MODULE TITLE	Exploring Second Language Learning
MODULE LEVEL	5
MODULE CREDIT POINTS	20
SI MODULE CODE	77-5759-00S
MODULE JACS CODE	X372
SUBJECT GROUP	TESOL

MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	
Sem 2 & 3		Sem 2	✓	End Date	
		Sem 3			

MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)

Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	✓

MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5

Is a timetabled examination required for the assessment of this module?	**No**
Is a timetabled examination required for the reassessment of this module?	**No**
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)	**No**
Are any staff who are responsible for teaching on this module non-SHU employees?	**No**

MODULE STATUS (✓as applicable to status of module in the context of current proposal)

New: new module to be approved through current validation process	✓

Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
	30	90	80	200

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

This module aims to develop a critical awareness of varied approaches used in TESOL through personally engaging in and critically reflecting on the process of learning and assessment in an unknown language. It develops the skills required to analyse the performance and needs of an individual ESOL learner, to plan a lesson to meet their needs and to recommend a suitable path for their future language development.

2   BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Identify and explain the significance of key linguistic similarities and differences between English and an unknown language
2. Identify and analyse the needs and language use of an individual ESOL learner from data collected in one-to-one meetings
3. Plan and critically evaluate a one-to-one lesson
4. Make recommendations about a suitable path for the future language development of an individual language learner
5. Communicate ideas in a report format in an appropriate style, supported by relevant evidence
6. Critically analyse the process of learning and assessment in an unknown language

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

Key topics covered in this module include an overview of approaches to teaching language structures and functions, contrastive analysis and planning lessons to meet individual learning needs. During the module you will also participate in a series of lessons in an unknown language and critically reflect on this learning experience.

4   THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

- Your learning will be supported by regular seminars in which you will experience and critically evaluate a range of TESOL approaches, methodologies and techniques. Focused DVD observation will also help provide an overview of a range of approaches to teaching English to speakers of other languages in varied contexts.
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- Participation in a series of language lessons conducted entirely in an unknown language will provide an important insight into the second language learning process. Such sessions will be followed by an opportunity for group and individual reflection on this experience, which will be prompted by questions in a reflective journal.
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- During the module you will learn more about the second language learning process by participating in meetings with an individual ESOL learner and conducting a one-to-one lesson with that learner. In this way you will become more aware of the challenges faced by ESOL learners and have a deeper understanding of the reason for performance errors.
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- Regular sessions will support the data gathering and analysis process and you will receive guidance on the use of ESOL learning materials both for data collection purposes and planning lessons for an individual learner.
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- A Blackboard site including lecture notes, profile guidelines, sample profiles and a discussion forum linked to the individual learner profile will also be available for learners.
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5   THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

You will complete two summatively assessed tasks:

- A written individual learner profile
- A second-language learning journal

To achieve a pass you will meet the following criteria:

Task 1: The written individual learner profile (60% of the module mark)
 Learning Outcomes 1-5

- Identify and explain the significance of the essential linguistic similarities and differences between the English and an unknown language
- Identify and analyse the needs and language use of an individual ESOL learner with reference to data collected and first language influence
- Plan and critically evaluate a one-to-one lesson designed to meet an individual learner's needs
- Make appropriate recommendations about a suitable path for the future language development of an individual learner on the basis of linguistic analysis of data collected from the student and the outcome of the one-to-one lesson
- Use standard written English that is mostly accurate at word, sentence and text level
- Use referencing that is mostly accurate, demonstrating that you are confident in using the details required by the conventions of Harvard Referencing both in the text and by providing a list of sources that you have used

Task 2: A second-language learning journal (40% of module mark)
Learning Outcomes 1 & 6

- Identify and explain the essential semantic, lexical, grammatical and phonological similarities and differences between English and an unknown language
- Critically reflect upon your personal perceptions of the process of learning and assessment in an unknown language

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Written individual learner profile	60%	3000 words	No	
A second-language learning journal	40%	1000 words	No	

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

- During sessions you will receive feedback from peers about tasks designed to gather data from learners
- You will complete collaborative data analysis tasks to help you prepare for your individual analysis of linguistic data collected from your learner
- You will receive written feedback linked to the individual learner profile at the end of the module
- You will reflect upon the unknown language experience with peers at the end of each session and individually in the language-learning journal.   You will receive written feedback on the journal from the tutor at the end of the module

7   THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

As part of this module you will receive direction on methods for collecting linguistic data from learners and you will be introduced to Learning Centre resources designed for ESOL learners. These will include English language course books, resource books, dictaphones and audio-visual materials. You will use these resources and create your own resources to support the data collection process and plan your one-to-one lesson.

During the module will also have access to a discussion forum linked to the learner profile, where you will receive feedback on your ideas from peers and tutors.

The module will draw on published books, journals and web resources in the field. These will include:

Key Texts:

Campbell, G (1995) *Concise compendium of the world's languages*, London, Routledge.
Swan, M., Smith,B. (2001) *Learner English: a teacher's guide to interference and other problems*, Cambridge, Cambridge University Press.
Richards, J. C. & Rodgers, T. S. (2001), *Approaches and methods in language teaching*, Cambridge, Cambridge University Press.
Thornbury, S. (1999) *How to Teach Grammar*, London, Pearson Education.

To support the data collection process you will have access to wide range of ESOL learning materials in the Learning Centre, including:

Forsyth, W. (2000) *Clockwise Intermediate Teacher's Book*, Oxford, Oxford University Press.
Gomm, H. Hird, J. (2002) *Inside Out Pre-intermediate Teacher's Book* (2005), London, Macmillan ELT.
Oxenden, C. Latham-Koenig, C. (2001) *English File Upper Intermediate Teacher's Book* , Oxford, Oxford University Press.

During the module you will also have access to a Blackboard site with links to relevant external internet sites.