AVALINE® ENGLISH PROGRAMME

Academic English for Undergraduate (Level 3 Diploma)

May 2024

AVALINE
ASSESSMENT & QUALIFICATIONS

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AVALINE DIPLOMA

ACADEMIC ENGLISH

Academic English for Undergraduate
(Level 3 Diploma)

Course Specification

2024 onward
Version 1.22

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Avaline Academic English

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AVALINE Academic English Programme

for Avaline Diploma Level 3 & Pre-sessional Courses

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This intensive English module is part of an academic course designed to provide international students with the best possible preparation for undergraduate studies at overseas universities.

The four core modules focus on developing listening, speaking, reading, and writing skills to ensure (i) help students to follow, learn and engage in the all English medium teaching of the diploma course. (ii) to ensure a smooth and seamless progression to their undergraduate courses.

Subject Title:	Academic English
AAQ Code:	AAQ-AEUG02
Course Level:	CEFR B2
Awarding Body:	Avaline Assessment and Qualifications
Award Title:	Avaline Academic English for Undergraduate
Date of Latest Review	May 2024

Aims and objectives

This English course is designed specifically for undergraduate courses English preparation, aiming to help students meet the English language entry requirements. It focuses on developing students' English language proficiency and academic literacy through various learning approaches. The course includes:

- Developing skills in understanding and analysing academic texts and using them effectively in writing and speaking
- Listening to lectures delivered by academics and other experts and taking effective notes
- Improving students' ability to speak in academic contexts, with emphasis on oral presentations and seminars
- Writing relevant, well-argued essays in an academic style
- Selecting, using, and referencing appropriate academic sources
- Enhancing critical thinking skills
- Engaging in independent study and library-based research, as required at UK universities
- More specifically, the course will focus on:
- Reading and Writing: Enhancing the ability to comprehend and produce academic texts in various registers.
- Listening and Speaking: Developing skills through lectures, seminars, and presentations in a university context.

Students will immerse themselves entirely in an English-speaking environment throughout their dip;oma course, particularly their English course, just as they are in the UK. The goal is to advance students' abilities in all four skills—listening, speaking, reading, and writing—to meet the demands of their degree programmes. By the end of the course, students should reach at least an IELTS equivalent of 5.0, with no less than 4
.5 in each component.

Learning Outcomes

Upon completion of this programme, students are expected to achieve the following outcomes:

Understanding of English Pronunciation and Intonation:
Students will have a comprehensive understanding of the rules governing English pronunciation and intonation, enabling them to comprehend and produce speak English more effectively.

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Enhanced Listening Skills:

- Students will have practiced and refined various techniques to improve their listening skills, including:
- Anticipating the Text: Developing the ability to predict content and context.
- Listening for Specific Information: Identifying and extracting specific pieces of information from spoken texts.
- Listening for Details: Noticing and understanding detailed information within the context of the audio.
- Listening for Main Ideas: Grasping the primary message or main ideas of spoken passages.
- Interpreting Meanings: Understanding implied meanings and nuances in spoken English.
- Proficiency in Answering Different Question Types:
- Gap-Filling Questions: Accurately completing sentences or passages by filling in missing words.
- Short Answer Questions: Providing concise and accurate responses to questions based on the listening material.
- Multiple Choice Questions: Selecting the correct answer from a list of options based on the audio content.
- True/False Questions: Determining the validity of statements in relation to the listening passage.

These outcomes ensure that students not only understand the theoretical aspects of English pronunciation and intonation but also gain practical skills in listening comprehension and answering various types of questions effectively.

Academic Literacies

Reflect on and develop learning strategies to enhance lexical and grammatical range:
Continuously assess and refine learning techniques to expand vocabulary and improve grammatical accuracy and complexity. Implement targeted practices such as vocabulary journals, grammar exercises, and regular review sessions to strengthen language proficiency.

Communicate information clearly and effectively, both orally and in writing:
Convey ideas and information with clarity and precision, ensuring effective communication in both spoken and written formats. Utilise appropriate language, structure, and style to suit various audiences and purposes.

Employ cohesive devices and discourse markers effectively in both speech and writing:
Use cohesive devices and discourse markers to ensure coherence and flow in both spoken and written communication. This includes connectors, transition words, and other linguistic tools that enhance the logical progression of ideas.

Leverage linguistic knowledge and skills for effective participation in discussions:
Utilise fundamental linguistic knowledge and communication skills to actively and meaningfully participate in discussions. This involves articulating thoughts clearly, responding to others' contributions, and facilitating constructive dialogue.

Apply linguistic knowledge and skills across various contexts:
Effectively apply linguistic competencies in diverse settings, demonstrating adaptability and proficiency. This includes academic, professional, and social contexts where fundamental language skills are required for successful interaction and communication

Utilise linguistic knowledge and skills to enhance comprehension of spoken and written texts:
Apply fundamental linguistic understanding to accurately interpret and analyse both spoken and written materials, ensuring a thorough grasp of content, context, and nuances.

Apply linguistic knowledge and skills to complete written assignments:

Employ fundamental language proficiency to effectively plan, draft, and finalise written work, demonstrating clarity, coherence, and academic rigour.

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Effectively use cohesive devices and discourse markers in writing:
Integrate cohesive devices and discourse markers seamlessly into writing to ensure logical flow, coherence, and clarity in the presentation of ideas.

Communicate information clearly and effectively in writing:
Convey information in a clear, concise, and well-structured manner in written form, adapting style and tone to suit the intended audience and purpose.

Reflect on and develop strategies to improve reading and writing skills in English:
Continuously evaluate and enhance learning strategies aimed at improving reading comprehension and writing proficiency, incorporating feedback and targeted practice to achieve academic goals.

Communicate information clearly and effectively in spoken English:
Articulate ideas and information with clarity and precision in spoken communication, ensuring that the message is understood by the audience.

Employ cohesive devices and discourse markers effectively in spoken communication:
Utilise cohesive devices and discourse markers to enhance the logical flow and coherence of spoken language, making communication more structured and comprehensible.

Leverage linguistic knowledge and skills to actively participate in academic discussions:
Apply fundamental linguistic skills to engage meaningfully in academic discussions, contributing relevant insights, and responding thoughtfully to others.

Utilise linguistic knowledge and strategies to comprehend spoken texts:
Use a combination of linguistic proficiency and strategic listening skills to understand and interpret spoken texts accurately, recognising key ideas and nuances.

Collaborate effectively with peers to achieve group tasks and discuss both concrete and abstract ideas:
Work collaboratively with peers, using effective communication and teamwork skills to accomplish group objectives and engage in discussions that explore both concrete and abstract concepts.

