University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Theory and Practice of ELT			
Code: LING10005	**SCQF Level: 10**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Holmes		

Summary of Module
This module is designed to introduce students to the key principles in the theory and practice of English Language Teaching to Speakers of Other Languages. It will serve as a bridging module for any student interested in studying for a postgraduate teaching qualification, whether it be Certificate, Diploma orMasters in English Language Teaching.
The module will introduce students to the contexts in which English is learned today, how to assess the needs, lacks and wants of different types of learner, and the roles and responsibilities of teachers. The module will cover the teaching of language systems (grammar, vocabulary and pronunciation) and skills (listening, speaking, reading and writing), error correction, lesson planning, and the use of technology in language learning. As much a practical module as a theoretical one, the assessments will require the learnerto display a profound understanding of the theoretical concepts upon which current ELT 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 develop the skills required by an English as a Second Language teacher.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**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	Provide evidence of knowledge of a selection of the theories and principles of the Teaching of English toSpeakers of Other Languages
L2	Demonstrate the ability to apply these theories and principles in practice in the learning space.
L3	Display an understanding of the many and complex issues facing language teachers and learners in avariety of contexts.

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 **10** Demonstrating detailed understanding of principles and theories of Education. Demonstrating operational awareness of selected theories and how they impacton the learning space. Detailed knowledge and understanding of grammatical, lexical and phonologicalfeatures of the English language, appropriate to this level.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Sourcing and analysing data associated with learning and teaching; Producing a report using relevant research and theories in language teaching; Developing a broad variety of effective materials to support teaching andlearning; Accurately presenting findings of research, and implementing knowledge gainedin own practice.

	The ability to appreciate and critically evaluate one's own teaching, as well asthat of others
Generic Cognitive skills	SCQF Level **10** Undertaking critical analysis and drawing on a range of sources such as academic reports, evaluations and existing resources to develop learning andteaching skills; Identifying and analysing the complexity of issues surrounding learning andteaching in the context of English as a Second Language Undertake critical analysis, evaluation and/or synthesis of ideas, concepts,information and issues Ability to use language creatively and precisely for a range of purposes andaudiences Ability to contextualise from a variety of perspectives Ability to engage with and interpret layers of meaning within texts and othercultural products
Communication, ICT and Numeracy Skills	SCQF Level **10** Presenting and evaluating a range of complex arguments both in written form,and as a class presentation; in both cases, ICTs will be employed Making effective and consistent use of the library resources, electronic media,and a VLE to inform and organise studying. Displaying appropriate and accurate writing and speaking skills in accordancewith a rubric.
Autonomy, Accountability and Working with others	SCQF Level **10** The ability to work autonomously, manifested in self-direction, self-discipline, and time management. Show self-reliance, initiative, adaptability and flexibility Take significant responsibility for the work of others and for a range of resources Deal professionally with ethical and diverse issues that may exist within different practices; Exercising time management and adhering to deadlines and assessment criteria
Pre-requisites:	Before undertaking this module the student should have undertaken the following:
	Module Code: **Module Title:**

	Other:	CEFR B2 or equivalent
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

This module is delivered in a blended format via interactive and communicative classes. Students will be activeparticipants in class and will work in pairs and /or groups to discuss, analyse and assess course material. Independent learning is an integral part of this course and students will be given written and oral tasks to be completed outside class in preparation for, and consolidation of, classroom work. Students will develop critical thinking and research skills to enhance their current studies and future careers.

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	33
Laboratory/Practical Demonstration/Workshop	11
Personal Development Plan	3
Independent Study	153
	Hours Total 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

Scrivener, J. (latest edition). Learning Teaching: The Essential Guide to Teaching English.

Oxford: MacmillanEllis, R. (latest edition). The Study of Second Language Acquisition. Oxford:

OUP

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

(**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.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for anyqueries) are required to attend all scheduled classes and participate with all delivered elements of the moduleas part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

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.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using our VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teachingpractice. Specialist assistive equipment, support provision and adjustment to assessment practice will be madein accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designedto be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

https://www.uws.ac.uk/about-uws/uws-commitments/equality-diversity-inclusion/ UWS Equality and Diversity Policy

(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	Languages
Moderator	P Barrowcliffe
External Examiner	V McDonagh
Accreditation Details	
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Teaching Practice 70%
Assessment 2 Class Test 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)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Teaching Practice		✓	✓	70	0.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		30	2
Combined Total for All Components				**100%**	**2.5 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)