



## **Module Specification**

# Teaching of English to Speakers of Other Languages (TESOL)

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## Part 1: Information

**Module title:** Teaching of English to Speakers of Other Languages (TESOL)

**Module code:** UPNQ9L-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Creative & Cultural Industries

**Partner institutions:** None

**Field:** Linguistics

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See learning outcomes.

**Outline syllabus:** 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: Teaching and learning methods**

**Teaching and learning methods:** See assessment strategy.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate a sound knowledge of the main grammatical and lexical features of the language including their application to the classroom

**MO2** Demonstrate a sound knowledge of the main phonological features of the language

**MO3** Produce an effective and coherent lesson plan

**MO4** 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

**MO5** Use effectively an appropriate range of classroom and teaching aids

**MO6** Produce effective and stimulating learning materials

**MO7** Demonstrate an awareness of learner needs

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/upnq9l-30-3.html) via the following link <https://uwe.rl.talis.com/modules/upnq9l-30-3.html>

## **Part 4: Assessment**

**Assessment strategy:** 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.

To this end, 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 lexicogrammar, ways in which they would deal with student errors and the planning of a lesson that incorporates aspects of the above. (an examination - 30%).

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%).

### **Assessment tasks:**

#### **Examination (First Sit)**

Description: In-class examination. An examination of skills in English Language and planning TESOL interventions/lessons

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

#### **Written Assignment (First Sit)**

Description: Language learner profile - approx 3000 words

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

### **Examination (Resit)**

Description: In class examination. An examination of skills in English Language and planning TESOL interventions/lessons

Weighting: 30 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

### **Written Assignment (Resit)**

Description: Language learner profile - approx 3000 words

Weighting: 70 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

English Language and Linguistics {Top up} [INTUNI] BA (Hons) 2023-24

English Language and Linguistics [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

English Language and Literature [Sep][FT][Frenchay][3yrs] - Not Running BA (Hons)  
2021-22

English Language and Literature {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)  
2020-21

English Language and Literature [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

English Language and Linguistics [Sep][SW][Frenchay][4yrs] BA (Hons) 2020-21

English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)  
2020-21

English Language and Literature {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons)  
2019-20

English Language and Literature [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

English Language and Linguistics {Foundation} [Sep][SW][Frenchay][5yrs] BA  
(Hons) 2019-20

English and English Language [Sep][PT][Frenchay][6yrs] - Not Running BA (Hons)  
2018-19

English Language and Literature [Sep][PT][Frenchay][6yrs] BA (Hons) 2018-19