

ET321-15 Issues in TESOL

26/27

Department

Applied Linguistics

Level

Undergraduate Level 3

Module leader

Lynnette Richards

Credit value

15

Module duration

10 weeks

Assessment

60% coursework, 40% exam

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Is it better to teach English with a textbook or without? Is teaching grammar effective? How can you continue to develop as a teacher? This module aims to further develop your understanding of language learning and teaching by critically evaluating the principles underlying the teaching of English and applying them in a practical manner with an international group of English language learners. You will critique published teaching materials, develop ideas about lesson planning and classroom management and consider the importance of reflection for teachers and how this can be fostered.

[Module web page](#)

Module aims

This module allows students to explore the principles underlying the teaching of English to speakers of other languages, and develop their understanding of language learning and teaching. The theoretical perspectives on language learning which underpin and inform current teaching approaches and methods will also be examined and students will develop their ability to critically evaluate published teaching materials and deepen their understanding of the intentions of materials writers and the rationale behind the language and skills practice activities that are presented in TESOL course books as well as examining the principles of reflective practice.

This module will contribute primarily to the achievement of the following Course Aims: Course Aims, #3, #6, #8 and #11:

1. Enable students to analyse language in general and the English language in particular at every level from the word to its place in society at large.
2. Give students a solid grasp of the theories and research findings related to language acquisition, language use and applied linguistics.
3. Prepare students for future employment, and for further study or training, by developing intellectual acuity, flexibility and independence, and by providing opportunity for the development of transferable skills
4. To provide high-quality teaching informed by research at an appropriate level for students choosing to pursue careers as teachers in secondary schools, or as future teachers and researchers in higher education.

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.

Lesson frameworks / Alternative methodologies/ Post method methodology /The place of grammar in a language syllabus.

Language analysis for English language teaching - Tense and time/ Modality and Aspect.

Vocabulary analysis for language teaching -The Lexical approach/ Lexical priming

Needs analysis – planning a syllabus. Analysing course books. Using authentic materials.

Advanced receptive skills –Approaches to listening and reading.

Phonology for TESOL. Issues for production and reception.

Connected speech/ weak forms/ elision/ assimilation

Teaching Speaking and Task Based Learning.

Teaching writing and written feedback.

Examining Teacher Learner interaction. Teacher talk. Correction and feedback

Reflective practice.

Learning outcomes

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

- Upon successful completion of this course, students should Be able to analyse learners' needs and address them through appropriate choice of teaching approach and materials. Demonstrate knowledge and understanding of those grammatical structures and phonological features of English likely to prove difficult for learners. Demonstrate awareness and understanding of learner and teacher roles in the process of language learning. Analyse, evaluate and make use of a range of materials and techniques for teaching grammar, lexis and pronunciation, and for helping learners develop their language skills generally.

Indicative reading list

[Reading lists can be found in Talis](#)

Research element

Students will use their own practice with English language learners as data with which to reflect critically on language teaching.

Interdisciplinary

This module pulls together theories, perspectives, and empirical studies from fields such as education, adult learning, second language acquisition and linguistics.

International

The module promotes active participatory learning amongst a highly international cohort of students and will include teaching practice on an equally diverse group of English language learners.

Subject specific skills

- Analyse a range of lesson frameworks for language teaching and evaluate their relative merits in differing contexts.
- Demonstrate knowledge and understanding of those grammatical structures and phonological features of English likely to prove difficult for learners from different language backgrounds and how to address these in a classroom.
- Demonstrate awareness and understanding of learner and teacher roles in the process of language learning.
- Analyse and evaluate a range of materials and techniques for teaching grammar, lexis pronunciation and skills.
- Demonstrate understanding of reflective practice and how this can be implemented as a language teacher.

Transferable skills

Written communication skills

Oral communication skills

Working with others

Bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of professional and scholarly work

Problem solving

Information technology

Ability to work autonomously

Critically reflect on the nature of language and language use in the context of English language teaching.

Demonstrate a good awareness of aspects of sound systems, sound patterns, grammatical structure and meaning that relate to language teaching.

Demonstrate a level of knowledge about language teaching appropriate to a novice language

teacher.