Reflect on and develop strategies to improve listening and speaking skills in English:
Continuously evaluate and enhance personal learning strategies to improve listening comprehension and speaking proficiency, incorporating practice and feedback to advance language skills.

Support arguments with well-researched evidence in oral, visual, and written communication:
Strengthen arguments by incorporating credible research and evidence across different mediums, ensuring robust and persuasive presentations.

Articulate opinions and justify them with logical reasoning and evidence from credible sources:
Clearly express opinions and back them up with sound reasoning, relevant evidence, and references to authoritative sources, demonstrating a thorough understanding of the topic.

Communicate information clearly and effectively, using engaging techniques in oral, visual, and written formats:

Convey information in a clear, concise, and engaging manner across various formats, utilising techniques such as storytelling, visual aids, and rhetorical strategies to capture and maintain audience interest.

Effectively use cohesive devices and discourse markers in both oral and written communication:

Integrate cohesive devices and discourse markers to enhance the flow and coherence of ideas in both spoken and written contexts, ensuring clarity and logical progression.

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Lesson Topics / Themes

Science & Technology-Related Topics:

- Information Technology
- Computing
- Network
- Data

Humanities Related Topics:

- Management
- Business
- Finance
- Economic
- Personal and cultural identity
- Human Recourses

Art And Design-Related Topics:

- Language and communication
- Social Media
- Art
- Leisure and entertainment
- TV and Film
- Music

Teaching, Learning & Approaches

Learner-Centered Approach to Maximise Participation:

1. **Engaging Lessons:**
   - Lessons are designed to maximise learner participation through a variety of activities, discussions, and collaborative tasks that cater to different learning styles and preferences.
2. **Interactive and Varied Instruction:**
   - Lessons incorporate diverse and interactive teaching methods to address multiple learning styles, keeping students engaged and actively involved.
3. **Formative Feedback:**
   - Students receive timely and constructive formative feedback on assignments to support their learning and development.
4. **Encouraging Critical Analysis:**
   - Emphasis on fostering appropriate critical analysis skills, encouraging students to think deeply and evaluate information critically.
5. **Developing Transferable Skills:**
   - Focus on building transferable skills that are essential for future academic pursuits, alongside achieving specific subject outcomes.
6. **Teacher as Facilitator:**
   - Teachers act as learning facilitators, guiding students through the learning process and promoting an interactive and student-centered classroom environment.

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Incorporating Technology Enhanced Learning (TEL):

1. **Integration of TEL:**
   - Module overviews highlight opportunities for integrating TEL both during class and in directed self-study, enhancing the learning experience.
2. **Diverse Interaction and Media:**
   - Use a variety of interactive materials and media to keep lessons fresh and engaging, particularly in relation to sources of input and content.
3. **Preparing Digital Learners:**
   - Provide a learning experience that meets the expectations of increasingly computer-literate students, preparing them effectively for studies at a UK university.

Differentiation:

1. **Addressing Diverse Proficiency Levels:**
   - Teachers will encounter classes with varying levels of proficiency and skill profiles and will differentiate instruction accordingly.
2. **Differentiated Pair and Group Work:**
   - Build differentiation into pair and group work activities, as well as directed self-study, to meet the diverse needs of students.
3. **Tailored Support:**
   - College Learning Support systems will offer tailored support to all students, ensuring that individual learning needs are addressed.
4. **Directed Self-Study:**
   - Use directed self-study as an opportunity for differentiation in task pacing and content, allowing students to progress at their own pace.

Directed Self-Study:

1. **Encouraging Learner Autonomy:**
   - Encourage learner autonomy while guiding students in task selection, monitoring progress, and providing prompt, constructive feedback.
2. **Utilising Virtual Learning Environments (VLEs):**
   - Employ college VLEs and other electronic resources to facilitate the monitoring and support of students' work.
3. **Linking Self-Study to Class Content:**
   - Ensure self-study tasks are connected to the content delivered during contact time, allowing students to review and build upon the target subject matter.
4. **Opportunities for TEL:**
   - Module overviews indicate opportunities for the integration of TEL both in class and as directed self-study, enriching the overall learning experience.

By implementing these strategies, we aim to create a dynamic and supportive learning environment that maximises student engagement, leverages technology, and addresses individual learning needs effectively.

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Upon Completion & Learning Outcomes:

Upon completion of this programme, students should be able to: Personal Development:

1. **Work Autonomously:**
   - Develop the ability to work independently, managing time effectively and taking responsibility for their own learning.
2. **Utilise Feedback:**
   - Use feedback from the module tutor to identify areas for improvement and focus their self-study efforts accordingly.
3. **Seek Additional Support:**
   - Take advantage of opportunities for extra support, including academic resources, workshops, and tutoring sessions.
4. **Engage in Interactions:**
   - Actively engage and contribute to both social and academic interactions, whether face-to-face or online, to enhance their learning experience.

Academic Exploration:

1. **Active Classroom Participation:**
   - Participate actively in classroom sessions, contributing to discussions and collaborating with peers to deepen their understanding of the subject matter.
2. **Familiarise with UK Academic Practices:**
   - Become well-versed in UK academic practices and conventions, including citation styles, academic integrity, and critical thinking approaches.

Communicative Ability:

1. **Effective Communication:**
   - Use appropriate and effective methods of communication for different contexts, ensuring clarity and professionalism in their interactions.
2. **Consider Classmates' Viewpoints:**
   - Show respect for and consider the viewpoints of fellow classmates, fostering a collaborative and inclusive learning environment.
3. **Enhance ICT Skills:**
   - Seek opportunities to improve their information and communication technology (ICT) abilities, utilising digital tools and resources to support their studies.

Knowledge, Skills, and Experience:

1. **Access Diverse Media:**
   - Access and utilise a variety of media sources to gather information, broaden their perspectives, and support their learning.
2. **Self-Study and Reflection:**
   - Undertake self-study diligently and regularly reflect on their learning and progress to identify strengths and areas for improvement.
3. **Collaborate with Peers:**
   - Collaborate effectively with peers on group projects and assignments, leveraging collective knowledge and skills to achieve common goals.

