1. **Title of the module**

LING5390 (LL539) – English Language Teaching 1

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

Arts and Humanities (MLL)

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**

None

1. **The course(s) 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 an understanding of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of foreign language classroom teaching;

8.2 Demonstrate refined linguistic awareness;

8.3 Assess student foreign language competence and needs in the skills of reading, writing, listening and speaking;

8.4 Demonstrate systematic knowledge of the academic, theoretical and pedagogical issues involved in devising a syllabus, plan lessons and select materials and teaching strategies appropriate to the needs and interests of the foreign language learners 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.

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 in writing, in a variety of contexts;

9.2 Demonstrate confident and efficient problem-solving skills;

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

9.4 Demonstrate time-management skills;

9.5 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 for Speakers of Other Languages (ESOL), although it provides a rich variety of transferable skills for any participant. It raises awareness of the English language, introduces lesson planning, classroom organisation, language teaching and feedback. There will be an opportunity to observe ESOL teaching and plan and prepare a lesson. Guidance will be given on writing a lesson plan, using resources and creating materials for foreign language learners The emphasis is on building strategies and techniques for foreign language teaching and understanding what makes good practice.

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
* Online Language Analysis Test (45 minute limit) – 20%
* Lesson Plan & Commentary (2,000 words) – 80%
	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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** |  |  | **x** |  |  | **x** | **x** |  |  |
| Seminar |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Online Language Analysis Test |  | **x** |  |  |  |  | **x** | **x** | **x** |  |
| Lesson Plan & Commentary | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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.

**DIVISIONAL USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
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| Revised FSO Jan 2018 |