University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Theory and Practice in TESOL			
Code: LING11007	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	M Mullen		

Summary of Module
This module is designed to assist students in understanding, and in developing, the associated skills related to, the key principles in the theory and practice of Teaching English to Speakers of Other Languages (TESOL). It will serve as a core module for the MEd in TESOL and is designed for any student interested in studying for a postgraduate teaching qualification, whether it be Certificate, Diploma or Masters in TESOL. The module will introduce students to a range of knowledge and skills required by a TESOL practitioner: descriptions of language and language analysis, how to assess the needs, lacks and wants of different types of learner, the roles and responsibilities of the teacher, and the theoretical and practical issues involved in TESOL. The module will cover the teaching of language systems (discourse and syntax, lexis and phonology, grammatical and language frameworks as well as semantics) and skills (listening, speaking, reading and writing), error correction, lesson planning, and the use of technology in language learning; students will also be invited to consider the different contexts in which language learning takes place. As much a practical module as a theoretical one, the assessments will require the learner to display a knowledge of the theoretical concepts upon which current TESOL practice is founded, by applying that theory to teaching practice in a 'real-world' classroom. Students will also be asked to reflect critically on their own practice, and to analyse and develop the skills required by a TESOL practitioner in today's increasingly globalised world.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate knowledge and critical understanding of the key theories, concepts and principles of the Teaching of English to Speakers of Other Languages
L2	Demonstrate the ability to apply these theories and principles in practice in the learning space
L3	Display a critical understanding of the many and complex issues facing TESOL practitioners and their learners, in a variety of contexts
L4	Present reasoned arguments and express ideas in a clear, coherent, and grammatically sound academic style drawing on academic literature relating to the themes explored during the module and relating these to his/her own professional experiences

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **11** Knowledge that covers and integrates areas of TESOL, including technology. A critical understanding of range of specialised theories, principles and concepts used in TESOL. Extensive, detailed and critical knowledge and understanding of methodologies and practices employed in TESOL in the past and the present; learners will also be asked to assess and evaluate possible future paths for TESOL

	Critical awareness of current issues associated with TESOL.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Use a range of specialised skills, techniques, practices which are informed by research in the area of TESOL. Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry to the study of TESOL. Demonstrate originality or creativity in the application of knowledge, understanding and practices which relate to TESOL.
Generic Cognitive skills	SCQF Level **11** Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed by developments in the area of TESOL. Identify, conceptualise and define new and abstract concepts and issues for the support of language learners and teachers in different contexts. Develop original and creative responses to concepts and issues which relate TESOL. Critically review, consolidate and extend knowledge, skills practices and thinking in the area of TESOL
Communication, ICT and Numeracy Skills	SCQF Level **11** Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. Communicate with a range of audiences (as appropriate) and fellow professionals acting as a source of advice on particular aspects of TESOL. Use a range of software to support and enhance work at this level. Contribute to the literature on, and public discussion of TESOL.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise substantial autonomy and initiative in professional and equivalent activities. Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate).

	Demonstrate leadership and initiative and contribute to change and development. Demonstrate critical reflection on own, and others', roles and responsibilities.	
	Demonstrate the management of complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	18
Practice Based Learning	18
Independent Study	164
	200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Harmer, J. (latest edition). How to Teach English. Harlow: Longman

OR: Harmer, J. (latest edition). The Practice of English Language Teaching. Harlow: Pearson

OR: Scrivener, J. (latest edition). Learning Teaching: The Essential Guide to Teaching English. Oxford: Macmillan (students must buy one of these).

In-house teaching and learning materials to be made available via VLE and in class*

Students may also wish to select from the following optional titles:

Anderson, N. and McCutcheon, N. (2019). Activities for Task-Based Learning: Integrating a Fluency First Approach into the ELT Classroom. Guildford: DELTA Publishing.

Richards, J. and Rogers, T. (latest edition). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

Scrivener, J. (2012). Classroom Management Techniques. Cambridge: Cambridge University Press. Selivan, L. (2018). Lexical Grammar. Cambridge: Cambridge University Press.

Thornbury, S. (latest edition). How to Teach Grammar. Harlow: Pearson.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	CPL
Moderator	K Highet
External Examiner	H Kuchah
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Teaching Practice (70%)
Assessment 2 – Reflective Journal (30%)
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.   (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Teaching practice	x	x	x		70	1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Reflective journal			x	x	30	0

Combined Total for All Components	**100%**	**1 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)