as in reading texts and explore ways of integrating such features in their own speech, whilst also reflecting them, where necessary, in their writing and speaking.</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) Present Perfect Simple &amp; Continuous and related adverbials</li> <li>b) Narrative tenses (Past Simple, Past Continuous, Past Perfect Simple &amp; Continuous) and related adverbials</li> <li>b) 'Used to + base form of verb</li> <li>c) 'Would' (to describe typical behaviour in the past)</li> <li>c) State verbs vs event verbs</li> </ul>

	<p>d) Fixed expressions to perform various functions directly or indirectly related to the targeted tenses</p> <p>e) Lexical chunks and formulaic language required for Discussion, Presentations, and formal and informal letter/email writing</p> <p>f) Vocabulary and other lexical and <i>lexico-grammatical</i> structures related to topics and themes earmarked in this module, e.g. <i>Education, Finance, History, Languages, Law &amp; Order, Social Issues, Technology, The Arts, The Environment, The Media, The News, Work, etc.</i></p> <p>g) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items</p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p><b>Applying knowledge and understanding</b></p> <p>The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) demonstrate an ability to transfer and reformulate information</li> <li>b) experiment with earmarked structures to talk or write about recent actions, finished and unfinished actions in the past, as well as temporary or repeated events/actions in the past, past habits, and actions carried out at an indefinite time in the past.</li> <li>c) skim read and scan through a text in order to interpret gist, main idea and key, or specific, information</li> <li>d) identify cohesive devices and link of ideas in a text</li> <li>e) summarise content of earmarked text/s after having identified the key/main points</li> <li>f) take useful notes while listening to a recording and transfer acquired knowledge to a gapped summary of the script</li> <li>g) establish and order common ideas in a set of recordings relating to a common topic, and paraphrase main content, making use of one's notes</li> <li>h) tell or write short stories coherently via Narrative writing and short articles</li> <li>i) represent one's life achievements and that of a personality by compiling a personal CV/Resume' and biographies</li> <li>j) collaborate in the creation of a questionnaire to facilitate a targeted survey</li> <li>k) plan and deliver a presentation on a targeted topic, after carrying out the necessary research</li> <li>l) demonstrate a refined ability to engage in discussion and take part in role play and simulations</li> </ul>
	<p><b>Judgment Skills and Critical Abilities</b></p> <p>The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) express personal opinion and make recommendations</li> <li>b) argue a specific point of view</li> <li>c) infer unstated information in a text or a recording from choice of words, tone, etc.</li> <li>d) infer writer's /speaker's opinion and attitude through language used, or suprasegmental features of the writer's/ speaker's language</li> <li>e) identify assumed content, main idea and order of events in a text or recording from title, visuals, first sentence/utterance prior to reading/listening</li> <li>f) interpret situational material relating to a recording, and draw conclusions, in spite of his/her inability to hear/understand the whole recording</li> </ul>
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>a) operate efficiently within a team, adapting input and utilizing methods for interacting sensitively and effectively with others in the organization of a group presentation</li> <li>b) 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</li> <li>c) demonstrate increased awareness of how to engage in discussion, with particular focus on turn-taking, interrupting, reaching consensus and report back</li> <li>d) identify typical problems that can lead to breakdown of communication and demonstrate knowledge of skills to overcome these – targeting (i) Homophones, Homographs, Shifting Word Stress, (ii) proper enunciation and articulation, and (iii) reformulating/rephrasing</li> </ul>

	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B) The learner will be able to:</p> <p>a) Identify and establish an after-school reading and listening programme in order to ...</p> <p>(i) facilitate further development in his/her speed-reading capabilities, (ii) perfect 'real-time' processing skills (Listening only), (iii) (to) be able to generate discussion, give presentations and provide feedback in class</p>	
<p><b>Hours of Total Learning for this Module / Unit</b> 1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>3</sup> <span style="border: 1px solid black; padding: 2px 10px;">16</span> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	<p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px 10px;">n/a</span> (During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <span style="border: 1px solid black; padding: 2px 10px;">32</span> (Estimated workload of research and study.)</p>	<p>Assessment Hours <span style="border: 1px solid black; padding: 2px 10px;">2</span> (Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>	<p>Contact Hours Delivered Face-to-Face <span style="border: 1px solid black; padding: 2px 10px;">n/a</span></p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p>_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>• 32 hours of self-study (including homework assignments) , leading on from instruction during guided hours, so as to ensure (i) activation of learners' passive knowledge and recycling and storage of 'new' language and newly-acquired competences , and (ii) to help learner to prepare him/herself for future lessons.</li> <li>• 2 hours (+ 2 hours carried forward from Module 1) reserved for Progress Testing at the end of this module or after 32 hours of guided learning (Total Test time = 4 hrs)</li> </ul>	

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

<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment at the end of this module, or the first 32 hours of guided learning . Records of learner's performance (See attached document) are kept; however, the test score is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:             <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...             <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in teachers which are more book-bound than others</li> </ul> </li> </ul>