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Course structure:

Listening Module Specification

Module Title:	Listening
Module Code:	AAQ-AEUG_L01
Course Level:	CEFR B2
Module Minimum Contact Hours:	12 Weeks Duration 15 Hours (English pre-sessional programmes) 24 Weeks Duration 30Hours (English pre-sessional programmes) 36 Weeks Duration 45 Hours (Level 3 Academic Subjects)
Total Learning Hours:	12 Weeks Duration 30 Hours (English pre-sessional programmes) 24 Weeks Duration 60 Hours (English pre-sessional programmes) 36 Weeks Duration 90 Hours (Level 3 Academic Subjects)
Credits:	N/A
Awarding Body:	Avaline Assessment and Qualifications
Award Title:	Avaline Academic English for Undergraduate
Date of Latest Review	May 2024
Module Aim	The Listening section of the test is designed to evaluate a candidate's ability to understand spoken English in various contexts. This module is divided into four sub-sections: ***Everyday Conversation:*** The first sub-section features a dialogue between two individuals set in an everyday social context. This could be a casual conversation about daily life, activities, or plans. ***Monologue or Speech:*** The second sub-section consists of a single speaker delivering a monologue or a speech. This could include announcements, news reports, or other forms of public speaking. ***Academic Discussion:*** The third sub-section involves a conversation among up to four people in an academic setting. This might include discussions between students and professors, study groups, or seminars. ***Academic Lecture:*** The final sub-section is a monologue on an academic subject, such as a lecture given by a professor. This part focuses on topics related to higher education and requires the listener to understand complex information and terminology. **Key Points to Remember:** Each audio section is played only once, so attentive listening is crucial. Candidates are allowed to take notes during the listening sections. These notes can be invaluable for answering the questions accurately. The questions that follow each audio piece may include multiple-choice, matching, plan/map/diagram labelling, form/note/table/flow-chart/summary completion, sentence completion, and short-answer questions. Familiarity with different accents, such as British, American, Australian, and others, is beneficial, as the speakers in the recordings may come from various English-speaking regions. **Preparation Tips:** • Practice active listening by engaging with English audio materials like podcasts, news broadcasts, and academic lectures. • Develop note-taking skills to quickly jot down key points, main ideas, and specific details while listening. • Improve their vocabulary, especially academic and conversational terms, to better understand and respond to the questions. • Take practice tests under timed conditions to get accustomed to the pace and pressure of the actual test environment. By following these strategies and understanding the structure of the Listening module, candidates can enhance their performance and achieve better results in the test.

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Upon Completion & Learning Outcomes	Upon completion of this programme, students are expected to achieve the following outcomes: **Understanding of English Pronunciation and Intonation:** Students will have a comprehensive understanding of the rules governing English pronunciation and intonation, enabling them to comprehend and produce spoken English more effectively. **Enhanced Listening Skills:** Students will have practiced and refined various techniques to improve their listening skills, including: • Anticipating the Text: Developing the ability to predict content and context. • Listening for Specific Information: Identifying and extracting specific pieces of information from spoken texts. • Listening for Details: Noticing and understanding detailed information within the context of the audio. • Listening for Main Ideas: Grasping the primary message or main ideas of spoken passages. • Interpreting Meanings: Understanding implied meanings and nuances in spoken English. • Proficiency in Answering Different Question Types: • Gap-Filling Questions: Accurately completing sentences or passages by filling in missing words. • Short Answer Questions: Providing concise and accurate responses to questions based on the listening material. • Multiple Choice Questions: Selecting the correct answer from a list of options based on the audio content. • True/False Questions: Determining the validity of statements in relation to the listening passage. These outcomes ensure that students not only understand the theoretical aspects of English pronunciation and intonation but also gain practical skills in listening comprehension and answering various types of questions effectively.
Academic Literacies	Upon successful completion of this module, students will be able to: **Personal Development:** 1. **Work Autonomously:** ○ Cultivate the ability to work independently, effectively managing their time and taking responsibility for their own learning journey. 2. **Utilise Feedback:** ○ Actively use feedback from module tutors to pinpoint areas for improvement and strategically focus their self-study efforts. 3. **Seek Additional Support:** ○ Proactively seek out extra support through academic resources, workshops, and tutoring sessions to enhance their understanding and performance. 4. **Engage in Interactions:** ○ Actively participate and contribute to both social and academic interactions, whether face-to-face or online, to enrich their learning experience. **Academic Exploration:** 1. **Active Classroom Participation:**

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	o Engage fully in classroom activities, discussions, and collaborative tasks to deepen their comprehension and contribute meaningfully to the learning environment. 2. **Familiarise with UK Academic Practices:** o Gain a thorough understanding of UK academic practices and conventions, including citation styles, academic integrity, and critical thinking techniques. **Communicative Ability:** 1. **Effective Communication:** o Employ appropriate and effective communication methods for various contexts, ensuring clarity, coherence, and professionalism in both verbal and written interactions. 2. **Consider Classmates' Viewpoints:** o Respect and thoughtfully consider the perspectives of fellow classmates, fostering a collaborative and inclusive academic environment. 3. **Enhance ICT Skills:** o Continuously improve their information and communication technology (ICT) skills, utilising digital tools and resources to support and enhance their studies. **Knowledge, Skills, and Experience:** 1. **Access Diverse Media:** o Utilise a wide range of media sources to gather information, broaden their understanding, and support their academic research and learning. 2. **Self-Study and Reflection:** o Engage in regular self-study and reflection, assessing their progress, identifying strengths and weaknesses, and making informed adjustments to their study strategies. 3. **Collaborate with Peers:** o Work effectively with peers on group projects and assignments, leveraging diverse perspectives and skills to achieve collective academic goals
Lesson Topics / Themes	The following themes and contexts are suggested as appropriate to the level and purpose of this module The following themes and contexts are suggested as appropriate to the level and purpose of this module: • Art • Ageing • Globalisation • Education • Medicine • Risk • Manufacturing • Environment • Architecture • Energy • Sustainable Development These themes may be periodically reviewed to ensure their relevance and alignment with the selected teaching materials.

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Teaching , Learning & Approaches	Upon completion of this programme Learner-Centered Approach to Maximise Participation: • Lessons are designed to enhance learner engagement through a variety of activities, discussions, and collaborative tasks. • Emphasis on creating varied and interactive lessons that cater to diverse learning styles and preferences. • Students receive ongoing formative feedback on assignments to support their learning and growth. • Focus on fostering critical analysis skills and developing transferable skills essential for future academic and professional endeavours. • Teachers act as facilitators, guiding and supporting students in their learning journey. Incorporating Technology Enhanced Learning (TEL): • Module overviews highlight opportunities for integrating TEL during class sessions and self-directed study. • Utilisation of diverse interactions, materials, and media to maintain lesson engagement and relevance, particularly in sourcing input and content. • Ensuring a learning experience that meets the expectations of digitally literate students, preparing them effectively for UK university studies. Differentiation: • Acknowledgment of varying student proficiency levels and skill profiles within classes. • Differentiation strategies include supplementary materials, extended classroom activities, and connections to students' intended fields of study. • Integration of differentiation into group work, pair activities, and self-directed study; supported by tailored assistance from college Learning Support systems. • Utilisation of directed self-study to adjust task pacing and content to meet individual learning needs. Directed Self-Study: • Encouragement of learner autonomy while providing guidance in task selection and offering prompt, constructive feedback. • Use of college Virtual Learning Environments (VLEs) and electronic resources to monitor and support students' progress. • Self-study tasks are aligned with class content, enabling students to reinforce and expand upon targeted subject matter and skills.

