



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	1.1
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 2015		Valid to	September 2019	

CAP Approval Date	5 th February 2015
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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"> • 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. B); • 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).
Syllabus Outline	<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

Contact Hours

72 contact hours allocated as follows:

Lecture time – 24 hours per person
Seminar time – 24 hours per person
Workshop time – 24 hours group work

Teaching and Learning Methods

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.

Attendance is particularly important for this module, as this very practical module will be taught using demonstrations rather than powerpoint lectures.

Key Information Sets Information

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.

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

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam

Coursework: Written assignment

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:

Total assessment of the module:	
Written exam assessment percentage	30%
Coursework assessment percentage	70%
Practical exam assessment percentage	0%
	100%

<p>Reading Strategy</p>	<p>Reading Strategy: 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>Indicative Reading list: 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., & Nunan, D. eds. <i>Voices from the Language Classroom</i>, CUP, 1996 Bowen, T. & 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, & Eskey D. (Eds.) <i>Interactive Approaches to Second Language Reading</i>, CUP, 1988. Cobuild <i>English Language Dictionary</i>, Collins and Birmingham University, 1987. Dalton, C & 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. & Bolitho R. <i>Currents of Change in English Language Teaching</i>, OUP, 1990. Rivers, W.M. &</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

Assessment Strategy	<p>Assessment</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. (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>
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Identify final 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)
2 hour test of English grammar	100%
Component B Description of each element	Element weighting (as % of component)
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)
2 hour test of English grammar	100%
Component B Description of each element	Element weighting (as % of component)
Production of a Language Learner Profile (approximately 3000 words)	100%

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