Module Specification

Module Title: Teaching Practicum (CELTA)	Module Code: ED7705	Module Leader: Andrea McMahon
	Level: 7	
	Credit: 30 (Optional)	
	ECTS credit: 15	
Pre-requisite: N/A		Pre-cursor: N/A
Co-requisite: N/A		Excluded combinations: N/A
Location of delivery: Stratford		

Main aim(s) of the module:

The module enables students to acquire essential subject knowledge and familiarity with the principles of effective teaching; acquire a range of practical skills for teaching English to adult learners and demonstrate their ability to apply their learning in a real teaching context.

Candidates who complete the course successfully can begin working in a variety of ESOL teaching contexts around the world.

Main topics of study:

TOPIC 1 – Learners and teachers, and the teaching and learning context

1) Cultural, linguistic and educational backgrounds
   - understand the range of backgrounds and experiences that adult learners bring to their classes

2) Motivations for learning English as an adult

   - understand the different motivations and expectations that adults bring to learning English
   - identify ways in which personal factors may affect language learning
   - make practical use of this knowledge and understanding to plan and teach with sensitivity
   - develop and maintain motivation, identify and respond to expectations

3) Learning and teaching preferences

   - demonstrate an awareness of the different learning preferences that adults bring to learning English
   - demonstrate an awareness of the different roles teachers may adopt at different stages of teaching and in different teaching/learning contexts make practical use of this awareness in planning and teaching

4) Context for learning and teaching English
   - understand in broad terms the context in which teaching is taking place with special reference to the learners, the physical surroundings and the availability of resources
   - understand the broad range of learning needs including the needs of learners with learning difficulties and/or disabilities
   - make practical use of this understanding in adapting teaching to contexts and learners' needs

5) Varieties of English

- understand the main ways that varieties of English differ from one another
- demonstrate awareness of the need for teachers and learners to make informed choices about language models for teaching and learning
- make practical use of this knowledge and awareness in planning and teaching

6) Multilingualism and the role of first languages

- understand the kinds of language backgrounds that learners may come from (e.g. multilingual/monolingual; different varieties of English) and how a learner's language background might influence the learning of English

TOPIC 2 – Language analysis and awareness

1) Basic concepts and terminology used in ELT to discuss language form and use

- understand key terminology used in ELT to talk about language and apply this terminology to planning and teaching

2) Grammar: Grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts

- understand a range of the rules and conventions relating to words, sentences, paragraphs and texts
- demonstrate a basic working knowledge of how the verb phrase and the noun phrase are formed and used in English

3) Lexis: Word formation, meaning and use in context

- understand basic principles of word formation and lexical meaning
- understand the effect on word choice of factors such as:

4) Phonology: The formation and description of English phonemes/Features of connected speech

- demonstrate a working knowledge of the sounds of English
- understand some features of connected speech

5) The practical significance of similarities and differences between languages
- identify some significant differences between their own language and a foreign language, and demonstrate in practice their understanding of the relevance of some of these differences for the teacher and learner
6) Reference materials for language awareness
- use a range of reference material to analyse and describe language for teaching purposes

7) Key strategies and approaches for developing learners' language knowledge
- use strategies, approaches and techniques to develop learners' language knowledge

TOPIC 3 – Language skills: reading, listening, speaking and writing

Reading
- Basic concepts and terminology used for describing reading skills
- understand basic concepts and terminology used for describing reading skills, and apply this to planning and teaching

1) Purposes of reading
- understand how approaches to reading texts vary depending on the purpose of reading, and make practical use of this in teaching

2) Decoding meaning
   - identify some of the features which help learners decode meanings of words, sentences and whole texts, and make practical use of this in teaching

3) Potential barriers to reading
   - identify some of the difficulties learners may face when trying to understand texts
   - identify ways of making reading texts more intelligible to learners

Listening
4) Basic concepts and terminology used for describing listening skills
   - understand basic concepts and terminology used for describing listening skills, and apply this to practical teaching

5) Purposes of listening
   - understand how approaches to listening texts vary depending on the purpose of listening, and make practical use of this in teaching

6) Features of listening texts
   - identify some of the features which indicate the purpose of utterances and listening texts and which help convey meaning
   - make practical use of this knowledge and awareness in teaching

7) Potential barriers to listening
   - identify some of the difficulties learners face when listening
   - demonstrate ways of helping learners understand listening texts and improve their listening skills

Speaking
8) Basic concepts and terminology used for describing speaking skills
   - understand basic concepts and terminology used for describing speaking skills, and apply this to practical teaching

9) Focus on the learner: Features of spoken English

   - identify some key features of spoken English
   - identify some ways in which spoken English differs from written English
   - make practical use of this knowledge and awareness in planning and teaching

10) Language functions

   - identify a wide range of language functions and the forms used to express them
   - apply knowledge of language functions to planning and teaching