Graduate Outcomes	Upon completion of this programme
	
	Expected Student Attributes:
	
	Personal Development
	
	• **Work Autonomously:**
	  ○ Demonstrate the ability to work independently, managing time effectively and taking initiative in learning activities.
	• **Utilise Feedback:**
	  ○ Use feedback from module tutors to identify areas for self-study and personal improvement.

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	• **Seek Additional Support:**
	  ○ Actively seek and Utilise opportunities for extra support to enhance learning outcomes.
	• **Engage in Interactions:**
	  ○ Participate actively in both social and academic interactions, fostering meaningful contributions in face-to-face and online settings.
	
	Academic Exploration
	
	• **Active Classroom Participation:**
	  ○ Engage fully in classroom sessions, contributing actively to discussions and collaborative activities.
	• **Familiarise with UK Academic Practice:**
	  ○ Acquire familiarity with UK academic practices, including conventions of citation, academic integrity, and critical thinking.
	
	Communicative Ability
	
	• **Effective Communication:**
	  ○ Employ appropriate methods of communication suited to various contexts, ensuring clarity and professionalism in interactions.
	• **Consider Classmates' Viewpoints:**
	  ○ Demonstrate respect for diverse viewpoints of peers, contributing to a collaborative and inclusive learning environment.
	• **Enhance ICT Abilities:**
	  ○ Strive to improve information and communication technology (ICT) skills, leveraging digital tools effectively for academic pursuits.
	
	Knowledge, Skills, and Experience
	
	• **Access Diverse Media:**
	  ○ Utilise a variety of media sources to access information, broaden perspectives, and support learning objectives.
	• **Undertake Self-Study and Reflection:**
	  ○ Engage in self-directed study and regular reflection on learning progress to enhance understanding and personal growth.
	• **Collaborate with Peers:**
	  ○ Work collaboratively with peers, leveraging collective knowledge and skills to achieve shared academic goals.

Module Assessment	In class test

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Speaking Module Specification

Module Title:	Speaking
Module Code:	AAQ-AEUG_S02
Course Level:	CEFR B2
Module Minimum Contact Hours:	12 Weeks Duration 15 Hours (English pre-sessional programmes) 24 Weeks Duration 30Hours (English pre-sessional programmes) 36 Weeks Duration 45 Hours (Level 3 Academic Subjects)
Total Learning Hours:	12 Weeks Duration 30 Hours (English pre-sessional programmes) 24 Weeks Duration 60 Hours (English pre-sessional programmes) 36 Weeks Duration 90 Hours (Level 3 Academic Subjects)
Credits:	N/A
Awarding Body:	Avaline Assessment and Qualifications
Award Title:	Avaline Academic English for Undergraduate
Date of Latest Review	May 2024
Module Aim	The Speaking Module of the IELTS test is designed to evaluate a candidate's ability to communicate effectively in spoken English. Certified IELTS examiners assess candidates' speaking performance based on four key criteria: **Fluency and Coherence:** ***Fluency:*** This criterion assesses the ability to speak at a natural speed without excessive hesitation. Students should be able to maintain a steady speech tempo, particularly in simple sentences. ***Coherence:*** This involves the logical organisation of sentences and ideas. Students should use cohesive devices, such as linking words, pronouns, and conjunctions, to connect sentences and ideas in a clear and orderly manner, enhancing the overall flow of speech. ***Lexical Resource:*** This criterion evaluates the range and accuracy of vocabulary used by students. It includes the ability to choose appropriate words and phrases to express meaning effectively. Additionally, students should be capable of using alternative vocabulary to convey meaning when they encounter unfamiliar words. **Grammatical Range and Accuracy:** ***Range:*** This aspect assesses the variety of grammatical structures used by the student. A wide range of structures indicates a higher level of proficiency. ***Accuracy:*** This evaluates how correctly the student uses grammatical structures. Elementary level focuses on using basic tenses accurately, particularly the past tense, while higher levels expect more complex grammar to be used correctly and appropriately. **Pronunciation:** This criterion assesses the clarity and intelligibility of the student's speech. Students should be able to pronounce words in a manner that allows them to be easily understood without causing strain to the listener. This includes proper use of stress, intonation, and rhythm in speech. **Enhancements to Consider:** Interactive Communication: Students should demonstrate the ability to maintain a conversation, respond to questions appropriately, and engage in discussions with confidence. ***Expressing Ideas:*** Candidates should be able to articulate their thoughts clearly and present their opinions, arguments, and narratives effectively. ***Cultural References and Idiomatic Language:*** Fundamental students should show familiarity with idiomatic expressions and cultural references that are appropriate to the context of their speech. **Preparation Tips:** ***Practice Speaking Regularly:*** Engage in conversations with native speakers or fellow students to build confidence and improve fluency. ***Expand Vocabulary:*** Read widely and learn new words and phrases to enhance their lexical resource. ***Grammar Exercises:*** Regularly practice different grammatical structures to improve range and accuracy. *Pronunciation Practice:* Use resources like language apps, pronunciation guides, and speech repetition exercises to improve clarity and intonation.