<b>Title of the Module / Unit:</b> <b>MODULE 3</b>	Part A: Looking at The Future Part B: Questioning Techniques
<b>Module / Unit Description</b>	<p>Module 3 focuses on refining earmarked language skills and competencies relating to the four language skills, in tandem with revision and expansion of learners' knowledge and communicative use of ...</p> <ul style="list-style-type: none"> <li>• Future forms and other structures which can be used to talk/write about events or plans which have yet to occur in the future (together with related time markers and adverbials), <i>and</i></li> <li>• Question forms relating to tenses covered so far</li> </ul> <p>Activation of these structures is carried out in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures functional language and pronunciation features of the language.</p>
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p>
	<ul style="list-style-type: none"> <li>a) write and talk about events or plans which have not yet occurred, and in gathering and checking information, showing interest, questioning what has been said, inviting or ordering others to do things, as well as in using rhetorical and indirect questions.</li> <li>b) appraise the importance of coherence in a text or recording, and produce coherent texts, paying particular attention to correct syntax, cohesive devices and paragraphing</li> <li>c) identify gist, main idea, significant details, and specific information in a text, as well as establish writer's purpose</li> <li>d) label graphical information using information from an earmarked text</li> <li>e) identify key points or specific information in a text or a recording in order to take notes so as to (i) summarise main content, (ii) transfer acquired knowledge to a gapped summary of the text/script, or (iii) [in the case of a set of related recordings] to piece acquired information together and paraphrase content</li> <li>f) produce fluent written texts using natural and appropriate handling of complex syntactic structures, a range of vocabulary and expressions, and an ability to engage the reader (and/or listener) through sensitivity to features of style and tone in relation to presenting a balanced argument, report writing, descriptive writing, reporting of experiences and events <i>via</i> short articles, as well as in the production of material for audio/visual transmission, such as film scripts</li> <li>g) produce formal and informal letters and emails for a variety of transactional purposes, demonstrating an improved ability to use the appropriate structure and register as well as suitable formulaic language</li> <li>h) demonstrate an ability to synthesise information and arguments from a number of sources</li> <li>i) demonstrate an improved ability to take part in discussions and debates, using appropriate markers and signposting to present and develop an argument systematically, and applying proper strategies to interact with the other speakers</li> <li>j) role play earmarked characters and take part in simulations relating to topics earmarked in this module</li> </ul>
	<p>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"> <li>a) Future forms – and other related forms, which can be used to differentiate between different 'types of future', depending on the moment of decision in relation to 'now' and the certainty of arrangements and the attitudes held at the moment of speaking [ <i>i.e.</i> (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; (ii) 'Diary future' to talk about a plan/intention already entered into; (iii) 'Going to' future to talk about a plan previously decided upon, or to make a prediction based on current evidence, (iv) 'Will/Shall' future to talk about 'future' facts, express intentions, determination, or irritation, to make promises, offers, requests and suggestions and to make a pure prediction) (v) 'Future Perfect and Continuous' forms to describe actions that will be completed by a certain time in the future, and to focus on the duration or repeated nature of an event leading up to a specified time in the future (vi) Modal verbs and 1<sup>st</sup> Conditional form to talk about future possibility and probability and events based on present or future conditions]</li> </ul>



	<p>b) Question forms relating to tenses covered in Modules 1 – 3 [i.e. Declarative Questions, Echo Questions, Reply Questions, Direct vs Indirect Questions, Tag Questions, Rhetorical Questions]</p> <p>c) Fixed expressions to perform various functions directly or indirectly related to the targeted structures in relation to earmarked topics and tasks - Formulaic language/Set phrases relating to a number of transactional purposes, e.g. making arrangements/enquiries, requesting, apologizing, explaining, complaining, thanking</p> <p>d) Discourse markers and signposting language to produce cohesive arguments and reports of experiences, as well as to signal stages in a Presentation</p> <p>e) Vocabulary (as well as related aspects, such as synonyms/antonyms, word families, prefixes &amp; suffixes, Homophones/Homonyms/ Homographs)and other lexical and <i>lexico-grammatical</i> structures related to topics and themes earmarked in this module, e.g. <i>Ambitions &amp; Dreams, Animals &amp; Wildlife, Body &amp; Mind, Consumerism, Crime &amp; Punishment, Design, Ambitions, Dreams &amp; Nightmares, Education, Environmental Issues, Habits &amp; Obsessions, Holidays &amp; Travel, International events, Medical Issues, Politics, The Family, Social Trends and Issues, Space Travel, Technology, Transport, The Weather, The World of Work, Youth Issues</i></p> <p>f) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items (further focus, continuing from Module 2)</p>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p><b>Applying knowledge and understanding</b> The learner will be able to ....</p> <p>a) identify key information in a reading text to infer unstated information and meaning of 'problem words', as well as to establish subjectivity or bias and to draw conclusions</p> <p>b) demonstrate an improved ability to scan a hard-copytext for specific information and skim read it in order to establish main idea and key information</p> <p>c) identify key features in a text title/headlines, related visuals, or the first sentence/paragraph of an earmarked text so as to predict content of earmarked texts</p> <p>d) demonstrate an improved ability to use appropriate strategies to analyse online texts and to appraise digital writing norms for targeted audience and readability, thereby engaging more fully with the media, and enhancing his/her ability to relate to digital text in his/her everyday life.</p> <p>e) evaluates key content/details in a text or recording in order to take adequate notes, infer meaning, and interpret outcome</p> <p>f) combine information collected from various sources and reconstruct ideas in the form of a short article for a newspaper and/or magazine</p> <p>g) generate a concise, cohesive report based on research or provided information</p> <p>h) identify proper structure and layout of formal, semi-formal and informal letters, as well as emails, and generate a number of letters/emails for a variety of functions, using an appropriate style and register, and suitable formulaic language for the earmarked transactional purpose</p> <p>i) summarise earmarked texts and recordings and paraphrase content of a number of related texts or recordings</p> <p>j) design agendas and formulate short scripts for TV/Radio programme relating to events in the future</p> <p>k) criticise other people's views and defend his/her viewpoints when engaging in discussion</p> <p>l) demonstrate a refined ability to take part in role play and simulations</p>
	<p><b>Judgment Skills and Critical Abilities</b> The learner will be able to...</p> <p>a) argue a point and express personal opinion</p> <p>b) infer meaning of unfamiliar words from context</p> <p>c) infer meaning of targeted sections of a recording and interpret, or predict, outcome of an earmarked text or recording, half-way through reading/listening</p> <p>d) infer writer's or speaker's opinion, bias and attitude through language used, or (in the case of a recording) suprasegmental features of the speaker's language,</p> <p>e) appraise content of text/recording and draw conclusions</p> <p>f) identify the key differences between the style adopted in letters vs emails</p> <p>g) determine the correct register to use in formal and semi-formal letters, reports, articles, blogs and in oral production of the language</p>

	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>identify and fine-tune targeted strategies for managing presentations, such as using transitions at different stages in order to guide the audience</li> <li>demonstrate increased awareness of the importance of allocating roles during a group presentation and in the production of a class blog</li> <li>determine the appropriate discourse markers to use in order to produce a cohesive argument during a discussion, or to report back to others in the group</li> <li>operate efficiently during discussion by using appropriate turn taking language, 'handing over', reacting appropriately to other speakers' arguments, and using strategies and signposting language to guide the other speakers in the group</li> <li>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 elision, assimilation and linking, (ii) appropriate intonation patterns in the various Question forms so as to relay a clear message</li> </ol>	
	<p><b>Module-Specific Learner Skills</b> (Over and above those mentioned in Section B)</p> <p>The learner will be able to</p> <ol style="list-style-type: none"> <li>Identify and use the proper register to use in the different forms of writing earmarked in this module</li> <li>Organise an after-school programme to recall, review and record vocabulary learnt during guided-learning hours – targeting (i) recording methods and (ii) organisation features which should facilitate further development of his/her vocabulary bank</li> </ol>	
<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>4</sup> <input type="text" value="16"/></p> <p>(Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).)</p>	<p>Supervised Placement and Practice Hours <input type="text" value="n/a"/></p> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours <input type="text" value="32"/></p> <p>(Estimated workload of research and study.)</p>	<p>Assessment Hours <input type="text" value="2"/></p> <p>(Examinations/ presentations/ group work/ projects etc.)</p>
<p><b>Total Learning Hours of this Module</b></p>	<p>_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online <input type="text" value="n/a"/></p>	<p>Contact Hours Delivered Face-to-Face <input type="text" value="n/a"/></p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p>_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p> <p>Please provide module/unit-specific details as applicable. Please identify and describe the digital learning tools</p>	<ul style="list-style-type: none"> <li>16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>32 hours of self-study (including homework assignments) , leading on from instruction during guided hours, so as to ensure (i) activation of learners' passive knowledge and recycling and</li> </ul>	

