1. **Title of the module**

LING8430 (LL843) – Methods and Practice of TESOL

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

Division of Arts & Humanities

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

Level 7

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**

Compulsory for MA Applied Linguistics for TESOL

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

8.1 Demonstrate professional and confident practical classroom skills that will be underpinned by pedagogic principles and linguistic knowledge;

8.2 Demonstrate assimilation and development of the principles of effective classroom practice;

8.3 Evaluate language learning and teaching in the light of research, good practice and current trends and apply this to a teaching context;

8.4 Critically review a range of language learning approaches, methods, and techniques and assess their efficacy in specific contexts;

8.5 Use appropriate approaches, methods, and techniques for specific teaching and learning contexts.

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

9.1 Communicate complex ideas clearly and effectively;

9.2 Evaluate complex ideas and apply them to practical situations;

9.3 Manage and organise groups;

9.4 Identify problems and possible solutions;

9.5 Show initiative and independence in planning, preparation and execution in practical situations.

1. **A synopsis of the curriculum**

This module will give an overview of the theories and good practice that underpin TESOL. It will show how these have developed and shaped current trends in TESOL pedagogy. Recent and up-to-date research into language learning and teaching will be reviewed, evaluated and assessed for its implications for classroom practice. Current thought on the teaching of the elements and skills of language will be reviewed and assessed, and applied to a variety of contexts in which TESOL takes place. Participants will be able to observe and evaluate TESOL teaching and develop their own practical teaching skills through peer group teaching, teaching small groups and or/one-to-one teaching under the supervision of experienced practitioners.

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

Edge, J. and Garton, S. (2009). *From Experience to Knowledge in ELT*, Oxford: Oxford University Press.

Hall, G. (2011). *Exploring English Language Teaching: Language in Action*, London: Routledge.

Larsen-Freeman, D. and Anderson, M. (2011). *Techniques and Principles in Language Learning*, Oxford, Oxford University Press.

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

Scrivener, J. (2012). *Classroom Management Techniques*, Cambridge: Cambridge University Press.

Spiro, J. (2013). *Changing Methodologies in TESOL*, Edinburgh: Edinburgh University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

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

* Lesson Plan 1 & Presentation (15 minutes) – 40%
* Lesson Plan 2 & Presentation (20 minutes) – 60%

13.2 Reassessment methods

* 100% Coursework (2,500 words)

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** |
| Seminar |  | **x** | **x** |  | **x** | **x** | **x** |  | **x** | **x** |
| Workshop | **x** | **x** |  | **x** |  | **x** |  | **x** | **x** | **x** |
| Tutorial |  |  | **x** |  |  | **x** | **x** |  | **x** | **x** |
| Classroom Observation |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Teaching Practice 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Teaching Practice 2 | **x** | **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. Students will observe and discuss linguistic and cultural differences among different groups of learners, and how these may influence their English language learning. This module also allows students to bring in examples from their own teaching experience in multicultural/multilingual environments.

**DIVISION 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/2021 | Minor | 2021/22 | 8-9,13 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

|  |
| --- |
| Revised FSO Jan 2018 |