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	By focusing on these criteria and incorporating these enhancements into their preparation, students can significantly improve their speaking performance and achieve better results in the IELTS Speaking Module.
Upon Completion & Learning Outcomes	Upon completion of this programme, students are expected to achieve the following outcomes: **Enhanced Speaking Skills:** • Pronunciation and Intonation: Master the rules of English pronunciation and intonation, enabling clear and comprehensible speech. • Presenting Ideas: Develop the ability to articulate thoughts clearly and logically, presenting ideas in a structured and persuasive manner. • Interactive Skills: Improve interactive communication skills, including the ability to engage in discussions, respond to questions appropriately, and maintain a conversation effectively. • Formal Speaking Skills: Gain proficiency in formal speaking contexts, such as giving presentations, participating in debates, and conducting interviews. • Oral Fluency: Achieve fluency in oral communication, speaking at a natural pace without undue hesitation or repetition. • Body Language: Utilise appropriate body language, including gestures, facial expressions, and eye contact, to enhance verbal communication and convey confidence. • Effective Communication with Teachers: Build the ability to communicate effectively with teachers and other authority figures in an academic setting, including asking questions, seeking clarification, and participating in classroom discussions. **Additional Skills and Competencies:** • Cultural Sensitivity: Understand and appropriately use cultural references and idiomatic expressions, demonstrating an awareness of cultural nuances in communication. • Critical Thinking: Develop the ability to think critically and express opinions and arguments clearly and confidently. • Listening and Responding: Enhance listening skills to understand questions and comments fully and respond appropriately in real-time conversations. • Preparation and Practice: • Regular Speaking Practice: Engage in regular speaking exercises, including conversations with native speakers, to build confidence and fluency. • Vocabulary Expansion: Continuously learn and practice new vocabulary to enhance lexical resource and expressiveness. • Grammar Proficiency: Practice using a wide range of grammatical structures accurately and appropriately in spoken English. • Pronunciation Exercises: Utilise tools such as language apps, pronunciation guides, and repeated practice to improve pronunciation and intonation. By focusing on these techniques and developing these skills, students will be well-prepared to excel in spoken English, both in formal settings and everyday interactions. This comprehensive approach ensures that students not only achieve the necessary language proficiency but also gain the confidence and competence to use English effectively in various.
Academic Literacies	Upon successful completion of this module, students will be able to: **Personal Development:** 1. **Work Autonomously:**

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	a. Cultivate the ability to work independently, effectively managing their time and taking responsibility for their own learning journey. 2. **Utilise Feedback:** a. Actively use feedback from module tutors to pinpoint areas for improvement and strategically focus their self-study efforts. 3. **Seek Additional Support:** a. Proactively seek out extra support through academic resources, workshops, and tutoring sessions to enhance their understanding and performance. 4. **Engage in Interactions:** a. Actively participate and contribute to both social and academic interactions, whether face-to-face or online, to enrich their learning experience. **Academic Exploration:** 1. **Active Classroom Participation:** a. Engage fully in classroom activities, discussions, and collaborative tasks to deepen their comprehension and contribute meaningfully to the learning environment. 2. **Familiarise with UK Academic Practices:** a. Gain a thorough understanding of UK academic practices and conventions, including citation styles, academic integrity, and critical thinking techniques. **Communicative Ability:** 1. **Effective Communication:** a. Employ appropriate and effective communication methods for various contexts, ensuring clarity, coherence, and professionalism in both verbal and written interactions. 2. **Consider Classmates' Viewpoints:** a. Respect and thoughtfully consider the perspectives of fellow classmates, fostering a collaborative and inclusive academic environment. 3. **Enhance ICT Skills:** a. Continuously improve their information and communication technology (ICT) skills, utilising digital tools and resources to support and enhance their studies. **Knowledge, Skills, and Experience:** 1. **Access Diverse Media:** a. Utilise a wide range of media sources to gather information, broaden their understanding, and support their academic research and learning. 2. **Self-Study and Reflection:** a. Engage in regular self-study and reflection, assessing their progress, identifying strengths and weaknesses, and making informed adjustments to their study strategies. 3. **Collaborate with Peers:** ○ Work effectively with peers on group projects and assignments, leveraging diverse perspectives and skills to achieve collective academic goals
Lesson Topics / Themes	The following themes **Recommended Themes and Contexts for This Module:** • Art

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	• Ageing • Globalisation • Education • Medicine • Risk • Manufacturing • Environment • Architecture • Energy • Sustainable Development These themes will be periodically reviewed to ensure their relevance and alignment with the selected teaching materials
Teaching , Learning and Approaches	**Learner-Centered Approach to Maximise Participation:** • Plan lessons to foster maximum learner engagement through diverse activities, discussions, and collaborative tasks. • Design varied and interactive lessons that accommodate multiple learning styles and preferences. • Provide timely formative feedback on assignments to support continuous improvement. • Emphasise critical analysis skills and cultivate transferable skills essential for future academic and professional success. • Facilitate learning as a guide and mentor, promoting student autonomy and active participation. **Incorporating Technology Enhanced Learning (TEL):** • Highlight module overviews that identify opportunities for integrating TEL in both classroom sessions and self-directed study. • Utilise a diverse range of interactions, materials, and media to maintain lesson dynamism and relevance, particularly in sourcing content. • Ensure the learning experience meets the expectations of digitally proficient students, preparing them effectively for UK university standards. **Addressing Differentiation:** • Recognise student diversity in proficiency and skill profiles within classes. • Employ supplementary materials, extended activities, and connections to students' intended fields of study to cater to varied learning needs. • Differentiate pair and group work, as well as self-directed study, supported by tailored assistance from college Learning Support systems. • Utilise directed self-study to adjust task pacing and content, promoting individualised learning pathways. **Directed Self-Study:** • Encourage learner autonomy while guiding task selection and providing constructive feedback. • Utilise college Virtual Learning Environments (VLEs) and other electronic resources to monitor student progress effectively. • Align self-study tasks with class content to reinforce and expand upon targeted subject matter and skills development

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Graduate Outcomes	Personal Development
	
	• **Work Autonomously:**
	  ○ Demonstrate the ability to work independently, managing time effectively and taking initiative in learning activities.
	• **Utilise Feedback:**
	  ○ Effectively use feedback from module tutors to identify areas for self-study and personal improvement.
	• **Seek Additional Support:**
	  ○ Actively seek and Utilise opportunities for additional academic support to enhance learning outcomes.
	• **Engage in Interactions:**
	  ○ Engage actively and contribute meaningfully to both social and academic interactions, in-person and online.
	
	Academic Exploration
	
	• **Active Classroom Participation:**
	  ○ Participate actively in classroom sessions, contributing to discussions and collaborative activities.
	• **Familiarise with UK Academic Practice:**
	  ○ Gain familiarity with UK academic practices, including conventions of citation, academic integrity, and critical thinking.
	
	Communicative Ability
	
	• **Effective Communication:**
	  ○ Use appropriate methods of communication suited to various contexts, ensuring clarity and professionalism in interactions.
	• **Consider Classmates' Viewpoints:**
	  ○ Demonstrate respect for diverse viewpoints of peers, contributing to a collaborative and inclusive learning environment.
	• **Enhance ICT Abilities:**
	  ○ Strive to improve information and communication technology (ICT) skills, utilising digital tools effectively for academic pursuits.
	
