

| <b>Module Details</b>  |  |
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| <b>Module Title:</b>   | English for Specific Academic Purposes |
| <b>Module Code:</b>    | LAU3002-B                              |
| <b>Academic Year:</b>  | 2019-20                                |
| <b>Credit Rating:</b>  | 20                                     |
| <b>School:</b>         | University Language Centre             |
| <b>Subject Area:</b>   | Languages                              |
| <b>FHEQ Level:</b>     | FHEQ Level 3                           |
| <b>Pre-requisites:</b> |  |
| <b>Co-requisites:</b>  |  |

| <b>Contact Hours</b> |              |
|----------------------|--------------|
| <b>Type</b>          | <b>Hours</b> |
| Seminar              | 168          |
| Directed Study       | 32           |

| <b>Availability</b> |   |
|---------------------|---|
| <b>Occurrence</b>   | <b>Location / Period</b>                            |
| BDA                 | University of Bradford / Academic Year (Sept - May) |

| <b>Module Aims</b>   |
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| <p>This module will familiarise you with the English language skills, vocabulary and conventions specific to your preferred pathway and future academic aspirations, and sufficient to cope with independent study at undergraduate level, i.e. equivalent to B2 (CEFR) level. You will be grouped in small class sizes with you on a 'Science and Health Pathway' or a 'Business and Social Science Pathway'. You will be able to speak individually and interact with others on pathway related academic topics, conveying the general message in most contexts; follow the argument of lectures and other longer stretches of speech on pathway related academic topics; understand a range of academic texts and complete a variety of tasks based on them; and cope with written assignments specific to your pathway at undergraduate level.</p> |

| <b>Outline Syllabus</b>   |
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| <ul style="list-style-type: none"> <li>Grammar, which will focus on rhetorical patterns prominent in pathway genres.</li> </ul> |

- Skills to support the independent learning of pathway -specific vocabulary and collocations.
- Academic listening skills relevant to pathway specific genres.
- Academic speaking skills for expressing rhetorical patterns appropriate to pathway-specific genres; awareness of the phonological features of English required to support ability in these skills.
- A range of strategies for fast and effective reading such as prediction, surveying, skimming, scanning, speed-reading, word-attack skills and discriminating main from supporting points; ability to evaluate and use sources and take notes.
- Skills for paraphrasing, summarising, organising, evaluating and critiquing academic writing.

| <b>Learning Outcomes</b> |   |
|--------------------------|---|
| 1                        | Understand the appropriate communication strategies for conveying information and expressing evidence-based viewpoints on pathway specific topics         |
| 10                       | Plan, structure and organise correctly-referenced written university assignments of the type you are likely to encounter on your future degree programmes |
| 11                       | Read a range of university-level texts and employ note-taking skills to extract relevant information  |
| 2                        | Understand a wide range of English vocabulary and grammatical structures specific to your pathway   |
| 3                        | Understand the characteristics of academic discourse specific to your pathway .   |
| 4                        | Participate in pathway-related discussion topics, using appropriate language to engage with the functional demands of your professional field             |
| 5                        | Follow clear discussions, seminars, lectures and spoken media in English on pathway specific topics   |
| 6                        | Reformulate and evaluate information from a variety of sources;   |
| 7                        | Read a variety of subject-specific texts using strategies appropriate to your purpose in reading  |
| 8                        | Contribute to discussions, tutorials and seminars on pathway-related topics   |
| 9                        | Identify the main points and supporting details of spoken genres related to your pathway; employ note-taking skills to extract relevant information       |

| <b>Learning, Teaching and Assessment Strategy</b>   |
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| <p>You learn in small interactive groups formed around on task-based learner-centred tasks. There is a focus on authentic, pathway-related materials and tasks based on learner needs and you will be grouped according to your preferred pathway. You will work with both language and subject specialists learning in ways typical of your preferred pathway and future academic aspirations (LO 2, 3).</p> <p>You will use a range of strategies to engage with and analyse pathway-related written and aural texts and activities and will develop your ability to produce spoken and written genres appropriate to context (LO 1).</p> <p>Learning and assessment activities will be based on academic genres typical of your pathway,</p> |

introducing to you the different teaching and assessment methods frequently used at university including scholarly articles, presentations, group discussion (LO 3, 4, 7, 8), structured interviews and lectures (LO 5, 9), involving tasks such as note-taking, summarising and reformulating, (LO 6, 9, 10, 11) and requiring subject specific vocabulary. (LO 2, 4, 5, 8, 10). Marking criteria will address successful completion of task to the level of English required for your pathway.

The module Canvas site will support you to further enhance the transferable skills and knowledge of using English for specific academic purposes. The site will host a range of online resources, class resources, directed reading lists with guided reading activities and external links. You will be supported to use PebblePad to reflect on your personal development throughout the programme.

Assessment 1: Group discussion (speaking test) will assess LO's 1,2,4,8

Assessment 2: Listening test will assess LO's 2,3,5,9

Assessment 3: Written assignment will assess LO's 1,6,7,10

Assessment 4: Reading and language awareness exam will assess LO's 2,7,11

Pass mark and Supplementary Assessment:

The pass mark for this module is 40%. However, if you are required to achieve a higher IELTS than the minimum 6.0 for entry to your target follow-on programme, you will be required to achieve the following grades:

- To achieve equivalent of IELTS 6.5 - pass at 50%
- To achieve equivalent of IELTS 7.0 - pass at 60%

If you do not achieve the required pass mark to demonstrate the requisite IELTS you will be permitted supplementary assessment in the supplementary period.

| <b>Mode of Assessment</b> |                           |  |               |                  |
|---------------------------|---------------------------|--|---------------|------------------|
| <b>Type</b>               | <b>Method</b>             | <b>Description</b>                             | <b>Length</b> | <b>Weighting</b> |
| Summative                 | Examination - closed book | Reading and language awareness examination     | 1.5 hours     | 25%              |
| Summative                 | Coursework                | Written assignment (1000 words)                | 1000 words    | 25%              |
| Summative                 | Classroom test            | Pathway specific listening test                | 1 hour        | 25%              |
| Summative                 | Classroom test            | Speaking test. Group discussion, in class test | 30 minutes    | 25%              |

| <b>Reading List</b>  |
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| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> . |

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*