

Session: 202324

Title of Module: Theory and Practice of ELT

Code: LING10005	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	F Leon-Solis		

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 or Masters 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 learner to 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	HybridO	Work-based Learning
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
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✓						
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Provide detailed evidence of critical knowledge of a selection of the theories and principles of the Teaching of English to Speakers of Other Languages

L2. Demonstrate the ability to critically apply these theories and principles in practice in the learning space.

L3. Display an critical understanding of the many and complex issues facing language teachers and learners in a variety 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 impact on the learning space. Detailed knowledge and understanding of grammatical, lexical and phonological features 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 and learning; Accurately presenting findings of research, and implementing knowledge gained in own practice. The ability to appreciate and critically evaluate one's own teaching, as well as that 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 and teaching skills; Identifying and analysing the complexity of issues surrounding learning and teaching in the context of English as a Second Language Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues

	<p>Ability to use language creatively and precisely for a range of purposes and audiences</p> <p>Ability to contextualise from a variety of perspectives</p> <p>Ability to engage with and interpret layers of meaning within texts and other cultural products</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Presenting and evaluating a range of complex arguments both in written form, and as a class presentation; in both cases, ICTs will be employed</p> <p>Making effective and consistent use of the library resources, electronic media, and a VLE to inform and organise studying.</p> <p>Displaying appropriate and accurate writing and speaking skills in accordance with a rubric.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>The ability to work autonomously, manifested in self-direction, self-discipline, and time management</p> <p>Show self-reliance, initiative, adaptability and flexibility</p> <p>Take significant responsibility for the work of others and for a range of resources</p> <p>Deal professionally with ethical and diverse issues that may exist within different practices;</p> <p>Exercising time management and adhering to deadlines and assessment criteria.</p>

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	Minimum Level of English, CEFR B2; prior knowledge of teaching is desirable, but is not required,
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
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
	200 Hours Total

****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: Macmillan

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

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

(**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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on our VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: <https://www.uws.ac.uk/media/4153/academic-engagement-and-attendance-procedure.pdf>

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 any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as 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/>

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Languages
Moderator	M Mullen
External Examiner	B Matthews
Accreditation Details	
Version Number	1.05

Assessment: (also refer to Assessment Outcomes Grids below)

Teaching practice 70%

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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
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

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test	✓	✓		30	2
Combined Total For All Components				100%	2.5 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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 teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in 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 designed to 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)