1. **Title of the module**

LING5400 (LL540) – English Language Teaching 2

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Co-requisite: LING5390 – English Language Teaching 1

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of foreign language classroom teaching;

8.2 Demonstrate development, improvement and refinement of their linguistic awareness;

8.3 Demonstrate an ability to assess student foreign language needs in the four skills of reading, writing, listening and speaking;

8.4 Demonstrate a systematic, detailed and extensive knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, planning lessons and selecting materials and teaching strategies appropriate to the needs and interests of the foreign language students they teach;

8.5 Demonstrate a cogent appreciation, through critical classroom observation of experienced ESOL teachers and personal reflection, of the content, methods, strategies and organisation of classroom work;

8.6 Demonstrate practical skills by teaching groups of peers under the supervision of experienced teachers.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate the results of their study and pedagogical practice with others, both orally and writing, in a variety of contexts;

9.2 Demonstrate advanced problem-solving skills;

9.3 Work with others on group tasks, including organising and directing groups;

9.4 Select, present and analyse material in a logical and structured manner;

9.5 Demonstrate time-management skills;

9.6 Reflect on their own learning and self-improvement, and engage in self-assessment;

9.7 Demonstrate various IT and library skills and continue to engage in developing an independent learning style.

1. **A synopsis of the curriculum**

This module is useful for anyone who may be considering teaching languages to second-language/foreign language learners in the future, with particular emphasis on English to Speakers of Other Languages (ESOL), although it provides a rich variety of transferable skills for any participant. It builds on An Introduction to English Language Teaching 1 by increasing the range of skills and considering how to go about teaching specific groups of foreign language learners and assessing their needs. Guidance will be given on writing a syllabus, using resources and creating materials for learners. There will be an opportunity to observe ESOL teaching and to deliver an English lesson.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Harmer, J., (2007) *How to Teach English*, Essex: Pearson Longman

Lindsay, C. and Knight, P., (2006) *Learning and Teaching English*, Oxford, Oxford University Press

Scrivener, J., (2011) *Learning Teaching*, Oxford: Macmillan

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Lesson Plan Adaptation and Peer-Teaching Practice (15 minutes) – 60%
* Post-lesson Written Evaluation (1,000 words) – 40%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  | **x** |  | **x** |  |  |  |
| Seminar |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer-Teaching Practice | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Post-lesson Written Evaluation | **x** |  | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module focuses on methods and practices for teaching English to speakers of other languages, so students observe and discuss linguistic and cultural differences among different groups of learners and how these may impact their English language learning. This module also allows students to bring in examples from their own teaching experience in multicultural/multilingual environments.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 24/11/15 | Major | September 2015 | 1, 5, 8, 10, 12-13 | No |
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| Revised FSO Jan 2018 |