Nottingham Trent University
Module Specification

	Basic module information	
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1	Module Title:	Practical Training in the Teaching of Languages
2	Module Code:	TESL30112
3	Credit Points:	40
4	Duration:	Year-long
5	School:	School of Arts and Humanities
6	Campus:	City
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
Pre	LING101105	Linguistics
Pre	TESL20105	TESOL
Pre	TESL20112	TESOL Language in Use

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
			FT	EURX001	European Exchange (First Half Year)
			FT	EURX002	European Exchange (Second Half Year)
			FT	EURX003	European Exchange (Full Year)
			FT	INTX001	International Exchange (First Half Year)
			FT	INTX002	International Exchange (Second Half Year)
			FT	INTX003	International Exchange (Full Year)

10	**Overview and aims**

In this module, you will further develop your awareness of language and terminology for describing language for teaching purposes. In addition, you will extend your knowledge of and gain further practice in the techniques and procedures appropriate to the teaching of English Language systems and skills. You will further develop your awareness of appropriate teaching styles and TESOL principles and practices and will extend your knowledge of appropriate resources and materials for teaching a variety of aspects of ESOL. You will develop an awareness of learner motivations and learning styles within various teaching and learning contexts. You will observe ESOL lessons and carry out practical teaching assignments under the supervision of experienced tutors and working with a group of peers. You will further develop your ability to reflect on your own teaching and that of others and to engage in action planning for future lessons.

11	**Module content**

You will follow a structured programme related to the teaching of a variety of English language skills and systems to speakers of other languages. You will undertake observation of recorded and 'live' ESOL classes. You will learn about the practical significance of differences between languages, motivations and learning styles. You will engage in group observation and group lesson planning, in order to deliver a variety of classroom activities. As part of this, you will further extend your ability to select and evaluate appropriate ESOL materials. You will study an individual language learner in depth, teach the learner, and produce a profile of their needs and progress. You will engage in a programme of reflective practice, involving peer and tutor-led lesson feedback. By the end of the module, your accumulated lesson plans, materials, records of classroom observation, presentations and reflections on your teaching will form a portfolio of work that will be useful to you in a future career in TESOL.

12	**Indicative reading**

Aitken, R. (2002). *Teaching Tenses*. Brighton: ELB Publishing.

Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge: CUP.

Osborne, P. (2005). *Teaching English One to One*. London: Modern English Publishing.

Scrivener, J. (2007). *Learning Teaching*. Oxford: Macmillan.

Swan, M. & Smith, B. (eds). (2001). *Learner English*. Cambridge: CUP.

Wajnryb, R. (1993). *Classroom Observation Tasks*. Cambridge: CUP.

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 an advanced knowledge and understanding of the linguistic principles required to analyse English for TESOL purposes

- demonstrate a high level of understanding of cultural similarities and differences between language learning and teaching in different countries and contexts

- analyse and critically evaluate theoretical concepts and debates related to

TESOL

- show increasing development of professional awareness as a teacher

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

- make use of your English language skills in a professional TESOL context
- identify, describe and work towards resolution of TESOL problems
- work with others as part of a team for TESOL-related purposes
- demonstrate autonomy, adaptability and achievement focus in TESOL
- demonstrate a capacity for critical thinking, synthesis and evaluation related to TESOL
- show intercultural competence through sensitivity to differences between cultures in the TESOL context

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
	A combination of lectures, tutor and student-led seminars, teaching practice sessions, group and individual tutorials.
	Total contact hours: 104
	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 learning and directed learning via reading, research, reflective self-evaluation, action planning, peer review, preparation for teaching practice, portfolio compilation, record keeping, preparation of language systems and skills-related tasks.
	Total non-contact hours: 296

15	**Assessment methods**			
	This indicates the type and weighting of assessment elements in the module			
	Element number	Weighting	Type	Description
	1	30%	Essay	profile of a language learner.
	2	70%	Teaching portfolio	Assessed achievement on a specified scale of teaching competences.
	Diagnostic/formative assessment			
	This indicates if there are any assessments that do not contribute directly to the final module			

mark

| Continuous, progressive assessment of teaching competencies, Q & A sessions, group and individual tutorials. |

Further information on assessment

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

One oral presentation gives theoretical underpinning to, and description of, a language skills-based lesson, the second gives a reflective account of the process of learning teaching through observation, teaching practice and reflection.

Teaching practicum is based on planning, teaching and professional competences.

Students will be expected to plan lessons with a peer or peers and to critically reflect on their own teaching as well as that of their peers.

Document management

16	Module Title:	Practical Training in the Teaching of Languages	
17	Module Code:	TESL30112	
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:		