1. **Title of the module**

ENLA4001 (LZ329) Developing English Language Skills

1. **School or partner institution which will be responsible for management of the module**

Centre for English and World Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Wild module for Stage 1 – Social Sciences and Humanities

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. identify the structure of a lecture, follow key information and take notes.
   2. follow the content of a lecture through the study of subject specific vocabulary and key language structures
   3. appropriately incorporate information from required reading in written assignments.
   4. distinguish between formal and informal English and use the appropriate register in context
   5. use a wide range of grammatically accurate written structures in extended writing
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate their analytical and critical skills
   2. plan and manage their own time
   3. present their ideas to specialist and non-specialist audiences.
3. **A synopsis of the curriculum**

On this introductory autumn module you will review and develop your English language skills to help you succeed on your current degree programme, especially in building academic vocabulary and grammar, academic writing and presentation skills. On LZ329 you will develop strategies for extending your subject-specific vocabulary and academic English; extracting relevant information from texts; and expressing ideas in discussions. Sessions will also help you familiarise yourself with Kent University requirements and expectations in academic writing such as assignment submission, avoiding plagiarism and preparing you for a final essay related to your subject area. On this module, learning takes place in workshops to allow for plenty of practice. Individual tutorials will focus on your development and help you to plan your learning.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Materials for reading and writing practice will be taken from the recommended reading lists on students’ core modules. Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

* Bailey, S. (2011). *Academic Writing: A Handbook for International Students.* 3rd edition. London: Routledge.
* Harrison, M., Jakeman, V. and Paterson, K. (2012). *Improve your Grammar.* London: Palgrave.
* Hogue, A. and Oshima, A. (2006). *Writing Academic English.* 4th edition.New York: Pearson Longman.
* Lowes, R., Peters, H. and Turner, M. (2004). *The International Student’s Guide.* London: Sage.
* Murphy, R. (2012). *English Grammar in Use: Intermediate*. 4th edition. Cambridge: Cambridge University Press.
* Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
* Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | 33 |
| Private study hours: | 117 |
| Total Study hours: | 150 |

1. **Assessment methods**
   1. Main assessment methods

In Course Test 1 (45 minutes) (20%)

Presentation (7 minutes) (20%)

Essay, (1800 words) (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***8.4*** | ***8.5*** | ***9.1*** | ***9.2*** | ***9.3*** |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** |  |  | **x** | **x** | **x** |  | **x** |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *In-Course Test* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Presentation* |  |  |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Centre recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

English has for some time been regarded an international language which allows students from different nations, whose first language is not English, to communicate with each other. Lesson content has specifically been designed on this module to include materials which include a focus on international leadership for the timed essay and to include a representative sample of leaders from different cultural backgrounds to discuss successful leadership. In addition, a number of TED talks which feature international speakers have been selected to help improve listening skills. The final essay takes as its focus culture, nationality and identity where students have to link their subject discipline to one of these themes.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/06/16 | Major | September 2016 | 8,9, 12-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018