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

<p>being used for your course and any other relevant information.</p>	<p>storage of 'new' language and newly-acquired competences , and (ii) to help learner to prepare him/herself for future lessons.</p> <ul style="list-style-type: none"> <li>• 2 hours reserved for Progress Testing at the end of module 4 or after 64 hours of guided learning (Total Test time = 4 hrs)</li> </ul>
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Formative assessment at the end of Module 4, or the first 64 hours of guided learning . Records of learner's performance are kept; however, the test score for this first progress test is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:             <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...             <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in teachers which are more book-bound than others</li> </ul> </li> </ul>

<b>Title of the Module / Unit:</b> <b>MODULE 4</b>	Part A: Modality – Expressing Perceptions, Opinions & Attitudes Part B: Real and Unreal Conditions
<b>Module / Unit Description</b>	Module 4 focuses on refining earmarked <b>language skills and competencies</b> relating to the four language skills, in tandem with revision and expansion of learners' knowledge and communicative use of Modal auxiliary verbs and Conditional forms in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.
<b>Learning Outcomes</b>	Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....
	<ul style="list-style-type: none"> <li>a) choose the appropriate form of modality to express the speaker's attitude to the probability (<i>i.e.</i> <i>possibility, probability, deduction</i>), necessity (<i>i.e.</i> <i>obligation, permission</i>), advisability (<i>i.e.</i> <i>advice, suggestion, regrets &amp; criticism</i>), or desirability (<i>ability, offers &amp; requests, promises</i>) of the action in the main verb in a statement/question/order.</li> <li>b) demonstrate an improved competence in expressing the relationship between two actions, where one action is the reason or the 'occasion' for the other action.</li> <li>c) identify cohesive devices in a text or recording so as to establish link of ideas and earmarked structures</li> <li>d) identify key information in a text so as to take useful notes for the production of a summary of the main content in writing, for inclusion in an article and/or a report</li> <li>e) identify connections (<i>i.e.</i> cohesive devices, references, link of ideas, etc.) within a text</li> <li>f) demonstrate a refined ability to ... <ul style="list-style-type: none"> <li>- identify key features in a text or a recording, at pre-reading/listening stage, such as opening remarks/statements, related visuals, and (for listening only ...) sound features, in order to predict content</li> <li>- interpret reading texts and recordings with a view to establishing gist/main idea, locating specific information/key details for detailed understanding of speaker's or writer's attitude, feelings, opinion, etc., and with a further view of checking predictions made at pre-reading/listening stage</li> <li>- distinguish key details in a text or recording in order to take adequate notes, to understand inferred meaning of 'problem' vocabulary, and to interpret outcome</li> </ul> </li> <li>g) recognise the wide range of stress patterns and intonation patterns relating to the variety of functions inherent in the use of Modals Verbs in recordings and spoken English and explore ways of integrating these patterns in his/her own speech, whilst also reflecting them, where necessary, in his/her writing, via appropriate punctuation.</li> <li>h) report experiences, incidents and events <i>via</i> Short Articles for newspapers/magazines and Narratives</li> <li>i) compose letters or emails for a variety of transactional purposes, demonstrating an ability to synthesise and interpret all provided information, and an awareness of the importance of using the appropriate structure, register and formulaic language</li> <li>j) explain a viewpoint on a product or event, adopting a persuasive style of writing, and demonstrating a refined use of descriptive language in the creation of a short sales-related adverts</li> <li>k) produce clear, interesting, targeted descriptions of people, places, things, situations and events in descriptive essays, and shorter, engaging descriptions of products in product leaflets for advertising purposes</li> <li>l) demonstrate awareness of key discourse features and formulaic language when explaining viewpoints, discussing the pros and cons of a given situation, and producing balanced arguments when engaging in discussion</li> <li>m) interpret the attitudes and discourse of an earmarked character in role play and simulations</li> <li>g) evaluate information collected from various sources in order to plan and give a short talk or presentation (solo, or as part of a group)</li> <li>h) operate efficiently within a team, adapting input, and utilising methods for interacting sensitively and effectively with others in the organization of a group presentation</li> <li>i) identify key signposting phrases to use in a presentation, in order to signal shift from one stage to another</li> <li>j) adopt appropriate pacing in his/her delivery during a presentation, so as to ensure effective communication, and target suitable intonation patterns to stress significant information</li> </ul>
	Knowledge – at the end of the module/unit the learner will have been exposed to the following:

	<ul style="list-style-type: none"> <li>a) Modal auxiliary verbs (revision of Present forms and extension into the Modal Perfect forms) - and their (inter) related functions and relative forms,</li> <li>b) Conditional forms – Revision of '0', 1<sup>st</sup> and 2<sup>nd</sup> Conditional; extension into 3<sup>rd</sup> and Mixed Conditionals</li> <li>c) Subjunctive forms (Introduction only)</li> <li>d) Fixed expressions to perform various functions directly or indirectly related to the above grammatical structures in relation to earmarked topics and tasks</li> <li>e) Vocabulary (plus related aspects, such as synonyms/antonyms, word families, prefixes &amp; suffixes, Homophones/Homonyms/Homographs) and other lexical and <i>lexico-grammatical</i> structures (i.e. Collocation, Phrasal Verbs, Idioms, Set Phrases) related to topics and themes earmarked in this Module, i.e. <i>Crime &amp; Punishment; Current Affairs; Dreams vs Reality; Discoveries; Education &amp; Work, Extreme Sports &amp; Holidays; Fashion; Families &amp; Relationships; Health &amp; Medicine; Inventions; Lifestyles; Personal Experiences &amp; Decisions; Mystery &amp; Magic; Marketing and Advertising; Promises &amp; Regrets; Society; Rules and Freedom; Superstition; The Environment; Global Issues and Solutions; The Future; Technology; Tourism; Transport</i></li> <li>f) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items</li> <li>g) Transitions/References</li> <li>h) Signposting and formulaic language relating to presentations, discussions, and a variety of transactional purposes targeted in this module</li> </ul>
	<p>Skills – at the end of the module/unit the learner will have acquired the following skills:</p>
	<p><b>Applying knowledge and understanding</b> The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) show confidence and independence when reading a variety of academic and (near) authentic and texts, adapting speed and style of reading (i.e. using strategies such as scanning and skimming, predicting content, establishing connections, inferring tone and bias, as well as other strategies acquired to date) to different texts and purposes, exhibiting a broad active reading vocabulary, albeit with some difficulty with low-frequency idioms necessitating the selective use of appropriate reference sources.</li> <li>b) organize and re-order ideas in a jumbled text or recording</li> <li>c) use contextual clues to achieve comprehension of, and to check understanding of main points, key details /specific information in earmarked live or broadcast/recorded (authentic or scripted) monologues/dialogues/etc., as well as to check predictions made prior to listening</li> <li>d) assemble notes taken during reading/listening of earmarked texts/recordings in order to produce a coherent summary of main content in writing or speaking</li> <li>e) label material, such as diagrams, charts, etc. from one's notes taken during reading/listening</li> <li>f) produce clearly intelligible continuous writing in relation to descriptions, letter writing, narrative, and discursive writing on topics earmarked in this module, following standard layout and paragraphing conventions, with reasonably accurate spelling and punctuation, albeit with some possible signs of mother tongue influence</li> <li>g) create short, engaging adverts and/or product leaflets, demonstrating an awareness of style and creativity in the use of language</li> <li>h) assemble information acquired during research or reading/listening to earmarked texts in order to design a quiz, demonstrating confidence and control of targeted grammatical and lexical structures</li> <li>i) operate with increased fluency and spontaneity, as well as improved pronunciation, when interacting with others, engaging in discussion or role play, and when giving a presentation</li> </ul>
	<p><b>Judgment Skills and Critical Abilities</b> The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) appraise his work and that of his peers in order to 'weed out' fallacies and to improve argument patterns, narrative techniques, descriptions, etc.</li> <li>b) evaluate and analyse information in earmarked texts (online or hard copy) or recordings in order to explain a viewpoint on a product or event, adopting a persuasive style of writing (i.e. to create an advert)</li> <li>c) argue a point and express viewpoints</li> <li>d) predict content of earmarked texts/recordings, at pre-reading/listening stage, from title, visuals, background noises (listening only)</li> </ul>

	<p>e) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes which will allow the learner to label other related material, or summarise/paraphrase content in his/her own argumentative writing or presentation</p> <p>f) infer writer's or speaker's opinion, bias and attitude through language used, or suprasegmental features of the speaker's language</p> <p>g) identify the function of a text (<i>i.e. informative, educational, etc.</i>)</p> <p>h) identify proper register to use in earmarked formal vs informal letters, reports, discursive essays, and advertising material, as well as when taking part in a discussion vs a debate, and when giving a presentation.</p>	
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to:</p> <p>a) demonstrate an increased awareness of appropriate strategies to take turns in a conversation or a discussion, to argue a point in a discussion and to use suitable signposting during discussions and presentations so as to facilitate communication</p> <p>b) identify strategies to overcome problems in communication through rephrasing, adapting pace, circumlocution, exemplifying, approximation, etc.</p> <p>c) demonstrate increased awareness of the use of proper register in his/her writing and speaking</p> <p>d) identify suitable intonation patterns to use in earmarked utterances, so as to convey clearly his/her intended message or attitude.</p>	
	<p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <p>a) establish an after-school extensive-reading/listening programme (targeting class readers, earmarked recordings, newspapers/magazines, podcasts/radio shows/other online resources) in order to:</p> <ul style="list-style-type: none"> <li>- ensure further development of his/her 'vocabulary bank'</li> <li>- refine strategies relating to understanding of meaning of 'new vocabulary' from context</li> <li>- hone strategies relating to understanding of the relationship of ideas in a text or recording, with a main focus on Coherence</li> </ul> <p>b) undertake further studies to facilitate retention of lexis learnt during guided learning hours by organizing vocabulary lists/charts/etc (aiding 'recording' and 'review' of vocabulary); also, working on practice sentences and creating role-play scripts, word games, etc. targeting the use of 'new vocabulary' (<i>i.e.</i> aiding 'recall')</p> <p>c) target key intonation patterns in earmarked recordings which are contextually linked to the grammatical structures targeted in this module, with a view to 'shadowing' and 'mirroring' so as to facilitate development in his/her pronunciation</p>	
<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>5</sup></p> <p>(Contact Hours are hours invested In learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">16</div>	<p>Supervised Placement and Practice Hours</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">n/a</div> <p>(During these hours the learner is supervised, coached or mentored.)</p>
	<p>Self-Study Hours</p> <p>(Estimated workload of research and study.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">32</div>	<p>Assessment Hours</p> <p>(Examinations/ presentations/ group work/ projects etc.)</p> <div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">2</div>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 50 _____ Hours</p>	

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

<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto; margin-right: auto; text-align: center;">n/a</div>	<p>Contact Hours Delivered Face-to-Face</p> <div style="border: 1px solid black; width: 40px; height: 20px; margin-left: auto; margin-right: auto; text-align: center;">n/a</div>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>• 32 hours of self-study (including homework assignments) , leading on from instruction during guided hours, so as to ensure (i) activation of learners' passive knowledge and recycling and storage of 'new' language and newly-acquired competences , and (ii) to help learner to prepare him/herself for future lessons.</li> <li>• 2 hours (+ 2 hours carried forward from Module 3) reserved for Progress Testing at the end of this module or after 64 hours of guided learning (Total Test time = 4 hrs)</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B.</b></p>	<p>Assessment: Formative assessment at the end of this module, or the first 64 hours of guided learning . Records of learner's performance are kept; however, the test score for this first progress test is not factored into the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following:             <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ...             <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in teachers which are more book-bound than others</li> </ul> </li> </ul>	



