




MODULE SPECIFICATION

Part 1: Information			
Module Title	Teaching English to Speakers of Other Languages		
Module Code	UPNQ9L-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Linguistics
Department	Arts and Cultural Industries		
Contributes towards	BA Hons English Language and Literature BA (Hons) English Language and Linguistics		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
	<ul style="list-style-type: none"> • Language awareness sessions covering the lexico-grammatical areas of: parts of speech, past, present, and future tenses, question forms, conditionals, passives, the perfect aspect, modal verbs, the use of articles, determiners, reported speech, phrasal verbs; • Phonology sessions introducing students to the various segmental and supra-segmental features of the English language, involved in the production of connected speech. It will also consider the types of errors made by students (particularly French, German, Spanish, and EFL students) and introduce activities used to help such non-native speakers deal with some of these problems in a practical classroom context; • Macro and sub-skills; • The theory and practice of teaching, learning and classroom management, particularly in the 1-1 context; • Syllabus design; • Teacher and learner roles; • The production of appropriate teaching and learning materials; • Evaluation and exploitation of course books; • Using audio-visual aids; • Testing in language learning/teaching contexts; • An examination of learner needs and motivation

Part 3: Assessment		
<p>Assessment In this module, students are required to transform and build on their “passive” knowledge of the English Language and the principles of second language acquisition, so that they can eventually become “teachers” of the English Language (EFL) themselves. Theories and strategies for the teaching of EFL in a real 1-1 classroom context will be engaged with actively. This will involve both education (theory of education and theory of practice) and practice itself (training i.e. strategies, activities and techniques) for active use in the classroom.</p> <p>To this end,</p> <p>TB1 involves significant work on language awareness, specifically in the area of the lexico-grammar and lesson-planning. EFL course books will also be analysed and reviewed and teaching techniques will be explored and demonstrated by participants. At the end of TB1, students will be tested on their understanding of the lexico-grammar, ways in which they would deal with student errors and the planning of a lesson that incorporates aspects of the above. (2 hour exam, controlled conditions, 30%).</p> <p>TB2 involves work on phonology for EFL, classroom management, the four skills, vocabulary and monitored development of diagnostic test writing and classroom teaching, in preparation for the 1-1 lesson with a non-native participant. Significant time will be apportioned to reflection and analysis of own performance in terms of both the theory and the practice. Students will be required to work with a non-native participant, chosen by themselves, in a series of steps leading to a final, taught 1-1 lesson. A Language Learner Profile that incorporates all of the theoretical and behavioural themes from the year, as well as the results of the student's own practice, will form the basis of the final coursework. (Coursework to be handed in at the end of TB2, 70%).</p>		
Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour test of English grammar	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Production of a Language Learner Profile (approximately 3000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2 hour test of English grammar	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Production of a Language Learner Profile (approximately 3000 words)	100%	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> demonstrate a sound knowledge of the main grammatical and lexical features of the language including their application to the classroom (Comps. A & B); demonstrate a sound knowledge of the main phonological features of the language(Comp. 	

	<p>B);</p> <ul style="list-style-type: none"> • produce an effective and coherent lesson plan (Comps A & B); • teach English as a Foreign Language in an effective and communicative way demonstrating an ability to reflect upon the experience and evaluate their performance realistically (Comp. B); • use effectively an appropriate range of classroom and teaching aids (Comp. B); • produce effective and stimulating learning materials (Comp. B); • demonstrate an awareness of learner needs (Comp. B). 																				
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>																				
Contact Hours	<table border="1" data-bbox="533 562 1445 949"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p style="text-align: right;"></p>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="644 1413 1337 1641"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>30%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>70%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	30%	Coursework assessment percentage	70%	Practical exam assessment percentage	0%		100%										
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Reading List	<p>Indicative Reading List</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>https://uwe.rl.talis.com/lists/22F37A28-E857-3112-A297-6489404D3269.html</p>																				

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First CAP Approval Date	5 th February 2015			
Revision CAP Approval Date	28 th May 2017	Version	2	Link to MIA 10693