Study

Study time

Type	Required
Lectures	9 sessions of 2 hours (12%)
Seminars	9 sessions of 1 hour (6%)
Other activity	4 hours (3%)
Private study	119 hours (79%)
Total	150 hours

Private study description

Reading subject materials; homework tasks; assignments; revision.

Other activity description

revision sessions

Costs

No further costs have been identified for this module.

Assessment

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

Assessment group D3

Assessment component	Weighting	Study time	Eligible for self-certification
2000 word assignment	60%		Yes (extension)

Reassessment component is the same

Assessment component	Weighting	Study time	Eligible for self-certification
Centrally-timetabled examination (On-campus)	40%		No
Answerbook Pink (12 page)			
Reassessment component is the same			

Feedback on assessment

Written feedback on the assignment will be provided on the Centre's standard feedback sheets, which conform to Faculty regulations. This will include both summary and detailed feedback. Where appropriate, additional feedback may be provided via personal meetings with the tutor.

[Past exam papers for ET321](#)

Availability

Courses

This module is Core optional for:

- Year 3 of UETA-Q1T6 Undergraduate Linguistics with Arabic
- Year 3 of ULNA-R9QB Undergraduate Modern Languages with Linguistics (3 year)

This module is Optional for:

- Year 4 of ULNA-R1Q3 Undergraduate French and Linguistics
- Year 3 of UETA-X3Q5 Undergraduate Language, Culture and Communication
- Year 4 of UETA-X3Q8 Undergraduate Language, Culture and Communication (with Intercalated Year)
- Year 4 of UETA-Q1A9 Undergraduate Linguistics with Arabic (with Intercalated Year)
- Year 3 of UETA-Q1T1 Undergraduate Linguistics with Chinese
- Year 4 of UETA-Q1A7 Undergraduate Linguistics with Chinese (with Intercalated Year)
- Year 3 of UETA-Q1R1 Undergraduate Linguistics with French
- UETA-Q1A1 Undergraduate Linguistics with French (with Intercalated Year)
 - Year 3 of Q1A1 Linguistics with French (with Intercalated Year)
 - Year 4 of Q1A1 Linguistics with French (with Intercalated Year)
- Year 3 of UETA-Q1R2 Undergraduate Linguistics with German

- Year 4 of UETA-Q1A2 Undergraduate Linguistics with German (with Intercalated Year)
- Year 3 of UETA-Q1R3 Undergraduate Linguistics with Italian
- Year 3 of UETA-Q1T2 Undergraduate Linguistics with Japanese
- UETA-Q1A8 Undergraduate Linguistics with Japanese (with Intercalated Year)
 - Year 3 of Q1A8 Linguistics with Japanese (with Intercalated Year)
 - Year 4 of Q1A8 Linguistics with Japanese (with Intercalated Year)
- Year 3 of UETA-Q1R7 Undergraduate Linguistics with Russian
- Year 4 of UETA-Q1A6 Undergraduate Linguistics with Russian (with Intercalated Year)
- Year 3 of UETA-Q1R4 Undergraduate Linguistics with Spanish
- UETA-Q1A4 Undergraduate Linguistics with Spanish (with Intercalated Year)
 - Year 3 of Q1A4 Linguistics with Spanish (with Intercalated Year)
 - Year 4 of Q1A4 Linguistics with Spanish (with Intercalated Year)
- Year 4 of UPSA-C805 Undergraduate Psychology with Linguistics (with Intercalated Year)
- Year 3 of UETA-Q310 in English Language and Linguistics
- Year 4 of UETA-Q311 in English Language and Linguistics (with Intercalated year)

This module is Core option list A for:

- Year 4 of ULNA-R2Q2 Undergraduate German Studies with Linguistics
- Year 4 of ULNA-R9Q2 Undergraduate Modern Languages with Linguistics

This module is Core option list B for:

- Year 4 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics

This module is Core option list C for:

- Year 4 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics

This module is Option list C for:

- Year 3 of ULNA-R1Q4 Undergraduate French and Linguistics (3 year)
- Year 3 of ULNA-R9Q4 Undergraduate Modern Languages and Linguistics (3 Year)

This module is Option list D for:

- Year 4 of ULNA-R2Q3 Undergraduate German and Linguistics
- Year 3 of UPSA-C802 Undergraduate Psychology with Linguistics