11) Paralinguistic features
   - understand the role of paralinguistic features (e.g. gesture, gaze) in communication

12) Phonemic systems
   - identify and describe some differences in phonemic systems of languages spoken by learners

Writing
13) Basic concepts and terminology used for describing writing skills
   - understand basic concepts and terminology used for describing writing skills, and apply this to practical teaching

14) Subskills and features of written texts
   - identify some of the subskills of writing

- identify some features of written texts

15) Stages of teaching writing
- identify the stages of producing written text
- make practical use of knowledge about writing subskills, features of written language and stages of producing written text in planning and teaching

16) Adult literacy
- understand some issues relating to adult literacy and use of non-Roman script
- apply awareness of adult literacy issues to practical teaching situations

17) English spelling and punctuation
- identify some English spelling patterns and some strategies to help learners develop their spelling skills
- identify some ways in which punctuation contributes to meaning in written text
- apply a basic understanding of English spelling and punctuation to practical teaching

TOPIC 4 – Planning and resources for different teaching contexts

1) Principles of planning for effective teaching of adult learners of English
- understand the purpose and principles of planning for effective teaching of adult learners distinguish between different kinds of teaching and different kinds of lessons, and select the kinds of lessons that are most appropriate for particular learners

2) Lesson planning for effective teaching of adult learners of English
- plan logically sequenced lessons that are appropriate to the needs of the learners
- devise lesson plans which include:
    a) a statement of aims
    b) a class profile
    c) anticipation of difficulties and suggested solutions
    d) description of teacher and learner interactions
    e) details of resources to be used
    f) staged description of procedures including anticipated timings

- relate, where appropriate, the learners' language needs to learning in other areas, showing awareness of the broader educational context in which the teaching/ learning of English is situated

3) Evaluation of lesson planning
- evaluate their own lesson preparation before and after teaching through reflection and by taking note of comments from tutors, colleagues and learners
- take account of this evaluation in planning future lessons

4) The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology-based resources)
- select and evaluate materials and resources (including use of technology and digital tools etc.)
- understand the need for and begin to put into practice, with due regard for the provisions of copyright, the adaptation of resources and materials to meet the requirements of specific groups of adult learners

5) Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults
- develop a basic working knowledge of some commercially produced and non-published materials and classroom resources for teaching English to adults

TOPIC 5 – Developing teaching skills and professionalism

1) The effective organisation of the classroom

   • arrange the physical features of the classroom to suit the learners and the type of lesson, and ensure safety regulations are taken into account
   • set up and manage whole class work, pair and group work and individual work as appropriate

2) Classroom presence and control
   • establish and maintain a good rapport with learners at all times and foster a constructive learning atmosphere

3) Teacher and learner language
   • use their own English language skills and L1 where appropriate to enhance the effectiveness of their teaching
   • adjust their own use of language to the level of the class
   • give clear instructions
   • choose appropriate moments, and appropriate strategies for correcting learners' language

4) The use of teaching materials and resources
   • make appropriate use of a range of materials and resources, including digital, in relation to specified aims
   • understand the implications of teaching with limited resources

5) Practical skills for teaching at a range of levels
   • work successfully with learners at different levels, using appropriate types of classroom activity to develop learners' language and skills
   • involve learners of different ability levels in the work of the class and enable them to feel a sense of progress

6) The monitoring and evaluation of learning
   • monitor learner behaviours in class time and respond appropriately
   • incorporate into their lessons some basic assessment procedures
   • make planning decisions on the basis of assessment

7) Evaluation of the teaching/learning process
   • make balanced and constructive self-appraisal of their own teaching
   • respond appropriately to feedback from tutors, peers and learners
   • assess their own strengths and development needs, make practical use of that assessment and set goals and targets for future development
   • make constructive appraisals of the lessons of their colleagues

8) Professional development: responsibilities
   • demonstrate professional responsibility by following any institutional code(s) of practice and implementing institutional requirements including health and safety procedures, equal opportunities policies and record keeping and time-keeping requirements
   • understand the limits of their responsibility with regard to the welfare, health, safety and supervision of learners and know when to assume responsibility themselves or refer responsibility, ensuring that it has been assumed by someone else

9) Professional development: support systems
   • in recognition of the initial nature and scope of their training so far, respond appropriately to relevant aspects of professional development by finding out about opportunities for further professional development in teaching English to adults, including
     a) appropriate professional associations
        magazines
     b) digital resources

| | c) | journals and publications for teachers entering the field of teaching English language to adults. |

Learning Outcomes for the module

Knowledge

1. Acquire and demonstrate a solid understanding of:
   (a) Learners and teachers, and the teaching and learning context;
   (b) The English language system;
   (c) The language skills (reading, listening, speaking and writing);
   (d) Planning and resources for different teaching contexts;
   (e) Teaching skills and professionalism.

