

## Award in English for Foreigners

### Applying for this course:

Individuals must be 16 years of age and older in order to attend the course. Learners who have successfully achieved certification, after having attended the course Elementary Award in English for Foreigners, or have successfully passed a pre-test assessment in English approved by Jobsplus so as to determine the learner's level of competence in the language, are eligible to attend this course. For further information, kindly contact us on [qa.jobsplus@gov.mt](mailto:qa.jobsplus@gov.mt), stating your ID card number, attaching copies of your qualifications and a copy of your CV highlighting your work experience. Alternatively, you can send the requested information by post addressed to: Quality Assurance Unit, Jobsplus Training Complex, Triq Birzebbuga, Hal Far BBG3000.

### Course Duration

This course is of 82 hours duration and consists of four Modules:

- Module 1 is of 20 hours duration
- Module 2 is of 20 hours duration
- Module 3 is of 20 hours duration
- Module 4 is of 22 hours duration - (including 4-hour assessment)

### General pedagogical guidelines and procedures for this course:

The delivery of this course will be mainly held through a series of grammar presentations, discussions and hands-on exercises. Effective interactive teaching strategies to encourage speech such as role-play situations, information gap activities or even pair work are necessary in order to give the students the opportunity to give and receive meaningful communication. The different learning styles utilised are: visual, auditory, reflective, reading and writing.

### General assessment policy and procedures for this course:

The learner will be assessed through Formative Assessments (which will be held throughout the class sessions) and Summative Assessment which is divided into the Listening Comprehension, Reading, Oral Assessment and Written Assessment (held at the end of the module).

## Module 1 Learning Outcomes - **Module 1**

<ul style="list-style-type: none"><li>✓ Ensure proficiency in the use of the Present Simple Tense to express habits/routines and facts versus the Present Continuous Tense to express an activity happening at the time of speaking/around the time of speaking in the positive, negative, question and short answer forms and contracted forms when speaking and writing</li><li>✓ Ensure proficiency in the correct construction and application of the Passive Form for the Present Simple, Present Continuous tenses in the positive, negative and question form in both written and spoken format</li><li>✓ Ensure proficiency in the form and the function of the Past Simple Tense (regular and irregular verbs) in the positive, negative and question forms when used to express a fact, a finished past action, and when used with time expressions</li><li>✓ Ensure proficiency in the use of 'much/many, some/any, a few/a little, a lot/lots of' with countable and uncountable nouns</li><li>✓ Ensure proficiency in the construction of compound words made up of 'some/any/no/every + where/one/thing'</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure proficiency in the use of definite articles with countable and uncountable nouns, when there is only one of something, with superlative adjectives and before names of seas, rivers, hotels, museums etc. when speaking and writing</li><li>✓ Be responsible for the correct use of the Present Tense after the conjunctions of time 'when, while, as soon as, until, before, after' and 'will + infinitive' in the main clause to refer to future time in written and spoken format</li><li>✓ Ensure proficiency for the correct use of adverbial phrases of time and frequency including word order in written and spoken format</li><li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes - describing character, feelings and emotions, leisure activities, things in the town shops and shopping</li><li>✓ Write descriptive/narrative examples of texts about familiar themes accurately</li></ul>
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**Module 1 Assessment:** The assessment paper will be as follows:

Assessment for this module consists of ongoing assessments which make up 10% of the total assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.

## Module 2 Learning Outcomes - **Module 2**

<ul style="list-style-type: none"><li>✓ Ensure proficiency in the appropriate use of 'like doing' versus 'would like to do' in the positive, negative, question and short answer form in written and spoken format</li><li>✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'can/could' and 'be able to' to express ability in positive, negative and question form for the present and future in both written and spoken form</li><li>✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'can, could, may, will and would' when expressing requests in positive, negative and question form for the present and future in both written and spoken form</li><li>✓ Ensure proficiency in the correct construction and use of adjectives which end in '-ed/-ing'</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure proficiency in the use of Comparative and Superlative structures (regular and irregular forms) and the use of 'as ... as' in the positive and negative format in written and spoken format</li><li>✓ Ensure proficiency in the correct construction and application of relative clauses using 'who, that, which, where, and whose' when speaking and writing</li><li>✓ Produce simple texts about experiences or events for example about a trip, or a film</li><li>✓ Ensure proficiency in extracting essential information derived from short passages</li><li>✓ Ensure proficiency in the correct construction (and the use of other modal verbs in the result clause) and application of the Second Conditional to express an unreal situation and its improbable result in the positive, negative and question form when speaking and writing</li></ul>
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**Module 2 Assessment:** The assessment paper will be as follows:

Assessment for this module consists of ongoing assessments which make up 10% of the total assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.

