

# ET9C5-10 Practical Teaching Methodology

**23/24**

**Department**

Applied Linguistics

**Level**

Taught Postgraduate Level

**Module leader**

Lynnette Richards

**Credit value**

10

**Module duration**

8 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This is a teaching practice module and has a practical focus. Students will teach a class of A2 level learners from the community, video their practice and reflect on this in group seminars using stimulated recall techniques. There will also be feedback on practice from the tutor for each lesson. This module aims to develop, therefore, both students' practical skills in the classroom and their reflective practice.

### Module aims

This module aims to provide an opportunity for MA students who are already qualified and experienced teachers to reflect on and develop their practical teaching skills, critically evaluating and linking these to relevant TESOL literature.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will centre around the Wednesday evening classes of ESOL learners at approximately A2 level) from the surrounding community. The first lesson of the module introduces this group and the aims of the course, ensuring that students understand the reflective (and non-prescriptive) nature of the module. After this, the group will be split into two groups of four (Group 1 and Group 2). Each group will teach a lesson on alternate weeks with brief oral feedback after the lesson. The members of each group will observe each other and be encouraged to participate in dialogic and reflective (and supportive!) discussion about their own and their peers' lessons, both in post lesson 'hot' feedback and also in the seminars where video stimulated recall will be used. This will develop not only their practical teaching skills but also their critical analysis of practice.

Each teaching practice (TP) session will comprise of a 2-hour lesson, co-taught by 4 students (30 minutes each). All TP will be observed by a tutor and assessed, with the students receiving oral feedback as a group after the lesson and written feedback after this. All lessons will be video recorded to allow for post lesson reflection by participants (also enabling subsequent moderation of assessment).

The weekly seminars will support the teaching practice and help develop the teachers' reflective skills. This will be done through stimulated recall of the lesson taught the previous week. Those students who taught and were videoed, will come prepared to show and reflect on a short part of their lesson. Group discussion will allow for a co-constructed approach to the reflective cycle.

The seminars will aim to have a specific focus each week. These may include the role of teacher language, correction and feedback, promoting a communicative approach and analysing and adapting course books for local contexts, but this focus will be led by student interest and need.

## **Learning outcomes**

By the end of the module, students should be able to:

- Critically evaluate classroom practices and link experience to theory and concepts within the TESOL literature.
- Demonstrate a practical understanding of theories and concepts relevant to TESOL practice
- Demonstrate key practical teaching skills in the following areas, linking these to cutting edge research in the TESOL literature.
- Plan effective and appropriate learning content for a specific group of learners
- Create an engaging and motivating learning environment.
- Teach language systems effectively (grammar, vocabulary and functional language).
- Teach receptive and productive skills effectively.
- Participate constructively in feedback of self and peers, demonstrating ability to critically reflect on practice and understand theoretical underpinnings of effective teaching.

## **Indicative reading list**

Alexander, R. (2004) *Dialogic Teaching: Rethinking Classroom Talk*. Cambridge: Faculty of Education

Bax, S. (2003). The end of CLT: a context approach to language teaching. *ELT Journal*, 57(3), 278-287.

- Clarke, M. (2008). Language teacher identities: Co-constructing discourse and community (Vol. 8). Multilingual Matters.
- Copland, F. (2012) Legitimate Talk in Feedback Conferences Applied Linguistics 33/1: 1–20
- Hedge, T. (2014). Teaching and learning in the language classroom. Oxford: Oxford University Press.
- Hobbs, V. (2007) Faking it or hating it: can reflective practice be forced?, Reflective Practice, 8:3, 405-417,
- Farrell, T. (2011). 'Keeping SCORE': Reflective Practice Through Classroom Observations. RELC Journal, 42(3), 265-272.
- Korthagen, F. A. G. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. Teaching and Teacher Education, 20, 7–97.
- Littlewood, W. (2004). The task-based approach: some questions and suggestions. ELT Journal, 58(4), 319-326.
- Myhill, D & F. Dunkin (2005) Questioning Learning, Language and Education, 19:5, 415-427
- Scrivener, J. (2010). Teaching English grammar. Oxford: Macmillan Education.
- Thornbury, S. (1997). About language. Cambridge: Cambridge University Press.
- Thornbury, S. (2002). How to teach vocabulary. Harlow: Longman.
- Zeichner, K and D. Liston. (1996) Reflective teaching: An Introduction. Mahwah, NJ.: Lawrence Erlbaum.
- Underhill, A. (1994). Sound foundations. Oxford : Heinemann.

[View reading list on Talis Aspire](#)

## **Research element**

Use of video to develop evidence based reflective practice.

## **International**

The learners in the teaching practice group are from a wide range of countries and backgrounds, as are the module participants.

## **Subject specific skills**

Demonstrate a practical understanding of theories and concepts relevant to TESOL practice. Critically evaluate classroom practices and link experience to theory and concepts within the TESOL literature.

Demonstrate key practical teaching skills in the following areas, linking these to cutting edge research in the TESOL literature.

- Plan effective and appropriate learning content for a specific group of learners
- Create an engaging and motivating learning environment.
- Teach language systems effectively (grammar, vocabulary and functional language).

- Teach receptive and productive skills effectively.  
Participate constructively in feedback of self and peers, demonstrating ability to critically reflect on practice and understand theoretical underpinnings of effective teaching.
- Develop principled approaches to reflecting on own strengths and development needs as a classroom teacher
- Develop principled practical approaches to teaching, managing classroom interaction and scaffolding language learning and skills development.

## Transferable skills

Structure and communicate ideas effectively in writing  
Plan and manage time and workload to meet deadlines

- Synthesize information from a range of sources
  - Analyse and interpret classroom data in light of relevant theories and concepts
  - Reflect critically on personal experience and professional practice and relate to relevant theory and TESOL literature.
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## Study

### Study time

Type	Required
Seminars	8 sessions of 1 hour (8%)
Practical classes	4 sessions of 2 hours 30 minutes (10%)
Private study	82 hours (82%)
Total	100 hours

### Private study description

Guided independent study and reading for assignment, equivalent to around 80 hours

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

	<b>Weighting</b>	<b>Study time</b>
Practical execution of 1 (of 3) observed lessons	50%	
Practical execution of ONE of the three observed lessons including 500-word equivalent of a lesson plan.		
Reflection on Lesson (1000 words)	50%	
Reflection on one aspect of your practice demonstrated in the lesson, with appropriate academic support.		

## **Feedback on assessment**

Feedback on the practical component:\r\n\r\nAll three teaching practice sessions for each student will be observed by a tutor and assessed. A full lesson plan will be submitted before each lesson. Written feedback will be given after each session and the student will choose the best ONE lesson for the final assessment.\r\n\r\nAll teaching practice sessions will be video recorded to allow for moderation/ second marking according to agreed criteria.\r\n\r\nFeedback on the written component:\r\n\r\nFeedback on the written components of the assignment (the 1500 word reflection) will be provided via a combination of the Centre's standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student's assignment (submitted via Tabula). Written components will be moderated by a second member of staff.

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## **Availability**

### **Courses**

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research
- TETS-X9PR Postgraduate Taught TESOL
  - Year 1 of X9PR TESOL
  - Year 1 of X9PR TESOL
- Year 1 of TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)