<b>Title of the Module / Unit:</b> <b>MODULE 5</b>	Part A: Shifting Focus – The Passive Voice Part B: Reporting Other People’s Words, Beliefs, Thoughts and Actions – Reported Speech
<b>Module / Unit Description</b>	Module 5 focuses on refining earmarked language skills and competencies relating to the four language skills, in tandem with revision and expansion of learner’s knowledge and communicative use of the Passive Voice and Indirect Speech in relation to earmarked topics and related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ul style="list-style-type: none"> <li>a) use the Passive Voice for descriptions of habitual, or repeated processes, or for academic objectivity, official reports, narrative in reporting, or reporting in general, where ...       <ul style="list-style-type: none"> <li>- the subject of the sentence is no longer the active ‘doer’, but is, instead, the ‘receiver’ of an action</li> <li>- the ‘doer’ of an action is unknown, or not important, <i>and</i></li> <li>- the ‘doer’ is implied, or unimportant, <i>and</i>, therefore, does not merit mention</li> </ul> </li> <li>b) recognise and use the appropriate form of Reported (or Indirect) Speech to report somebody’s words, thoughts, beliefs or perceptions</li> <li>c) distinguish key features in the layout of a text, as well as headlines/titles, visuals, and related quotes to help establish a vague idea of content, at pre-reading stage; then, establish main idea and key details by skim reading and more intensive reading, thus checking predictions made earlier</li> <li>d) identify key points or specific information in a text or a recording ...       <ul style="list-style-type: none"> <li>- to create useful notes so as to summarise main content, <i>and/or</i></li> <li>- to label related material, such as diagrams, charts, etc.</li> </ul> </li> <li>e) identify key features of speech in rapid speech to facilitate understanding of earmarked recordings and in their own communication with native speakers</li> <li>f) demonstrate a refined ability to use contextual clues to achieve comprehension of, and to check understanding of main points, key details /specific information in earmarked live or broadcast/recorded monologues/dialogues/etc (authentic or scripted), as well as to check predictions made prior to listening</li> <li>g) create short interesting and engaging newspaper articles to report incidents and events, or longer magazine articles to report experiences or discuss topical issues and a variety of other subjects, demonstrating effective manipulation of Direct and Reported speech, as well as effective use of Ellipses in the creation of titles/headlines</li> <li>h) write interesting and engaging short stories, demonstrating effective organisation/structure and good use of dialogue (<i>i.e.</i> direct speech) and reporting of characters’ thoughts, perceptions, etc. so as to engage the reader</li> <li>i) review targeted books and/or films, demonstrating creative and entertaining ways of engaging the reader and of giving/justifying opinion effective use of structures earmarked in this module</li> <li>j) explain/describe a process, demonstrating effective use of the Passive voice and implementing the use of an impersonal, formal style so as to focus the reader on the process itself</li> <li>k) formulate balanced arguments on topical issues earmarked in this module, demonstrating effective use of the Passive Voice in key areas where the writer needs to highlight key issues, or arguments</li> <li>l) deconstruct data provided in a graph or chart fashion in order to summarise content and/or to interpret information therein, demonstrating an improved competence in appropriate phrases to describe data</li> <li>m) create reports assessing targeted situations/events/venues, demonstrating effective use of the Passive Voice to clearly and accurately describe thoughts and make brief recommendations whilst maintaining an impersonal style of writing and ensuring a clear and logical structure</li> <li>n) 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 formal letters, as well as semi-formal emails, demonstrating also an ability to use the appropriate structure and register</li> <li>o) engage effectively in discussion, explaining viewpoint/s, negotiating, and reaching consensus</li> <li>p) identify and interpret key features of speech of an earmarked character in role play and simulations</li> <li>q) explore ways of integrating connected speech and other features of rapid speech in his/her own speaking</li> </ul>

