

<b>Module Details</b>	
<b>Module Title</b>	General English Skills
<b>Module Code</b>	BIC3027-Z
<b>Academic Year</b>	2022/3
<b>Credit Rating</b>	0
<b>School</b>	UoB International College
<b>Subject Area</b>	UoB International College
<b>FHEQ Level</b>	RQF Level 3
<b>Pre-requisites</b>	
<b>Co-requisites</b>	

<b>Contact Hours</b>	
<b>Type</b>	<b>Hours</b>
Directed Study	100
Lectures	150

<b>Availability</b>	
<b>Occurrence</b>	<b>Location / Period</b>
BDA	University of Bradford / Semester 1
BDA	University of Bradford / Semester 2

## **Module Aims**

The module caters for the English language training needs of students who have joined the International Foundation Programme at UBIC with an IELTS score of 4.5 IELTS. The aim is to raise the students' level of English to a minimum of 5.0 IELTS to enable them to engage more confidently with their subject studies in their second and third terms. Matching attainment with the IELTS descriptors for band 5 is the first objective.

## **Outline Syllabus**

The focus at the start of the module is on intensive English language study of a more general kind. There is an emphasis on general English with clarity of communication the key to success. Sound knowledge of grammar gives the students access to the building blocks of the language. Vocabulary development widens the range of topics that students can engage in through written and oral communication.

The approach in this general course remains skills-based and towards the end of the module, students will be interested in the more formal mode of expression that is used in academic study.

The early focus is on writing and reading skills. In reading students start with shorter, more manageable pieces and move on as the module progresses to longer and more complex pieces. The aim is for students to learn the techniques, such as scanning and skimming which will allow them to cope with the volume of reading that academic study entails.

In writing students learn about sentence structure and move to the building of paragraphs. These, in turn, lead to longer pieces of writing such as narrative accounts and summaries and reports.

Listening is a skill best developed interactively through engaging in conversations and discussions which turn into something more formal such as a lecture, seminar discussion or debate. To demonstrate the development of listening skills, students begin to take notes from short statements or discussions.

Speaking develops alongside listening as students engage in discussions, seek information or clarification, and perhaps become providers of information themselves. Students learn how to disagree with and challenge each other's views in line with the conventions of academic discourse.

By the end of the module, the students will have begun to understand and appreciate the academic context and are introduced to the notion of academic integrity.

<b>Learning Outcomes</b>	
01	Demonstrate writing skills on given topics in a coherent and accurate form.
02	Respond to questions on texts of increasing difficulty.
03	Demonstrate an understanding of conversations and more formal discussions.
04	Involve themselves confidently in those conversations and discussions.

<b>Learning, Teaching and Assessment Strategy</b>
<p>Delivery is in small classes (max 18 students) with a strong focus on interactivity between staff and student and within the group. This interactivity involves pair and group work and is enhanced by the use of SmartBoard technology.</p> <p>Initially, tutors focus on delivery to the whole class. As soon as practical, however, students move promptly to engage in working together with the tutor increasingly becoming a facilitator and guide for the students.</p> <p>Student progress is closely monitored by both subject staff and each student's personal tutor. Tutors hold one to one sessions with students during which they are encouraged to reflect on their own progress in meeting the objectives of the course. Out of this monitoring comes the provision, as necessary, of learner support in specific, identified weaker areas or where students are making limited, unsatisfactory progress. This level of support is particularly vital in this course which underpins all the students' later efforts in studies.</p>

<b>Mode of Assessment</b>				
<b>Type</b>	<b>Method</b>	<b>Description</b>	<b>Weighting</b>	
Summative	Classroom test	Tests of the ability to read, write and listen with increasing	1 hour 30	75%

		confidence (1.5 Hours x2)	mins	
Summative	Coursework - Written	Speaking task in a group situation (20 minutes)	20 mins	25%

### Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*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.*