1. **Title of the module**

ENLA4004 (LZ336) Advanced Listening Skills for Academic Study

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 or Spring (2 separate deliveries)

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 skills and sub-skills involved in the listening process
   2. identify and adopt appropriate listening strategies to complete a number of academic tasks
   3. demonstrate an understanding of how stress and intonation in English can affect meaning
   4. recognise the characteristics of a range of accents in spoken English
   5. identify the causes of common misunderstandings in listening to spoken English
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. plan and manage their own learning
   2. manage their time
   3. communicate appropriately with a specialist and non-specialist audience
   4. solve problems and make and evaluate decisions
3. **A synopsis of the curriculum**

This is an English language Skills module which will help you to develop your lecture listening skills and succeed on your current degree programme. This module is intended for students for whom English is an additional language. You will attend lectures that give input on elements of the listening process including: skills and strategies for effective listening; listening to different accents and dialects; listening for structure, argument and content; and the functions of stress and intonation. In supporting seminars, you will analyse the phonological features of English and other elements of spoken language in academic contexts in more detail. Practical workshop sessions will focus on using appropriate listening skills and strategies to interact with spoken texts. During the workshops, you will also have the opportunity to recognise and overcome your own listening challenges. Tutorials focus on individual development and planning of independent learning.

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

Spoken texts from a number of relevant disciplines will be taken from online recordings for analysis and comprehension. The following texts will be available in the library for reference and practice.

* Campbell, C. and Smith J, (2007) *English for Academic Study: Listening.* Reading, Garnet Education
* Crystal, D. (2011) *David Crystal's introduction to language a complete course*. Abingdon, Oxon : Routledge (DVD)
* Hughes, A., Trudgill, P., & Watt, D. (2005). *English accents and dialects: An introduction to social and regional varieties of English in the British Isles* (4th ed.). London: Hodder Arnold.
* Salehzadeh, J. (2009). *Academic listening strategies: A guide to understanding lectures*. Ann Arbor: University of Michigan Press.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *22* |
| Private study hours: | *128* |
| Total Study hours: | *150* |

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

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

Assignment (Analysis of recorded text) (500 words) (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* | *9.4* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** |  | **x** | **x** |  |  | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Workshops* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Spoken text analysis* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *In-course listening test* | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **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 both international and regional themes through analysis of different accents and body language and current trends in pronunciation. In addition, a number of TED talks which feature international speakers have been selected to help improve listening skills. Students are also encouraged to reflect upon their varying cultural contexts within class discussions to appreciate standpoints from a variety of perspectives.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 10/06/16 | Major | September 2016 | 9, 12-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018