### Module 3 Learning Outcomes - **Module 3**

<ul style="list-style-type: none"><li>✓ Ensure proficiency in the appropriate use and construction of the Present Perfect tense with 'for' and 'since' to refer to past actions that have a present result and to refer to indefinite time in the positive, negative and question form when speaking and writing</li><li>✓ Ensure proficiency in the appropriate use of the Present Perfect Tense with 'ever, never, since' to refer to past actions that have a present result and to refer to indefinite time versus the Past Simple Tense used with past time expressions e.g. yesterday, last year, in 1922 etc to refer to a definite time</li><li>✓ Ensure proficiency in the appropriate use and construction of the Past Perfect Tense in the positive, negative and question form when speaking and writing</li><li>✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'should and ought to' when giving advice in the positive, negative and question form for the present and future in both written and spoken form</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure proficiency in the correct construction of the modal auxiliary verbs 'may, can and could' when asking for and giving permission in positive, negative and question form for the present and future in both written and spoken form</li><li>✓ Ensure effective word building by the correct application of the various affixes (where applicable) in order to increase one's vocabulary when speaking and writing</li><li>✓ Be responsible for understanding the main points in short newspaper articles about current and familiar topics</li><li>✓ Produce different types of writing such as formal and informal letters asking for or giving simple information, emails or text messages, job applications etc.</li></ul>
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**Module 3 Assessment:** The assessment paper will be as follows:

Assessment for this module consists of ongoing assessments which make up 10% of the total assessment.

The ongoing assessment will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles plays and group activities.

## Module 4 Learning Outcomes - **Module 4**

<ul style="list-style-type: none"><li>✓ Ensure proficiency when using the various tenses in English in an effective manner</li><li>✓ Ensure proficiency in the correct construction and use of questions with dependent prepositions e.g. think about, talk about, speak to etc</li><li>✓ Ensure proficiency in the correct construction and appropriate use of indirect questions and the correct use of reporting verbs (e.g. ask, tell)</li><li>✓ Ensure proficiency in the correct construction and appropriate use of reported statements, questions, commands, requests, offers and demands using the appropriate lexis and tense in written and spoken form</li></ul>	<ul style="list-style-type: none"><li>✓ Ensure effective use of colloquial expressions and expressions</li><li>✓ Ensure proficiency in the English language by increasing one's repertoire of words and phrases related to particular themes - books, literature and media</li><li>✓ Compose letters replying to advertisements, write a CV and a report; and simple connected texts on topics which are familiar and of personal interest</li><li>✓ Deal with short newspaper articles, interviews that express a point of view, information found in brochures, leaflets and other texts with clearly structured plots</li></ul>
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Assessment for this module consists of ongoing assessments which make up 10% of the total assessment.

The ongoing assessments will take into consideration the learner's classroom participation throughout the entire module, and will take place by way of oral exercises, practical exercises, one-to-one questions, quizzes, roles-plays and group activities.

**Final Assessment:** The assessment paper will be divided into 4 parts:

- Part 1 – Listening Comprehension. This carries a total of 10%
- Part 2 – Reading – This carries a total of 10%
- Part 3 – Written Assessment – This carries a total of 10%. In this part of the assessment, the learner will be required to work out grammar exercises and write a short paragraph
- Part 4 – Oral – This carries a total of 30%. The learner will be given a few minutes to introduce himself/herself. Then the learner will be given a photo or a picture and will be asked to describe what the photo or picture illustrates.

The duration of this assessment is of 4 hours and the pass mark is that of 45%.

The combined Ongoing assessments contribute to 40% of the total marks while the combined Summative assessments contribute to 60% of the total marks.

Trainees will need to obtain a pass mark (45%) in both the Ongoing Assessment and the End of Module Assessment.

The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at Level 2 of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning. This course comprises study modules to which a total of 4 ECVET points are assigned.