	<p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p> <ul style="list-style-type: none"> <li>a) The Passive Voice (vs Active Voice) and the Indirect, or Reported Speech (vs Direct Speech), together with related forms and functions</li> <li>b) Fixed expressions to perform various functions directly or indirectly related to the targeted structures and in relation to earmarked topics and tasks</li> <li>c) Set phrases to talk about a sequence of events, and to talk about graphs, diagrams, and statistics/data</li> <li>d) Stylistic devices: references, parallelism, similes, metaphors, etc.</li> <li>e) Reporting verbs</li> <li>f)             <ul style="list-style-type: none"> <li>(i) Vocabulary and related aspects, specifically affixation, synonymy, word families, easily-confused words, ‘imported’ words, AmEnglish equivalents, <i>and</i></li> <li>(i) Other lexical and <i>lexico-grammatical</i> structures (i.e. Collocation, Phrasal Verbs, Idioms, Set Phrases), <i>as well as</i></li> <li>(ii) Slang and Colloquial expressions in natural English</li> </ul> <p>... in relation to topics and themes earmarked in this module, such as: <i>Art Forms, Communication &amp; The Media, Crime &amp; Investigations, Famous People &amp; Biographies, Famous Quotes, Films, Health and Cosmetic Treatment, Holidays, Jokes, Stories &amp; Gossiping, Law &amp; Order, Literature, Memories, Politics, Reporting, Relationships and Customs, Science and Technology, The Home, The World of Business, The World of Science</i></p> </li> <li>g) Segmental and suprasegmental features of the spoken language in relation to targeted structures and lexical items, specifically, abbreviated forms, weak forms, word stress, sentence stress, connected speech</li> </ul> <p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p> <p><b>Applying knowledge and understanding</b>          The learner will be able to ...</p> <ul style="list-style-type: none"> <li>a) show improved confidence and independence when reading a variety of academic and authentic and near-authentic texts, adapting speed of reading and style of reading (i.e. using strategies such as scanning and skimming, predicting content, establishing connections, inferring tone and bias, as well as other strategies acquired to date) to different texts and purposes, exhibiting a broad active reading vocabulary, albeit with some difficulty with low-frequency idioms necessitating the selective use of appropriate reference sources.</li> <li>b) experiment with the use of specific strategies to establish gist/main idea, and locate key information and details in a recording in order to carry out a number of related tasks</li> <li>c) produce effective notes from earmarked texts and recordings</li> <li>d) summarise content of earmarked texts/recordings from related notes, as well as data provided in targeted graphs/charts in writing or via a short talk or presentation</li> <li>e) produce clearly intelligible continuous writing, in relation to newspaper and magazine articles, formal letters, semi-formal and informal emails, short stories, description of a process, as well as discursive writing, summary writing, and report writing which target topics covered in this module and others related to their field of interest, following standard layout and paragraphing conventions, demonstrating confidence and control in relation to style, register and relative language structures, as well as accurate spelling and punctuation, albeit with some possible signs of mother tongue influence</li> <li>f) create interesting and engaging short adverts</li> <li>g) operate with a degree of fluency and spontaneity when interacting with others, engaging in discussion or role play, and/or giving a presentation</li> </ul> <p><b>Judgment Skills and Critical Abilities</b>          The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) appraise his work and that of his peers in order to ‘weed out’ mistakes and to improve argument patterns, narrative techniques, descriptions, etc.</li> <li>b) analyse earmarked texts in order to establish style (including stylistic features) and purpose, identify fact vs opinion, as well as writer’s attitude/bias</li> <li>c) interpret data and other information in earmarked graphs and tables <i>via a summary of content</i> in a report or other form of writing</li> </ul>
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	<p>d) draw logical conclusions from earmarked extracts from recordings</p> <p>e) select an adequate style of writing in the production of different types of texts [e.g. Impersonal style for (more) formal (or academic) writing, such as report writing; Neutral style or a more 'sensational' style for (broadsheet or tabloid) journalistic writing; etc.]</p> <p>f) argue a point and express viewpoints</p> <p>g) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc. and predict outcome/ending at during-reading/listening stage</p> <p>h) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes which will allow the learner to label other related material, or summarise/paraphrase content in his/her own writing or speaking</p> <p>i) distinguish between different styles of writing in earmarked texts and documents, and identify appropriate style and register to be used in the various forms of writing covered in this module</p> <p>j) identify speaker's bias in an earmarked recording/speech, etc. and interpret his/her attitude through choice of words, intonation patterns (and paralinguistic features, in the case of video recordings)</p>				
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <p>a) operate efficiently within a team, adapting input and utilising methods for interacting sensitively and effectively with others during discussions and in the organization of a group presentation, etc.</p> <p>b) identify and use adequate strategies to take turns during a debate/discussion, to interrupt other speakers, and to express viewpoints</p> <p>c) identify the right amount of detail to include within a presentation so as to keep the audience engaged</p> <p>d) adopt an appropriate pace (or speech speed) when delivering a presentation, and demonstrate increased awareness of other aspects of communication and paralinguistic speech which facilitate effective communication, such as gestures, eye contact and body language</p> <p>e) demonstrate increased understanding of rapid speech in natural English recordings and in his/her dealings with native speakers, and attempts to use Connected Speech in his/her own spoken English, aiming to produce continuous streams of sound without clear-cut boundaries between each and every word</p>				
	<p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <p>a) demonstrate a refined competence to evaluate the importance of coherence in a text, with particular focus on referencing, signposting, and flow of ideas, with a view to (i) producing texts which have systematic and logical connections and (ii) evaluating his/her work for coherence and accuracy of structures and syntax</p> <p>b) identify when to use direct speech vs reported speech, for effect, in a short story</p> <p>c) determine the appropriate register to use in impersonal writing, such as description of a process, report writing, argumentative writing.</p> <p>d) establish an after-school reading programme (targeting hard copy and online material) in order to:</p> <ul style="list-style-type: none"> <li>- ensure further development of his/her 'vocabulary bank' with particular focus on morphology (specifically Word Families), inter-related words (e.g. synonyms, antonyms), low-frequency words, and easily-confused words</li> <li>- refine reading strategies earmarked in this module (e.g. making predictions, skimming, scanning, reading for detail, making inferences about content, bias etc.)</li> </ul>				
<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours,</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Total Contact Hours <sup>6</sup> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p> </td> <td style="width: 10%; text-align: center; vertical-align: middle;">16</td> <td style="width: 40%; vertical-align: top;"> <p>Supervised Placement and Practice Hours</p> </td> <td style="width: 10%; text-align: center; vertical-align: middle;">n/a</td> </tr> </table> <p>(During these hours the learner is supervised, coached or mentored.)</p>	<p>Total Contact Hours <sup>6</sup> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	16	<p>Supervised Placement and Practice Hours</p>	n/a
<p>Total Contact Hours <sup>6</sup> (Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p>	16	<p>Supervised Placement and Practice Hours</p>	n/a		

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

<p>self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p><b>Self-Study Hours</b> (Estimated workload of research and study.)</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">32</p>	<p><b>Assessment Hours</b> (Examinations/ presentations/ group work/ projects etc.)</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">2</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">n/a</p>	<p>Contact Hours Delivered Face-to-Face</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">n/a</p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>• 32 hours of self-study (including homework assignments) , leading on from instruction during guided hours, so as to ensure (i) activation of learners' passive knowledge and recycling and storage of 'new' language and newly-acquired competences , and (ii) to help learner to prepare him/herself for future lessons.</li> <li>• 2 hours reserved for the final test at the end of Module 6 or after 96 hours of guided learning (Total Test time = 4 hrs)</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Summative assessment at the end of Module, 6 or after 96 hours of guided learning. Records of learner's performance are kept and the test score for this final test constitute the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT, thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 – 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in teachers which are more book-bound than others</li> </ul> </li> </ul>	

<b>Title of the Module / Unit : MODULE 6</b>	Part A: Modifying Discourse: A Focus on Relative Clauses Part B: Analysing Verb Patterns
<b>Module / Unit Description</b>	<p>Module 6 focuses on a final refining of 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.</p> <p>Activation of the earmarked grammatical structures is conducted in relation to revision of the tense system in tandem with earmarked topics and related language structures, <i>i.e.</i> lexical structures (Vocabulary, Set Phrases, Collocation, Idioms, Phrasal Verbs), functional language and pronunciation features.</p>
<b>Learning Outcomes</b>	<p>Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to ....</p> <ol style="list-style-type: none"> <li>a) use Relative Clauses in his/her writing or speaking to help him/her identify people and things, he has just mentioned, or to provide more information about them, using appropriate intonation patterns (in oral production) or appropriate punctuation, where necessary (in written production) to indicate defining or non-defining information provided in the clauses</li> <li>b) identify the appropriate Verb pattern to use when two verbs follow each other in a particular utterance or clause</li> <li>c) establish the relationship between different parts of a sentence, different sentences and/or paragraphs in order to appreciate the importance of coherence in a text (with particular focus on referencing, signposting and paragraphing), with a view to producing texts which have systematic and logical connections</li> <li>d) understand the use of complex sentences in earmarked texts, with a view to establishing clearer comprehension of content and to producing texts which have clear systematic connections, notwithstanding the use of complex sentences</li> <li>e) identify key vocabulary in the title of an earmarked text or recording, as well as key features relating to structure (reading only) and key details in the opening statement/s or the first paragraph of the text, in order to predict overall content; then reading/listening for gist to check predictions</li> <li>f) identify specific information and data in an earmarked text or recording in order to establish content</li> <li>g) interpret content of an earmarked text, establish purpose and style, and draw conclusions <i>via</i> intensive reading</li> <li>h) identify key details in a text through location of topic sentences in each paragraph</li> <li>i) identify detail in a recording, such as choice of lexis, key phrases and structures, specific information, paralinguistic features of speech, and intonation patterns in order to gain further understanding, draw conclusions, compare expressed views, and to take useful notes relating to content</li> <li>j) present balanced arguments on topical issues in essay form</li> <li>k) write clear and interesting descriptions of people, places, things, situations and events, making use of defining and non-defining clauses and exploring a range of adjectives and descriptive phrases to enhance descriptions <i>via</i> descriptive essays or magazine articles</li> <li>l) produce engaging product descriptions for advertising purposes, making use of emotive, descriptive language</li> <li>m) write formal letters and semi-formal letters, and semi-formal and informal emails for a variety of transactional purposes, such as making enquiries, demonstrating an ability to use the appropriate structure and register as well as suitable formulaic language</li> <li>n) identify appropriate note-taking techniques to record key points in a text or recording so as facilitate the writing of an accurate summary of content</li> <li>o) engage efficiently in discussion, explaining viewpoints, maintaining interaction, negotiating and reaching consensus</li> <li>p) identify key features of speech of earmarked character and take part in a role play or simulation</li> <li>q) Identify appropriate ways of starting and finishing a short talk or presentation, and suitable signposting to move on from section to another</li> <li>r) identify features of connected speech in earmarked recordings, and explore ways of integrating such features speech of rapid speech in their own speaking</li> </ol>

