Nottingham Trent University
Module Specification

	Basic module information	
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1	Module Title:	Theory and Practice of Language Learning for TESOL
2	Module Code:	TESL20212
3	Credit Points:	20
4	Duration:	Second half-year
5	School:	School of Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

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

Pre, Co, Post	Module Code	Module Title
Pre	TESL10212	Introduction to TESOL
Co	TESL20112	Language in Use for TESOL
Pre	LING10105	Introduction to Language and Linguistics

9	**Courses containing the module**				
	Level	Core/Option	Mode	Code	Course Title
			FT	HUMA017	BA (H) English and TESOL
			FT	HUMA034	BA (H) Global Studies and TESOL
			FT	HUMA046	BA (H) TESOL and International Relations
			SW	MODL016	BA (H) French and TESOL
			SW	MODL029	BA (H) German and TESOL
			SW	MODL040	BA (H) Italian and TESOL
			SW	MODL059	BA (H) Spanish and TESOL

10	**Overview and aims**
	In this module you will be introduced to the theories of second language acquisition and your influence on teaching methodology. In addition, you will extend your knowledge of ESOL resources and materials and develop your skills in analysing and evaluating them for teaching purposes.

11	**Module content**

This module will follow a structured programme focussing on the theories of how second languages are learned and how these theories have informed the evolution of teaching methodology.

In addition, you will have the opportunity to extend your knowledge of the range of ESOL materials and resources available and will also develop skills in selecting, adapting and evaluating these materials for teaching purposes.

In this course you will be offered the opportunity to take the second module of the externally validated award in TESOL, the Cambridge Teaching Knowledge Test.

12	**Indicative reading**

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

Larson-Freeman, D. (2000) *Techniques and Principles in Language Teaching.* Oxford: OUP

Lightbown, P. and Spada, N. (2006) *How Languages are Learned.* Oxford: OUP

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 understanding of the theories of second language acquisition

- display an understanding of a range of teaching approaches

- demonstrate an understanding of the link between the theories of how languages are learned and the various teaching approaches.

- demonstrate a knowledge of the range of teaching materials and resources available

- demonstrate an ability to select, adapt and evaluate a range of materials for teaching purposes

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

- engage with aural and written materials related to second language acquisition, teaching methodologies and classroom teaching.

- use bibliographic and research skills to locate sources for TESOL

- analyse and critically evaluate information and concepts related to TESOL

- communicate, defend and support a position on TESOL related issues

- undertake independent and self-directed study and demonstrate time-management skills and the ability to work collaboratively

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, e.g. lectures, seminars
	Lectures and teacher and student-led seminars
	Group and individual tutorials
	Total contact hours: 39
	Range of other learning methods
	This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	Independent and Directed learning
	Total non-contact hours: 160

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	50%	CWK	Written Assignment
	2	50%	CWK	Oral presentation
	Diagnostic/formative assessment			

This indicates if there are any assessments that do not contribute directly to the final module mark

- Q and A Sessions
- Student-led seminars and workshops
- Tutorials
- Informal Material evaluation sessions

Further information on assessment

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

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The written assignment will focus on the link between the theories of second language acquisition and teaching methodology, while the oral presentation will be a critical evaluation of existing published teaching materials

	Document management		
16	Module Title:	Theory and Practice of Language Learning for TESOL	
17	Module Code:	TESL20212	
18	Subject (JACS) Code	X162	
19	Cost Centre	135	
20	School:	AAH	
21	Academic Team	NLC	
22	Campus	2 (Clifton)	
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*	
		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 SASQC/DAG:		