Thinking skills

2. Demonstrate an ability to use different teaching and learning strategies to support all types of learners.

Subject-based skills

3. Be able to plan, teach and assess own teaching and students' performance with increasing autonomy and creativity.

Skills for life and work (general skills)

4. Use reflective practice as a tool for continuing professional development by identifying strengths and areas for further improvement.

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For on campus students:

Throughout the course a variety of teaching and learning methods will be employed. Within classroom sessions there will be great emphasis on learner activity and you will be expected to engage actively with the course content. Tutors will use a loop input approach to the course delivery, which involves a range of techniques with the expectation that you will select those which are most relevant to the context where you will be undertaking your teaching practice sessions. Learning will be supported by background reading and you will have access to a wide range of ELT hard and soft resources.

You are expected to practice-teach for six hours each session of which is observed and assessed by a tutor. There is an emphasis on self-reflection and peer evaluation with a view to developing teaching skills. Target-setting is a holistic process and you and tutors are expected to engage in periodic reviews to monitor your progress.

Tutors use a variety of strategies to engage students and check learning including Q and A, participating in pair and group work, summarising, discussing, doing tasks and presenting.

Independent study forms a large part of the course and, in addition to the timetabled hours, you will need to spend time on research and developmental activities, writing assignments, preparing for teaching and tutorial support time.

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	Weighting:	Learning Outcomes demonstrated:

2 components of assessment: **a)** practise-teaching for a total of six assessed hours, working with adult learners at a minimum of two levels in classes of the required size.	Component 1 (50%)	**LO1 – LO4**

b) 4 assignments:
 	
      i)   adult learners and learning contexts
 	
      ii)   an aspect of the language system of English
 	
      iii)   an aspect of language skills
 	
      iv)   reflection on classroom teaching and the identification of action points.
 	
Each assignment is 750 - 1,000 words.
	Component 2 (50%)	**LO1 – LO4**

Reading and resources for the module:

Core

Thornbury, S. and Watkins, P. (2007) *The CELTA Course: Trainee Book.* Cambridge: Cambridge

    University Press.

Recommended

Language-focused:

Marks, J. and Bowen, T. (1980) *The Book of Pronunciation: Proposals for a Practical Pedagogy.*

    London: Cenage Learning.

Murphy, R. (2012) *English Grammar in Use*. Cambridge: Cambridge University Press.

Parrot, M. (2010) *Grammar for English Language Teachers.* Cambridge: Cambridge University Press.

Scrivener, J. (2005) *Learning Teaching.* London: Macmillan Education.

Scrivener, J. (2010) *Teaching English Grammar: What to Teach and How to Teach it.* London:

    Macmillan Education.

Scrivener, J. (2012) *Classroom Management Techniques.* Cambridge: Cambridge University Press.

Swan, M. (2001) *Learner English: A Guide to Interference and Other Problems.* Cambridge: Cambridge

    University Press.

Thornbury, S. and Underhill, A. (2017) *The New A-Z of ELT.* London: Macmillan.

Teaching and learning-focused

Gowers, R., Walters, S. and Phillips, D. (1995) *Teaching Practice Handbook*. London: Macmillan.

Harmer, J. (2015) *The Practice of English Language Teaching*. 5th Ed. London: Pearson.

Harmer, J. (2007) *How to Teach English*. 3rd Ed. London: Pearson.

Kenworthy, J. (1987) *Teaching English Pronunciation*. London: Longman.

Lewis, M. and Hill, J. (1987) *Practical Techniques for Language Teaching*. Hove: LTP.

Riddell, D. (2003) *Teaching English as a Foreign/Second Language*. London: Hodder Arnold H&S.

Scrivener, J. (2011) *Learning Teaching*. 3rd Ed. London: Macmillan.

Thornbury, S. (2002) *How to Teach Vocabulary*. London: Pearson.

Ur, P. (2010) *A Course in Language Teaching*. Cambridge: Cambridge University Press.

Websites

www.basic-skills.co.uk
www.talent.ac.uk
www.bbc.co.uk/skillswise
www.lsagency.org.uk
www.onestopenglish.com
www.englishlearners.com
www.english-forum.com
www.eslflow.com
www.englishpage.com
www.educationunlimited.co.uk
www.eslcafe.com
www.linguistic-funland.com/test.html
www.edunet.com
www.tefl.com
www.tefl.net

Journals and Newsletters

Language Issues, NATECLA

ELT Journal

NATECLA newsletter

TESOL Quarterly

English Teaching Professional (copies of this are found in the library)		
Indicative learning and teaching time (10 hrs per credit):	**Activity**	
1. Student/tutor interaction:	• Taught sessions 12 x 5 hours **TOTAL**	60 hours **60 hours**
2. Student learning time:	• Teaching practice • Lesson observations • Supervised lesson planning • Feedback/debriefing • Coursework writing / portfolio preparation and background reading **TOTAL**	 **240 hours**
Total hours (1 and 2):	**300 hours**	