	<p><b>Knowledge – at the end of the module/unit the learner will have been exposed to the following:</b></p> <ul style="list-style-type: none"> <li>a) Defining and Non-defining clauses</li> <li>b) Verb Patterns, specifically Gerunds vs Infinitives, Modal Auxiliary verbs and semi-Modals, Verbs of Perception, Dependent Prepositions, The Imperative, Inversions for emphasis, Conditional forms</li> <li>c) Participle adjectives, Compound adjectives, Gradable Adjectives and Modifying Adverbs</li> <li>d) Order of Adjectives</li> <li>e) Lexical connotation, extreme adjectives and superlative phrases (for emotive, descriptive language normally used in advertising)</li> <li>f) Set phrases and Fixed expressions (functional language), Phrasal verbs and Collocations relating to topics and tasks earmarked in the syllabus</li> <li>g) Language of statistics (to interpret data in studies, graphs, etc.)</li> <li>h) 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.</li> <li>i) 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 : <i>The Arts, Advertising, Behaviour Patterns, Culture, Descriptions, Celebrations and Festivals, Extreme Living, Food &amp; Drink, Health &amp; Fitness, Holidays, Travel &amp; Tourism, Houses &amp; Homes, Humour, Jobs &amp; Responsibilities, Likes &amp; Dislikes, Memories, Psychology, Religion, The World of Business, The World around Us, The World of Sports, Travel &amp; Tourism</i></li> <li>j) 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</li> </ul> <p><b>Skills – at the end of the module/unit the learner will have acquired the following skills:</b></p> <p><b>Applying knowledge and understanding</b> The learner will be able to ....</p> <ul style="list-style-type: none"> <li>a) show increased confidence and independence when reading a variety of academic and authentic and near-authentic texts, adapting speed of reading and style of reading (i.e. using strategies such as scanning and skimming, predicting content, identifying key details and specific information, drawing conclusions, inferring bias, understanding purpose and style, as well as other strategies acquired to date) to different texts and purposes, exhibiting a broad active reading vocabulary, albeit with some difficulty with low-frequency idioms necessitating the selective use of appropriate reference sources.</li> <li>b) assemble notes taken from reading texts and recordings in order to produce a summary of content</li> <li>c) produce clearly intelligible continuous writing in relation to descriptions, newspaper and magazine articles, formal letters, semi-formal and informal emails, as well as discursive writing, summary writing, and article writing which target topics covered in this module and others related to their field of interest, following standard layout and paragraphing conventions, demonstrating confidence and control of relative language structures and accurate spelling and punctuation, albeit with some possible signs of mother tongue influence</li> <li>d) produce advertising material, demonstrating creative writing skills</li> <li>e) operate with a degree of fluency and spontaneity when interacting with others, engaging in discussion or role play, and/or giving a presentation</li> </ul> <p><b>Judgment Skills and Critical Abilities</b> The learner will be able to...</p> <ul style="list-style-type: none"> <li>a) analyse earmarked texts in order to establish style (including stylistic features) and purpose, identify fact vs opinion, as well as writer's attitude/bias</li> <li>b) evaluate language use in targeted texts/recordings, as well as content or earmarked sections, in order to draw logical conclusions, such as establishing the real purpose of the text/recording</li> </ul>
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	<ul style="list-style-type: none"> <li>c) select an adequate style of writing in the production of different types of texts (e.g. descriptive writing, emotive, descriptive language in Adverts, Brochures, etc., Impersonal style for an article in an academic magazine)</li> <li>d) select stylistic features to use in their own writing (e.g. critical, satirical, complimentary, humorous etc.)</li> <li>e) argue a point and express viewpoints</li> <li>f) predict content of earmarked texts/recordings at pre-reading/listening stage, from title, headlines, visuals, etc.</li> <li>g) identify key points/ideas and evaluate information in a text or recording in order to take adequate notes about content</li> <li>h) identify appropriate style and register to be used in the various forms of writing covered in this module</li> <li>i) identify speaker's attitude through choice of words, intonation patterns (and paralinguistic features, in the case of video recordings)</li> <li>j) infer (unstated) details about people, places, events mentioned in a text through use of stylistic devices (e.g. metaphors, alliteration, parallelism)</li> </ul>
	<p><b>Module-Specific Communication Skills</b> (Over and above those mentioned in Section B) The learner will be able to: Operate efficiently within a team, negotiating and adapting input, and interacting sensitively and effectively with others in order to....</p> <ul style="list-style-type: none"> <li>- produce collaborative writing of discursive essays, advertising material, and other genres</li> <li>- take part in a debate and/or discussion, offering and justifying opinion/s, tactfully agreeing or disagreeing with others</li> <li>- identify and agree on a suitable introduction and conclusion to a group presentation</li> </ul>
	<p><b>Module-Specific Learner Skills</b> <b>Competences</b> (Over and above those mentioned in Section B) The learner will be able to ...</p> <ul style="list-style-type: none"> <li>a) appraise his work so as to 'weed out' inaccuracies and to improve argument patterns, narrative techniques, descriptions, etc.</li> <li>b) undertake further studies to expand his/her range of active lexis by establishing techniques for further expansion of his/her 'passive knowledge' and devising ways of ensuring improved 'active use', such as ...             <ul style="list-style-type: none"> <li>- setting weekly goals</li> <li>- creating chunks of language around lexis which he/she has recently learned</li> <li>- aiming at using more low-frequency words and related synonyms in his/her writing/speaking</li> </ul> </li> <li>c) establish an after-school reading programme in order to:             <ul style="list-style-type: none"> <li>- facilitate further development of his/her 'vocabulary bank' through careful recording of new and/or 'problem' words/expressions and other lexical structures, such as collocation, and ensuring activation in their own writing and/or speaking</li> <li>- improve reading speed,</li> <li>- focus on paragraphing (i.e. targeting topic sentence in earmarked paragraphs)</li> <li>- analyse earmarked sections for cohesive devices, discourse markers and transitions (See also final point in this section)</li> <li>- understand the function of such 'tools' as 'ellipses' in a piece of writing</li> <li>- to refine basic reading strategies, such as scanning and skimming, as well as other strategies earmarked in this module (e.g. predicting content, drawing conclusions, reading for detail, inferring content which is not clearly detailed, etc.)</li> <li>- re-order targeted jumbled texts or sets of sentences (following on from analysis of earmarked texts for cohesive devices – See point 4, above)</li> </ul> </li> <li>d) establish an after-school 'extensive listening' programme targeting podcasts, audio books, authentic recordings (as recommended by the class teacher) in order to...             <ul style="list-style-type: none"> <li>- hone strategies such as listening for gist, main idea/s, key information and specific details such as linking of ideas in the recording), <i>and</i></li> <li>- to gain further exposure to the communicative use of structures earmarked in this module</li> </ul> </li> <li>e) keep a 'listening journal' in relation to 'after school' listening, detailing accessed material, and reflection on performance</li> </ul>