	Knowledge, Skills, and Experience
	
	• **Access Diverse Media:**
	  ○ Utilise a variety of media sources to gather information, broaden perspectives, and support learning objectives.
	• **Undertake Self-Study and Reflection:**
	  ○ Engage in self-directed study and regularly reflect on learning and progress to enhance understanding and personal growth.
	• **Collaborate with Peers:**
	  ○ Work collaboratively with peers, leveraging collective knowledge and skills to achieve shared academic goals

Module Assessment	Throughout the module, students will engage in a series of formative and summative assessment tasks at designated intervals. Formative assessments are designed to enhance learning by providing feedback that supports students in achieving module learning outcomes for subsequent assessed tasks. Formative Assessments:

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	• Formative assessments focus on facilitating learning and include receiving constructive feedback on performance.
	
	Summative Assessments:
	
	• **Digitised Exam: Online Listening Exam**
	  ○ **Weighting:** 50%
	• **Spoken Assessment (Individual): Speaking Exam**
	  ○ **Weighting:** 50%
	  ○ **Delivery:** Managed digitally

Academic Reading Module Specification

Module Title:	Academic Reading
Module Code:	AAQ-AEUG_R03
Course Level:	CEFR B2
Module Minimum Contact Hours:	12 Weeks Duration 15 Hours (English pre-sessional programmes) 24 Weeks Duration 30Hours (English pre-sessional programmes) 36 Weeks Duration 45 Hours (Level 3 Academic Subjects)
Total Learning Hours:	12 Weeks Duration 30 Hours (English pre-sessional programmes) 24 Weeks Duration 60 Hours (English pre-sessional programmes) 36 Weeks Duration 90 Hours (Level 3 Academic Subjects)
Credits :	N/A
Awarding Body:	Avaline Assessment and Qualifications
Award Title:	Avaline Academic English for Undergraduate
Date of Latest Review	May 2024
Module Aim	Reading is a fundamental skill for academic success. Students will engage extensively with reading materials for their academic work. If a student's reading speed in English is slow, additional time may be necessary to ensure thorough understanding and completion of assignments. Reading for academic purposes requires different strategies compared to reading for pleasure. Students will need to: • Understand New Vocabulary and Style: Adapt to the specific vocabulary and formal writing style of academic texts. • Identify Principal Points: Distinguish the main ideas and arguments within a text. • Select Key Information: Extract and focus on information relevant to their tasks or assignments. • Read Actively and Critically: Engage with the text by evaluating the credibility of sources, considering the evidence provided, and questioning the validity of arguments.
Upon Completion & Learning Outcomes	Upon completion of this programme, students should be able to: **Practice Key Reading Techniques:** ***Skimming:*** Quickly identifying the main ideas and general structure of a text. ***Scanning:*** Locating specific information within a text efficiently. ***Inference:*** Drawing logical conclusions based on the information provided. ***Fast Reading:*** Increasing reading speed while maintaining comprehension. ***Engagement with Academic Journals and Books:*** Effectively reading and understanding complex academic materials.
Academic Literacies	Upon successful completion of this module, students will be able to: Throughout the module, students will engage in a series of formative and summative assessment tasks at designated intervals. Formative assessments are designed to enhance learning by providing feedback that supports students in achieving module learning outcomes for subsequent assessed tasks.

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	Formative Assessments:
	
	• Formative assessments focus on facilitating learning and include receiving constructive feedback on performance.
	
	Summative Assessments:
	
	• **Digitised Exam: Online Listening Exam**
	  ○ **Weighting:** 50%
	• **Spoken Assessment (Individual): Speaking Exam**
	  ○ **Weighting:** 50%
	  ○ **Delivery:** Managed digitally

Lesson Topics / Themes	The following themes and contexts are suggested as appropriate to the level and purpose of this module: • Art • Ageing • Globalisation • Education • Medicine • Risk • Manufacturing • Environment • Architecture • Energy • Sustainable Development These themes may be revised periodically to ensure that they remain current and to ensure alignment with the chosen
Teaching , Learning and Approaches	**Learner-Centered Approach to Maximise Participation:** • Design lessons to foster maximum learner engagement through diverse activities, discussions, and collaborative tasks. • Create varied and interactive lessons that accommodate multiple learning styles and preferences. • Provide formative feedback on assignments to support continuous improvement. • Emphasise the development of critical analysis skills and transferable skills beneficial for future academic pursuits. • Facilitate learning as a guide and facilitator rather than solely as an instructor. **Incorporating Technology Enhanced Learning (TEL):** • Module overviews highlight opportunities for integrating TEL in both classroom sessions and self-directed study. • Utilise a variety of interactive tools, materials, and media to maintain lesson engagement and relevance, particularly in sourcing diverse input and content. • Ensure a learning experience that meets the expectations of digitally proficient students, adequately preparing them for UK university studies. **Differentiation:** • Recognise and address differences in student proficiency and skill profiles within classes. • Employ supplementary materials, extend classroom activities, and provide opportunities for students to relate content to their chosen fields of study. • Incorporate differentiation strategies into pair and group work, as well as directed self-study, with additional support available through college Learning Support systems. • Utilise directed self-study to customise task pacing and content to meet individual learning needs.

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	Directed Self-Study: • Encourage learner autonomy while guiding task selection and offering prompt, constructive feedback. • Utilise college Virtual Learning Environments (VLEs) and other electronic resources to effectively monitor student progress. • Ensure self-study tasks are aligned with class content, allowing students to reinforce and expand upon targeted subject matter and skills development.
Graduate Outcomes	Personal Development **Work Autonomously:** Demonstrate the ability to work independently, manage time effectively, and take initiative in learning activities. **Utilise Feedback:** Effectively use feedback from module tutors to identify areas for self-study and personal improvement. **Seek Additional Support:** Actively seek and Utilise opportunities for additional academic support to enhance learning outcomes. **Engage in Interactions:** Engage actively and contribute meaningfully to both social and academic interactions, in-person and online. Academic Exploration **Active Classroom Participation:** Participate actively in classroom sessions, contributing to discussions and collaborative activities. **Familiarise with UK Academic Practice:** Gain familiarity with UK academic practices, including conventions of citation, academic integrity, and critical thinking. Communicative Ability **Effective Communication:** Use appropriate methods of communication suited to various contexts, ensuring clarity and professionalism in interactions. **Consider Classmates' Viewpoints:** Demonstrate respect for diverse viewpoints of peers, contributing to a collaborative and inclusive learning environment.

