

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Introduction to TESOL
2	Module Code:	TESL10212
3	Credit Points:	20
4	Duration:	Year-long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8 **Pre, post and co-requisites:**

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>

9 **Courses containing the module**

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
4	Core	FT		BA Joint Honours Humanities
4	Core	PT		BA Joint Honours Humanities
4	Core	SW		BA Joint Honours Modern Languages
4	Core	PT		BA Joint Honours Modern Languages
4	Option	FT	EURX003	European Exchange Year Long
4	Option	FT	INTX003	International Exchange Year Long

10 **Overview and aims**

In this module, you will be introduced to practical issues and theoretical concepts involved in Teaching English to Speakers of Other Languages (TESOL), with a view to laying the foundations for a future career in language teaching and related industries.

You will learn about some of the contexts in which English is taught, both abroad and in the UK, and explore the various roles that teachers adopt in their profession.

<p>Current approaches to language teaching and basic principles of lesson planning will be introduced and you will have the opportunity to watch experienced teachers in action. To complement your theoretical knowledge of linguistics, this module will explore how the English language can be described for teaching and learning purposes. You will develop your awareness of different proficiency levels in English as a Second/Foreign Language and become familiar with teaching and learning resources. You will develop your understanding of different teaching contexts, within the TESOL profession, and the ability to relate this knowledge to your employability. You will develop your ability to understand, appreciate and express with confidence ideas about TESOL-related matters, both orally and in writing.</p> <p>Upon successful completion of the module, you may progress to the second year modules in <i>TESOL Language in Use</i> and <i>Theory and Practice of Language Learning for TESOL</i>.</p>
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11	Module content
	<p>You will follow a structured programme that will introduce you to the theory and practice of teaching English language systems (vocabulary, pronunciation, grammar) and language skills (speaking, listening, reading, writing).</p> <p>Through set readings and independent investigation, you will explore current issues relating to TESOL and the language teaching profession, specifically related to your employability. You will participate in and also lead group discussions on TESOL-related topics.</p> <p>You will also be introduced to basic concepts related to second language acquisition and develop awareness of different levels of language proficiency.</p> <p>During the sessions, you will engage in peer- and tutor-assessed microteaching, involving independent planning and evaluation of your own and peers' efforts.</p> <p>By means of a learner diary, you will analyse and reflect on each contact session during the course, relating concepts to personal experience and developing your own interests within the field.</p> <p>By the end of the year, you will have created a comprehensive portfolio of work that will serve as a synthesis of your accumulated knowledge and a record of your personal and professional development over the course.</p>

12	Indicative reading
	<p>Required reading:</p> <p>Spratt, M., Pulverness, A. & Williams, M. <i>The TKT course (Second edition)</i>. Cambridge University Press 2011</p> <p>Watkins, P. <i>Learning to Teach English: A practical introduction for new teachers (Second edition)</i>. Addlestone. DELTA Publishing. 2014</p>

See the Resource List on the NOW for details of other useful books.

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

Demonstrate knowledge and understanding of concepts related to TESOL, including those related to language systems (grammar, phonology, lexis) and language skills (grammar, phonology, lexis)

Demonstrate intercultural awareness and understanding

Demonstrate an awareness of the roles of teachers and learners, their relation to lesson planning and of how to write a basic lesson plan.

Demonstrate familiarity with resources for use in TESOL and with different TESOL teaching contexts, related to your employability

Demonstrate awareness of class management procedures

Skills, qualities and attributes. After studying this module you should be able to:

- Undertake independent and self-directed study
- Use bibliographic and research skills to locate sources for TESOL
- Synthesise information on different TESOL contexts, in relation to your employability
- Communicate, defend and support a position on TESOL-related issues
- Manage time effectively and meet deadlines
- Work confidently and co-operatively within a group
- Reflect on your own personal and professional development
- Accept and assimilate constructive feedback, and offer constructive feedback on peers' performance

14 Teaching and learning

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module,

Weekly teacher- and student-led seminars are the main mode of contact, supplemented by information on the NOW, and by individual and group tutorials. Within the seminars, discussions are angled towards knowledge-related learning outcomes, whilst group tasks and microteaching develop outcomes related to practical skills and attributes.

Total contact hours:	40
<i>Range of other learning methods</i>	
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Independent learning and directed learning via observation, diary reflection, project work and language teaching-related tasks	
Total non-contact hours:	160

15 **Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	60%	Portfolio	1 Reflective Portfolio consisting of various tasks and assignments
2	40%	Class Test	Timed assessment based on analysis of language systems for teaching purposes
Diagnostic/formative assessment			
This indicates if there are any assessments that do not contribute directly to the final module mark			
<ul style="list-style-type: none"> • Individual microteaching assessments, including planning and evaluation • Learner Diaries • Independent research into TESOL-related issues <p>Group and individual face to face tutorial discussions and feedback on stages of reflective portfolio</p>			
Further information on assessment			

The Class Test relates to the teaching of language systems (grammar, lexis and phonology).

The portfolio is a reflection on the year's work and serves as a record of the student's development over the course of the year. It incorporates prescribed tasks, including microteaching and an independent project on an issue related to English language teaching and learning, while also offering an element of choice of focus for the individual student, based on personal interest.

In addition to the internal assessments, students on this course will be offered the opportunity to take the first module of an externally validated award in TESOL, the Cambridge Teaching Knowledge Test (TKT).

this section provides further information on the module's assessment where appropriate

Document management

16	Module Title:	Introduction to TESOL	
17	Module Code:	TESL10212	
18	Subject (JACS) Code:	X162	
19	Cost Centre:	135	
20	School:	AAH	
21	Academic Team:	NLC	
22	Campus:	City	
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or	January 2017	

Development Approval Group
(DAG):