



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Teaching English to Speakers of Other Languages				
Module Code	UPNQ9L-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Linguistics		
Contributes towards	BA (Hons) English and English Language BA (Hons) English Language and Linguistics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	26 <sup>th</sup> March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the main grammatical and lexical features of the language including their application to the classroom (Comps. A &amp; B);</li> <li>• demonstrate a sound knowledge of the main phonological features of the language(Comp. B);</li> <li>• produce an effective and coherent lesson plan (Comps A &amp; B);</li> <li>• 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);</li> <li>• use effectively an appropriate range of classroom and teaching aids (Comp. B);</li> <li>• produce effective and stimulating learning materials (Comp. B);</li> <li>• demonstrate an awareness of learner needs (Comp. B).</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> </ul>

	<p>problems in a practical classroom context;</p> <ul style="list-style-type: none"> <li>• Macro and sub-skills;</li> <li>• The theory and practice of teaching, learning and classroom management, particularly in the 1-1 context;</li> <li>• Syllabus design;</li> <li>• Teacher and learner roles;</li> <li>• The production of appropriate teaching and learning materials;</li> <li>• Evaluation and exploitation of course books;</li> <li>• Using audio-visual aids;</li> <li>• Testing in language learning/teaching contexts;</li> <li>• An examination of learner needs and motivation</li> </ul>																														
Contact Hours	<p>72 contact hours allocated as follows:</p> <p>Lecture time – 24 hours per person Seminar time – 24 hours per person Workshop time – 24 hours group work</p>																														
Teaching and Learning Methods	<p>The syllabus is covered using, as appropriate, practical demonstrations, lectures, tutor-led group discussions, participant-led group discussions, seminars, individual tutorials, peer teaching and videoed lessons.</p> <p>Attendance is particularly important for this module, as this very practical module will be taught using demonstrations rather than powerpoint lectures.</p>																														
Key Information Sets Information	<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> <table border="1" data-bbox="459 1111 1369 1503"> <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>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam <b>Coursework:</b> Written assignment</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="571 1843 1262 2069"> <tbody> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <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>	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	Total assessment of the module:		Written exam assessment percentage	30%	Coursework assessment percentage	70%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p><b>Reading Strategy:</b>  All students will be encouraged to make full use of print and electronic resources available to them through membership of the University. The module handbook and key texts will be available on blackboard. Further reading will be available in a range of electronic books (e.g. <i>ebooks, ebrary</i>), electronic journals (available through <i>Ebsco, Emerald, Sage</i> databases), multidisciplinary databases (e.g. <i>LexisNexis, FAME</i>) and a variety of resources available through websites and information gateways. The University Library's web pages provide access to subject-relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p>
<p>Indicative Reading List</p>	<p><b>Indicative Reading list:</b>  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>Bailey, K.M., &amp; Nunan, D. eds. <i>Voices from the Language Classroom</i>, CUP, 1996  Bowen, T. &amp; Marks, J. <i>The Pronunciation Book</i>, Longman, 1992  Brumfit, C. <i>Individual Freedom in Language Teaching</i>, OUP, 2001.  Cunningsworth, A. <i>Choosing your Coursebook</i>, Macmillan Heinemann, 1995  Candlin (Ed.), <i>The Communicative Teaching of English</i>, Longman, 1981.  Carrell, P., Devine, J, &amp; Eskey D. (Eds.) <i>Interactive Approaches to Second Language Reading</i>, CUP, 1988.  Birmingham University, 1987. <i>Cobuild English Language Dictionary</i>, Collins and  Dalton, C &amp; Seidlhofer, B <i>Pronunciation</i>, Longman, 1994  Grellet, F. <i>Developing Reading Skills</i>, CUP, 1981.  Hadfield, J. <i>Classroom Dynamics</i>, OUP, 1993  Hall, D.R. and Hewings, A. (eds.) <i>Innovation in English Language Teaching</i>, Routledge, 2001.  Harmer, J. <i>The Practice of English Language Teaching</i>, Longman, 2001  Johnson and Morrow <i>Communication in the Classroom</i>, Longman, 1981  Kennedy, C. , Doyle P. and Goh C. (eds.) <i>Exploring Change in English Language Teaching</i>, Macmillan Heinemann, 1999.  Kenworthy, D. <i>Teaching English Pronunciation</i>, Longman, 1987  Laroy, C. <i>Pronunciation</i>, OUP, 1995  Munby, J. <i>Communicative Syllabus Design</i>, CUP, 1978.  Morgan and Rinvolucri <i>Vocabulary</i>, OUP, 1989  Morrow, K.E. and Johnson K <i>Communicate</i>, CUP, 1979.  McKay, S.L. <i>Teaching English Overseas: An Introduction</i>, OUP, 1993.  Nunan, D. <i>Designing Tasks for the Communicative Classroom</i>, CUP, 1989.  Nunan, D. <i>The Learner-Centred Curriculum</i>, CUP, 1988.  Rivers, W.M.(Ed.) <i>Interactive Language Teaching</i>, CUP, 1987.  Rosner, R. &amp; Bolitho R. <i>Currents of Change in English Language Teaching</i>, OUP, 1990.  Rivers, W.M. &amp;</p>

	Temperley, M.S.  Scrivener, J. Swan, M. Swan, M and Smith, B. Swan, M & Walter, C. Underhill, A Willis, J and D. Willis	<i>A Practical Guide to the Teaching of English as a Second or Foreign Language</i> , OUP, 1978. <i>Learning Teaching</i> , Macmillan Heinemann, 1994. <i>Practical English Usage</i> , Oxford University Press, 1995 <i>Learner English</i> , CUP, 1987. <i>How English Works</i> , OUP, 1997 <i>Sound Foundations</i> , Heinemann, 1994 <i>Challenge and Change in Language Teaching</i> , Macmillan Heinemann, 1996.
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### Part 3: Assessment

<b>Assessment Strategy</b>	<p><b>Assessment</b></p> <p>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. (90 minute 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>
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Identify final assessment component and element	<b>Component B</b>	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>30%</b>	<b>70%</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.5 hour test of English grammar	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Production of a Language Learner Profile (approximately 3000 words)	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.5 hour test of English grammar	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
Production of a Language Learner Profile (approximately 3000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.