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	Enhance ICT Abilities: Strive to improve information and communication technology (ICT) skills, utilising digital tools effectively for academic pursuits. Knowledge, Skills, and Experience **Access Diverse Media:** Utilise a variety of media sources to gather information, broaden perspectives, and support learning objectives. **Undertake Self-Study and Reflection:** Engage in self-directed study and regularly reflect on learning and progress to enhance understanding and personal growth. **Collaborate with Peers:** Work collaboratively with peers, leveraging collective knowledge and skills to achieve shared academic goals
Module assessment	Throughout the module, students will be required to complete a series of formative and summative assessment tasks at specified intervals. The primary focus of formative assessments is to facilitate learning, providing students with feedback that aids their progress towards achieving module learning outcomes in subsequent assessed tasks. Assessed Tasks: Assessed Task — Weighting % — Timing Digitised Exam: Online Reading Exam — 50% — After the Sustainable Development theme Written Assignment (Individual): Writing Exam — 50% — Managed digitally, after the " Sustainable Development theme

Academic Writing Module Specification

Module Title:	Academic Writing
Module Code:	AAQ-AEUG_W04
Course Level:	CEFR B2
Module Minimum Contact Hours:	12 Weeks Duration 15 Hours (English pre-sessional programmes) 24 Weeks Duration 30Hours (English pre-sessional programmes) 36 Weeks Duration 45 Hours (Level 3 Academic Subjects)
Total Learning Hours:	12 Weeks Duration 30 Hours (English pre-sessional programmes) 24 Weeks Duration 60 Hours (English pre-sessional programmes) 36 Weeks Duration 90 Hours (Level 3 Academic Subjects)
Credits:	N/A
Awarding Body:	Avaline Assessment and Qualifications
Award Title:	Avaline Academic English for Undergraduate

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Date of Latest Review	May 2024
Module Aim	Written assignments in academic settings may include reports, short answers, essays, and exams under timed conditions. The ability to write clearly and well-structured English can significantly impact a student's performance and grades. **Skills Required:** Students will need to demonstrate the ability to: **Structure Essays:** Organise essays with a clear introduction, body, and conclusion. **Draw Information and Evidence:** Incorporate and synthesise information from course materials and additional sources. **Write in Their Own Words:** Use subject-specific vocabulary and expressions appropriately. **Link Ideas Logically:** Ensure coherence and logical flow of ideas within their writing. **Produce Grammatically Correct Sentences:** Write in clear, grammatical English with accurate spelling to ensure clarity of meaning.
Upon Completion & Learning Outcomes	Upon completion of this programme, students should be able to: • Understand and Apply Academic Writing Conventions • Use theories and conventions of academic literacy effectively. **Express Ideas Effectively:** Employ rhetorical and logical strategies in writing. **Develop a Unique Voice:** Position themselves in their texts with a distinctive voice. **Employ Relevant Writing Strategies:** Adapt strategies for different tasks, from unseen exam essays to prepared coursework. **Meet English Language Requirements:** Satisfy the English proficiency requirements for university undergraduate programs. **Preparation Tips** **Regular Practice:** Engage in consistent reading and writing practice to enhance speed and comprehension. **Vocabulary Building:** Expand vocabulary through extensive reading and use of vocabulary-building tools. **Critical Analysis:** Practice critical thinking and analysis by questioning and evaluating the information. **Writing Exercises:** Regularly write essays, reports, and other assignments to improve structure and coherence. **Feedback and Revision:** • Seek feedback on written work and make necessary revisions to improve clarity and accuracy. • By mastering these skills, students will be well-prepared to tackle academic reading and writing tasks, contributing to their overall academic success.
Academic Literacies	Upon successful completion of this module, students will be able to: **Language Skills Development Objectives:** 1. **Utilise Linguistic Knowledge:** o Apply linguistic knowledge and skills to comprehend both spoken and written texts effectively. 2. **Enhance Written Communication:** o Utilise linguistic knowledge and skills to produce well-crafted written work that meets academic standards. 3. **Deploy Cohesive Devices:** o Employ cohesive devices and discourse markers proficiently to enhance coherence and clarity in writing. 4. **Effective Written Communication:** o Communicate information clearly and effectively through written means, ensuring clarity and precision.

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	5. **Reflect and Improve:** ○ Reflect on and develop learning strategies to enhance proficiency in reading and writing skills in English.
Lesson Topics / Themes	The following themes and contexts are suggested as appropriate to the level and purpose of this module: • Art • Ageing • Globalisation • Education • Medicine • Risk • Manufacturing • Environment • Architecture • Energy • Sustainable Development These themes may be revised periodically to ensure that they remain current and to ensure alignment with the chosen teaching materials
Teaching , Learning and Approaches	**Learner-Centre Approach:** • Plan lessons to actively engage learners through a variety of activities, discussions, and collaborative tasks. • Design varied and interactive lessons that accommodate diverse learning styles and preferences. • Provide timely formative feedback on assignments to support ongoing learning and improvement. • Foster critical analysis skills and emphasise the development of transferable skills essential for both academic success and future endeavors. • Facilitate learning as a guide and facilitator rather than just an instructor. **Incorporating Technology Enhanced Learning (TEL):** • International Pathways' strategy for integrating blended learning approaches. • Module overviews highlight opportunities for integrating TEL during both class sessions and self-directed study. • Utilise a diverse range of interactive tools, materials, and media to maintain lesson engagement and relevance, particularly in sourcing varied input and content. • Ensure the learning experience meets the expectations of digitally savvy students, preparing them effectively for UK university studies. **Differentiation:** • Address varying student proficiency and skill profiles by utilising supplementary materials, extending classroom activities, and linking content to students' intended fields of study. • Incorporate differentiation strategies into pair and group work, as well as directed self-study, supported by college Learning Support systems. • Use directed self-study to customise task pacing and content, encouraging learner autonomy while providing guidance and constructive feedback. **Directed Self-Study:** • Promote learner autonomy while guiding task selection and monitoring progress through college Virtual Learning Environments (VLEs) and other electronic resources. • Ensure self-study tasks are aligned with class content, allowing students to reinforce and expand upon subject matter and skill development introduced during class sessions.

