Module Descriptor

Title	Theory and Practice of English Language Teaching		
Session	2026/27	**Status**	
Code	LING10008	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	P Barrowcliffe		

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	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an ability to critically describe, analyse, and reflect on the theories and principles of the teaching of English to Speakers of Other Languages.
L2	Demonstrate an enhanced ability to apply these theories and principles in practice in the learning space.
L3	Demonstrate an ability to effectively source and use the library, digital resources, and electronic media for language and module-related learning purposes.
L4	Display a 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 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 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 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. Ability to use language creatively and precisely for a range of purposes and audiences. Ability to contextualise from a variety of perspectives. Ability to engage with and interpret layers of meaning within texts and other cultural products.
Communication, ICT and Numeracy Skills	**SCQF 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 accordance with a rubric.
Autonomy, Accountability and Working with Others	**SCQF 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.

Prerequisites	**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**

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. This module is delivered in a blended format via interactive and communicative classes. Students will be active participants 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Ellis, R. (2008). The Study of Second Language Acquisition. Oxford University Press. Harmer, J. (2007). How to Teach English. Longman Scrivener, J. (2005). Learning Teaching: The Essential Guide to Teaching English. Macmillan 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)

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 full-time students 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.

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. This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share and respectfully respond to their various experiences of language diversity, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the sociolinguistic perspective adopted through the module.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Language
Moderator	P Barrowcliffe
External Examiner	V McDonagh
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Teaching Practice	☒	☒	☒	☒		70	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Class Test (Written)	☒	☒	☐	☐		30	3

Combined total for all components	100%	6 hours

Change Control

What	**When**	**Who**