An Introduction to Teaching English as a Foreign Language

IEEL001 5 credit module (equivalent to 2.5 ECTS)

1. **Module Leader**
   
   Lisa Brennan

   **Biography.** Teacher Training Co-ordinator at the University of Liverpool since 2017, have worked as an EFL teacher since 2003, and as a teacher trainer since 2007. Working in the UK, the Republic of Ireland and the Czech Republic I have had the opportunity to work with trainee teachers from a wide range of backgrounds and nationalities.

2. **Module Description**

   This module is ideal for those who would like to learn more about how to teach English as a Foreign Language through English alone. The knowledge and skills developed through this module will be valued around the globe, and are also transferrable to many other types of teaching. The module gives an introduction to the main considerations in planning, delivering and reflecting on a lesson for learners studying English as a Foreign Language.

3. **Module Aims**

   This module aims to:
   
   - Build students' confidence in understanding, discussing and communicating complex ideas, both in written and spoken language.
   - Develop skills in research, collaborative learning and in preparing and delivering a group presentation.
   - Introduce students to the main considerations involved in planning, delivering, and reflecting on a lesson of English as a Foreign Language.

4. **Content**

   The following topics will be considered on the module:
   
   - Learner profiles
   - Teacher roles
   - Teaching receptive skills
   - Teaching productive skills
   - Raising awareness of language systems
   - Effective classroom management
   - Promoting and assessing learning
5. **Module structure**

The module will be delivered over a three-week period in six two hour sessions (four hours per week, total 12 hours contact time). The final block will be an assessment session.

Each session will take the form of an interactive seminar or workshop. The teachers will demonstrate the approaches used in teaching English as a Foreign Language and students will have a number of opportunities to put what they are learning into practice with their classmates. Students will be expected to participate fully and actively throughout the sessions.

In addition, it is expected that students will spend 38 study hours outside of the classroom contact hours on activities including assigned reading, optional reading of areas of personal interest, homework tasks, web research and preparation for assessment. The ‘flipped classroom’ approach will be used, requiring students to prepare in advance for the sessions, and so students should be aware that in order to fully benefit from the face-to-face classroom sessions, they will need to have done the preparation work assigned beforehand.

6. **Teaching methods**

The teaching approach will include the following:
- Taught sessions
- Flipped classroom – preparation work
- Small group working
- Group discussions
- Presentations
- Online learning
- Loop input
- Workshops

7. **Assessment:**

Assessment will be by:
- Group presentation (worth 50% of the overall mark)
- Multiple choice/short answer paper (20 questions) (worth 50% of the overall mark)

_Standard University policies apply with regard to late submission of assessments. There is no re-assessment opportunity._

8. **Course structure:**

_The indicative schedule is as follows:_

The course will be practical in nature, with the sessions highly focused on giving the students as much practical experience as possible, and encouraging them to put theory into practice throughout.

_The Indicative schedule is as follows:_

Session One: 
*Introduction to the Module and Introduction to ELT*

The course will begin with some general information about the module, including the aims and assessment. Then it moves on to consider the roles and importance of both the teacher and the learner in language learning classrooms.

Session Two: 
*Teaching Language Systems*

This session will introduce students to the main language systems of Grammar, Vocabulary, Functions and Phonology. Students will have the opportunity to practise analysing some target language and considering how to present and practise such language with learners.

Session Three: 
*Teaching Skills*

Students will learn about the differences and similarities between the four skills of Speaking, Listening, Reading and Writing. They will consider some useful techniques for teaching and developing these skills in the classroom.

Session Four: 
*Classroom Management*

In this session the focus will be on a range of classroom management techniques which help with effective teaching and learning. Students will have the chance to practise methods such as giving clear instructions, eliciting, asking concept checking questions, and conducting feedback.

Session Five: 
*Planning a Lesson*

Students will look at the features of an effective lesson and learn to write a formal lesson plan. In this lesson they will also look at choosing and using published material to support their lessons and lesson planning.

Session Six: 
*Group Presentation of Lesson Plans*

In this final session the students will give a short presentation about their written lesson plan, describing aims, outcomes, learning activities and rationale.

9. **Learning outcomes**

On completion of this module, students will be able to:

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment component which assesses this learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understand and communicate complex ideas in written and spoken language</td>
<td>Multiple choice/ Short answer paper Group presentation</td>
</tr>
<tr>
<td>Research a topic and work collaboratively to produce a group presentation</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Demonstrate a basic awareness of the skills and knowledge required in teaching English as a Foreign Language</td>
<td>Multiple choice/ Short answer paper Group presentation</td>
</tr>
</tbody>
</table>
10. Skills

Key skills that will be developed:

<table>
<thead>
<tr>
<th>Skill</th>
<th>How this skill is developed</th>
<th>Mode of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Group discussions, activities and tasks in class</td>
<td>Group presentation</td>
</tr>
<tr>
<td>Communication</td>
<td>Orally in group discussions, activities and tasks in class, in writing by production of assessed assignment</td>
<td>Multiple choice/ Short answer paper Group presentation</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Practice and micro-teaching within the sessions</td>
<td>N/A</td>
</tr>
</tbody>
</table>

11. Books, ebooks and websites:

The University Website at [www.liv.ac.uk/library](http://www.liv.ac.uk/library) provides access to many relevant books and electronic books, as well as academic journals and databases.

**Recommended Pre-Course Reading**


All three of these books are excellent introductions to EFL teaching, but it is not necessary or required to read all of them. We would recommend choosing and reading one, or at least dipping into the chapters of particular interest to you.

We may also assign readings from these books as preparatory work during the course.

If you are not familiar with the English grammatical system, it would be advisable to also buy or borrow a good grammar reference book and/or a learner’s dictionary.

Examples include:


**Core Texts**


**Useful Websites**

http://learnenglish.britishcouncil.org/en

https://www.studycelta.com/blog/the-elt-industry/the-best-tefl-bloggers

https://www.fluentu.com/blog/english/learn-english-grammar-online/

http://www.onestopenglish.com/