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Graduate Outcomes	Personal Development • **Work Autonomously:** Demonstrate the ability to work independently and manage tasks effectively. • **Utilise Feedback:** Use feedback from module tutors to identify areas for self-study and improvement. • **Seek Additional Support:** Take advantage of opportunities for additional academic support. • **Engage in Interactions:** Actively engage in both social and academic interactions, both in-person and online. Academic Exploration • **Active Classroom Participation:** Participate actively in classroom sessions to enhance understanding and contribute to discussions. • **Familiarise with UK Academic Practices:** • Become familiar with academic practices and conventions specific to UK educational standards. • Communicative Ability • **Effective Communication:** • Demonstrate proficiency in using appropriate methods of communication. • **Consider Classmates' Viewpoints:** • Respect and consider the viewpoints of peers during discussions and collaborative activities. • **Enhance ICT Skills:** • Strive to improve information and communication technology (ICT) abilities. • Knowledge, Skills, and Experience • **Access Diverse Media:** • Utilise various media sources effectively to support learning and gather information. • **Undertake Self-Study and Reflection:** • Engage in self-directed study and regularly reflect on learning progress. • **Collaborate with Peers:** • Work collaboratively with peers to achieve shared academic goals and enhance learning outcomes.
Module Assessment	1200 – 2000 words ***Independent Research Project***

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Final Examination Methods

Coursework (40%)

In-class Assessment	10%	60 minutes in-class test
Project	30%	1500-2000 words

Close Book Examinations (60%)

Listening	40 questions	30 minutes
Project Reading	40 questions	60 minutes
Writing	2 tasks	60 minutes
Speaking	3 parts	10–15 minutes

Comparison of Avaline Grading with CEFR & IELTS

Avaline English		CEFR	IELTS
Distinction	Over 90%	C2	9
Merit	70% - 89%	C1	7.0
Pass (for Degree course entry)	50% - 69%	B2	5.5 -6.5
Pass (for Diploma / International year entry)	40% - 49%	B1	4 -5.0
Fail	Below 40%	A2/A1	Below 4

Learning Resources

Recommended Resources for Teaching English

Core Texts:

1. **Cambridge IELTS Academic Authentic Practice Tests 9-15**

   Publisher: Cambridge University Examination Board, Cambridge Press
   ISBN: 9787561938386
   Description: A series of authentic practice tests providing comprehensive preparation for the IELTS Academic exam.

2. **Pat's Ten-day Step-by-Step Guide to the IELTS Speaking Test (14th Edition)**

   Author: Shen Xiaoyi
   Publisher: China Machine Press
   ISBN: 9787111628408
   Description: A focused guide offering step-by-step instructions and tips to excel in the IELTS Speaking Test.

3. **Cambridge IELTS Academic Authentic Practice Tests 7-15**

   Publisher: Cambridge University Examination Board, Cambridge Press
   ISBN: 9787561938386
   Description: Additional authentic practice tests for thorough preparation for the IELTS Academic exam.

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4. English for Academic Success: College Writing 3

Author: Nuttal
Publisher: Houghton Mifflin, 2006
Description: A textbook designed to improve academic writing skills for college-level students, focusing on complex writing tasks.

5. English for Academic Success: College Writing 4

Authors: Tunceren and Cavusgil
Publisher: Houghton Mifflin, 2006
Description: An fundamental-level textbook aimed at enhancing students' proficiency in academic writing, critical thinking, and research skills.

6. Cambridge English Skills Real Listening and Speaking

Author: Miles Craven
Publisher: Cambridge University Press, 2010
Description: A series that focuses on improving listening and speaking skills through practical, real-world activities and dialogues.

7. English for Academic Purposes

Author: R. R. Jordan
Publisher: Cambridge University Press, 2002
Description: This book provides a comprehensive guide for students preparing for academic study in English, focusing on essential skills and strategies.

8. Longman Academic Writing Series

Author: Alice Oshima and Ann Hogue
Publisher: Pearson Education, 5th Edition, 2013
Description: This series helps students develop their academic writing skills, from paragraph writing to essays and research papers.

Additional Required Materials:

9. Monolingual English Dictionary: Essential for building vocabulary and understanding usage in academic contexts.

Binder: For organising notes, handouts, and assignments.
Twin-pocket Folder: For keeping loose papers and worksheets.
Highlighters: Useful for emphasising key points in texts and notes.
Index Cards: Helpful for creating flashcards and organising study notes.

10. Oxford Advanced Learner's Dictionary

Publisher: Oxford University Press, 10th Edition, 2020
Description: This dictionary is tailored for advanced learners, offering definitions, pronunciation guides, and usage examples for over 230,000 words, phrases, and meanings..

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Supplementary Resources:

11. Longman Academic Writing Series: A comprehensive guide to developing writing skills, from paragraph writing to academic essays.

Publisher: Pearson Education
ISBN: Various
Barron's IELTS Superpack
Publisher: Barron's Educational Series
ISBN: Various
Description: A complete package including practice tests, skill-building tips, and audio materials for comprehensive IELTS preparation.

12. The Official Cambridge Guide to IELTS

Publisher: Cambridge University Press
ISBN: Various
Description: An all-in-one guide with practice tests, tips, and strategies for both Academic and General Training IELTS.

13. Academic Vocabulary in Use

Publisher: Cambridge University Press
ISBN: Various
Description: A resource for building and enhancing academic vocabulary critical for reading, writing, and speaking tasks.

14. IELTS Trainer

Publisher: Cambridge University Press
ISBN: Various
Description: A training manual with practice tests and step-by-step guidance on how to approach the exam.

15. English Grammar in Use

Author: Raymond Murphy
Publisher: Cambridge University Press, 5th Edition, 2019
Description: This is a comprehensive grammar guide designed for intermediate learners of English. It provides clear explanations and practical exercises to reinforce learning.

16. The Elements of Style

Author: William Strunk Jr. and E.B. White
Publisher: Pearson, 4th Edition, 1999
Description: A classic guide to English writing style, covering essential rules of grammar, composition, and usage.

17. English Phonetics and Phonology

Author: Peter Roach
Publisher: Cambridge University Press, 4th Edition, 2009
Description: An introduction to the sounds of English, with a focus on phonetics and phonology, suitable for learners and teachers alike.

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Delivery plan

	Phase 1	Phase 2	Phase 3	Phase 3
	Introduction and Foundation Building	Skill Development	Fundamental Practice and Preparation	Revision and Final Assessment
12 Weeks Duration	Weeks 1 -3	Weeks 4 - 7	Weeks 8 -10	Weeks 10-12
24 Weeks Duration	Weeks 1 - 6	Weeks 7-14	Weeks 15 - 20	Weeks 20 - 24
36 Weeks Duration	Weeks 1 - 6	Weeks 7-18	Weeks 19-30	Weeks 31-36

Entry Requirements

Duration of studies	English Requirement
6 /12 Weeks Duration Pre-sessional course	Student needs to have IELTS min 5.5 or equivalent English test
24 Weeks Duration Pre-sessional course	Student needs to have IELTS min 5.0 or equivalent English test
36 Weeks Duration Avaline Level 3 Diploma Subject course	Student needs to have IELTS min 4.0 or equivalent English test