1. **Title of the module**

LING8560 (LL856) – Teaching Portfolio

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 7

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

60 Credits (30 ECTS)

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

Summer term and summer vacation

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

Prerequisite: Completion of Stage 1 of the MA Applied Linguistics with TESOL

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

Compulsory for MA Applied Linguistics with TESOL

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

8.1 Demonstrate in-depth and advanced subject-specific knowledge of the terminology required for linguistic description and TESOL and of a particular specialized area of Linguistics applied to TESOL, e.g. phonetics, phonology, morphology, syntax, semantics, pragmatics, language varieties, styles and registers, second language acquisition;

8.2 Demonstrate theoretical and practical knowledge and understanding of teaching methods, strategies and techniques, needs analysis, syllabus design and materials design for TESOL;

8.3 Analyse, interpret and evaluate theories, principles, methodologies, strategies, techniques, materials, language and research findings relevant to the fields of Applied Linguistics and TESOL;

8.4 Apply linguistic and TESOL theories to enhance classroom practice and design language courses and materials appropriate to student’s level, interests, needs, background and learning context.

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

9.1 Demonstrate a high level of competence in information processing using relevant databases and online research, synthesise information from a number of primary and secondary sources to formulate arguments, make sound judgements or propose new hypotheses, and communicate complex ideas clearly in written English;

9.2 Manage time, prioritise tasks and adhere to deadlines;

9.3 Demonstrate problem solving skills in a variety of contexts.

1. **A synopsis of the curriculum**

The aim of the Teaching Portfolio is to develop further the students’ ability to independently plan, research, and develop a language course, syllabus, lesson plans, materials, etc. for a specific group of language learners, and to describe the project in a coherent manner within an extended piece of practical written work. The Teaching Portfolio functions both as the culmination of the year’s work on the program and as preparation for students’ professional development as language teachers.

The Teaching Portfolio will usually be based on, and develop from, work undertaken relating to the modules undertaken during Stage 1 of the MA Applied Linguistics with TESOL.

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

To be determined by the individual student in consultation with the supervisor, but broadly based on the year’s work across the whole MA.

The following titles in particular will be of use:

Costantino, P.M., De Lorenzo, M.N. and Tirrell-Corbin, C. (2009). *Developing a Professional Teaching Portfolio: A Guide for Success* (Third Edition), Boston: Allyn & Bacon

Davis, J. and Osborn, T.A. (2003). *The Language Teacher’s Portfolio: A Guide for Professional Development*, Westport, CT: Greenwood Publishing Group.

1. **Learning and teaching methods**

Total Contact Hours: 8

Private Study Hours: 592

Total Study Hours: 600

1. **Assessment methods**
	1. Main assessment methods
* Teaching Portfolio (equivalent to 12,000 words) – 100%
	1. Reassessment methods
* Reassessment Instrument: 100% Project
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Supervision | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Teaching Portfolio | **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**

In this module students will put into practice the knowledge gained throughout Stage 1 of the MA Applied Linguistics with TESOL. This includes UK and international students sharing their language learning and teaching experiences from a range of multicultural/international environments as well as drawing upon those experiences to plan and develop a language course, syllabus, lesson plans and materials, etc. for a specific group of language learners.

**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.**

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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) |
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| Revised FSO Jan 2018 |