<p><b>Hours of Total Learning for this Module / Unit</b></p> <p>1 ECTS is equivalent to 25 total hours of learning, inclusive of contact hours, supervised placement and practice hours, self-study hours and assessment hours. At least 20% (5 hours for every ECTS) must be <u>contact hours</u> or as otherwise established from time to time by MFHEA.</p>	<p>Total Contact Hours <sup>7</sup></p> <p>(Contact Hours are hours invested in learning new content under the Direction of a tutor/lecturer (e.g. lectures, participation in online forums, video-lectures).</p> <p style="text-align: right;">16</p>	<p>Supervised Placement and Practice Hours</p> <p>(During these hours the learner is supervised, coached or mentored.)</p> <p style="text-align: right;">n/a</p>
	<p>Self-Study Hours</p> <p>(Estimated workload of research and study.)</p> <p style="text-align: right;">32</p>	<p>Assessment Hours</p> <p>(Examinations/ presentations/ group work/ projects etc.)</p> <p style="text-align: right;">2</p>
<p><b>Total Learning Hours of this Module</b></p>	<p style="text-align: center;">_____ 50 _____ Hours</p>	
<p><b>Percentage of Total Contact Hours delivered online.</b></p>	<p>Contact Hours Delivered Online</p> <p style="text-align: right;">n/a</p>	<p>Contact Hours Delivered Face-to-Face</p> <p style="text-align: right;">n/a</p>
<p><b>Total Number of ECTS / ECVET of this Module / Unit</b></p>	<p style="text-align: center;">_____ 2 _____ ECTS / ECVETs</p>	
<p><b>Explain how this module/unit will be taught in line with Section B</b></p>	<ul style="list-style-type: none"> <li>• 16 hours face-to-face teaching, targeting communicative tasks entailing the use of earmarked language structures around realistic situations, so as to trigger (near) authentic communication, thus facilitating development of autonomy and independence while learning. Lessons range from teacher-led activities/tasks, where new language is being learned, to student-led activities where the new language structures are activated and consolidated.</li> <li>• 32 hours of self-study (including homework assignments) , leading on from instruction during guided hours, so as to ensure (i) activation of learners' passive knowledge and recycling and storage of 'new' language and newly-acquired competences , and (ii) to help learner to prepare him/herself for future lessons.</li> <li>• 2 hours (+ 2 hours carried forward from Module 5) reserved for the final test at the end of this Module or after 96 hours of guided learning (Total Test time = 4 hrs)</li> </ul>	
<p><b>Explain how this particular module/unit will be assessed in line with Section B</b></p>	<p>Assessment: Summative assessment at the end of this module, or after 96 hours of guided learning. Records of learner's performance are kept and the test scores for this final test constitute the final assessment scores. (See Overall Assessment Guidelines section)</p>	
<p><b>Reading List</b></p>	<p><b>Core Reading List .....Supplementary Reading List</b></p> <ul style="list-style-type: none"> <li>• Given the broad objectives of the course, there is no reading list. The programme revolves around the course syllabus which is activated by the teacher through the earmarked coursebook, viewed as the main resource, supported by additional resource available to him/her. Currently, the earmarked coursebook is <i>Life – Upper Intermediate</i> by Paul Dummet, John Hughes, and Helen Stephenson, Cengage, 1<sup>st</sup> Edition (See <a href="http://www.cengage.com.br/els/life/">http://www.cengage.com.br/els/life/</a>)</li> <li>• ESOL (English as a Second or Other Language) coursebooks are selected by the Director of Studies together with the Course Co-ordinators of the various centres, following a comparative analysis of a set of identified course books in relation to the following: <ul style="list-style-type: none"> <li>- relating the course programme, syllabus and broad objectives to the intended teaching-learning situation as stated by the publishers of the books under review (i.e. Earmarked course books need to complement the course syllabus and reflect the broad communicative approach advocated by ESaT., thereby maximizing teaching and learning)</li> <li>- analysis of the prescribed methodology and syllabus of the identified course book/s</li> <li>- comparative analysis of selected sections of identified course books</li> </ul> </li> <li>• The selected course book is changed every 3 - 4 years, or earlier if deemed necessary, so as to ... <ul style="list-style-type: none"> <li>- reflect latest development in ESOL teaching</li> <li>- provide up-to-date scenarios and topics</li> <li>- cater for return students' needs</li> <li>- encourage creativity in teachers which are more book-bound than others</li> </ul> </li> </ul>	

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