

Module Details	
Module Title	English for Specific Purposes
Module Code	BIC3005-A
Academic Year	2022/3
Credits	10
School	UoB International College
FHEQ Level	RQF Level 3

Contact Hours	
Type	Hours
Directed Study	50
Lectures	50

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

Module Aims
This module will familiarise students with the English language skills, vocabulary and conventions specific to their preferred pathway and future academic aspirations, and sufficient to cope with independent study at the undergraduate level, i.e. equivalent to B2 (CEFR) level. Students will be grouped in small class sizes with a focus on their chosen future degree pathway. The students 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 long 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 their pathway at undergraduate level.

Outline Syllabus
N/A

Learning Outcomes	
Outcome Number	Description
1	Demonstrate the ability to function as an independent learner at the minimum of the equivalent of IELTS 6.0 (within the level B2 of CEFR) by deploying an appropriate skill level in Writing, Reading, Listening and Speaking.
2	Demonstrate the appropriate communication strategies for conveying information and expressing evidence-based viewpoints on pathway-specific topics.
3	Plan, structure and organise correctly-referenced written university assignments of the type likely to be encountered on future degree programmes, including essays and reports.
4	Produce accurate notes and summaries from discussions, seminars, lectures and spoken media in English on familiar academic topics.
5	Contribute to discussions, tutorials and seminars on pathway-related topics by identifying the main points and supporting details of spoken genres related to your pathway.

Learning, Teaching and Assessment Strategy
Students will learn in small interactive groups (max 18 students) formed around on learner-centred tasks. The learning will focus on authentic, pathway-related materials and tasks based on learner needs and students will be grouped according to your preferred pathway. Students will work with both language and subject specialists learning in ways typical of their preferred pathway and future academic aspirations. The students will use a range of strategies to engage with and analyse pathway-related written texts and oral material. The students will develop their ability to produce spoken and written genres appropriate to the context. Learning and assessment activities will be based on academic genres typical of the students chosen pathway and will introduce them to the different teaching and assessment methods frequently used at university. A VLE will support students to further enhance the transferable skills and knowledge of using English for academic purposes. The site will host a range of online resources, class resources, directed reading lists with guided reading activities and external links. Students will be supported to reflect on their personal development throughout the programme and the marking criteria will address successful completion of tasks to the level of English required for their intended progression programme.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Classroom test	Reading and language awareness in class test (1.5 Hrs)	25%
Summative	Coursework - Written	Written assignment on a subject-based topic (1000 words)	25%
Summative	Classroom test	Pathway specific listening in-class test	25%
Summative	Presentation	Group Discussion (30 minutes)	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.

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