

Module Details	
Module Title	English for Master's Preparation 2
Module Code	BIC6005-A
Academic Year	2022/3
Credits	10
School	UoB International College
FHEQ Level	FHEQ Level 6

Contact Hours	
Type	Hours
Lectures	50
Directed Study	50

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Non-Standard Academic Year
BDA	University of Bradford / Semester 1
BDA	University of Bradford / Semester 3

Module Aims
<p>The module aims to continue to develop the existing English language ability of international students to prepare them for study at Master's level at the University of Bradford, in particular, raise students' measurable proficiency from a minimum of 6.0 IELTS to 6.5 IELTS or higher and to further increase linguistic competence and boost confidence to a higher level in the use of English in the context of postgraduate studies.</p> <p>The course approach aims to ensure that linguistic ability ensures successful engagement in academic courses in their subject studies at FHEQ Level 7. Students develop further their deployment of the advanced skills of critical thinking, evaluation and creative engagement with study materials in helping them pose and solve problems. Students are introduced to further strategies and techniques that will enable them to function better as self-directed and autonomous learners.</p>

## Outline Syllabus

The course is structured as an intensive language and study skills unit aimed at supporting students as they prepare for their postgraduate studies in their relevant subject areas. This course builds on, extends and develops both language and advanced academic study skills that the students already possess from their prior academic studies. Discourse channels continue to be developed as specified in published IELTS band-descriptors, especially, for this module, IELTS band 6.

Students develop their oral and aural skills by appreciating the variety of language styles and purposes, listening for specific information and attitude and with anticipation, adopting appropriate conventions of tone and behaviour in academic discussions and seminars, managing misunderstandings and engaging in clear and effective communication, with the ability to evaluate their own and others.

More advanced EAP skills in written language are taught, including answering complex and probing questions on specialised texts, review of lexis and grammar structures used to present factual information in pieces of extended writing, presentation and practice of advanced language structures and lexis to write factual and discursive essays, review and practice of note-taking from specialised texts, including academic journals, using symbols, charts, contracted forms of words and phrases, abbreviations and page layouts, and the development of vocabulary-building strategies and grammar usage within the context of their chosen studies at postgraduate level.

Further aspects of British Culture are covered, including higher education, in the material used for language development.

There is an introduction to more advanced academic study skills, including referencing and citation, reinforcement of the differences between bad academic practice and plagiarism, use of Turnitin, effective use of a range of sources of study materials including specialised journals; research methods, organisational skills, critical thinking, independent learning, a reflective, self-evaluative approach to learning and effective preparation for presentations and examinations and writing a dissertation.

## Learning Outcomes

Outcome Number	Description
L01	Demonstrate the ability to function as an independent learner at a minimum of IELTS 6.5 by deploying an appropriate level of skill in Writing, Reading, Listening and Speaking.
L02	Communicate effectively in oral English in a range of academic situations and demonstrate advanced skills in academic discourse and negotiation.
L03	Access, interpret and incorporate specialised academic texts appropriately into their own written work.
L04	Apply a range of transferable academic research and study skills as preparation for postgraduate study.
L05	Organise and structure an extended academic research project within their chosen field of study and drawing on a range of sources of material.
L06	Prepare and deliver a presentation on a topic related to their future academic studies.

## Learning, Teaching and Assessment Strategy

Working in groups of up to eighteen, students learn via tutor-led seminars and practical sessions. The teaching approach places considerable emphasis on interactivity between teacher and students, and between individual students within the group. This will be facilitated by the range of activities introduced into classes, the use of group and pair work, particularly in practical work.

Student progress will be closely monitored by both subject staff and each student's Personal Tutor. Personal Tutors will facilitate one-to-one sessions with students during which they are encouraged to reflect on their progress in meeting their objectives. This monitoring will provide tailored learner support in specific, identified areas for development.

Formative assessment is collated through a range of shorter-term preparatory exercises. These do not contribute to the final course assessment but are marked and used to provide detailed feedback to assist the students to prepare for the tasks contributing to the summative assessment.

Summative assessment is based on the selection of an appropriate topic and to produce a written response (LO1, LO3, LO4, LO5), which they then summarise in the form of an oral presentation to their tutors and class (LO1, LO2, LO6).

## Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Written response to a topic/issue/question based on material relevant to future studies (1500 words)	60%
Summative	Presentation	Presentation based on the written response (15 Mins)	40%

## 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.*