

**SUMMER  
2024  
WEEKS 1-3**



## Introduction to Teaching English as a Foreign Language IEEL001

Credit Value	Delivery	Contact Hours Per module	Self-Directed Hours Per module	Total Hours Per module
5 UoL credit, 2.5 ECTS	On-campus	12-16	34-38	50

**Module Leader: Peter Martin**

### **Biography:**

An English Teacher at the University of Liverpool since 2018, Peter has experience teaching in the UK and South America. He has also taught on multiple teacher training programmes including Trinity CertTESOL, Teaching Knowledge Test (TKT) and Content and Language Integrated Learning (CLIL). He has had the opportunity to work with trainee teachers from a wide range of backgrounds and nationalities.

### **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.

### **Module Aims:**

To build students' confidence in understanding, discussing and communicating complex ideas, both in written and spoken language.

To develop skills in research, collaborative learning and in preparing and delivering a group presentation.

To introduce students to the main considerations involved in planning, delivering, and reflecting on a lesson of English as a Foreign Language.

## **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

Materials supplementation and development

Maintaining learner engagement and motivation

The influence of syllabus, assessment and assigned textbooks

Writing a formal lesson plan

## **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 34-38 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.

## **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

**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

**Course Structure:**

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.

**Learning Outcomes:**

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

Learning outcome	Assessment component which assesses this learning outcome
Better understand and communicate complex ideas in written language	Multiple choice/ Short answer paper Group presentation
Research a topic and work collaboratively in this research to produce a written essay/reflection	Group presentation
Demonstrate a basic awareness of the skills and knowledge required in teaching English as a Foreign Language	Multiple choice/ Short answer paper Group presentation

**Skills:**

Key skills that will be developed:

Skill	How this skill is developed	Mode of assessment
Collaboration and Teamwork	Group discussions, activities and tasks in class	Group presentation
Communication	Orally in group discussions, activities and tasks in class, in writing by production of assessed assignment	Multiple choice/ Short answer paper Group presentation
Practice and micro-teaching within the sessions	Practice and micro-teaching within the sessions	N/A

## 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

Any of the following:

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

Harmer, J. (2015) *The Practice of English Language Teaching: 5<sup>th</sup> Edition*. Pearson: Harlow

Ur, P. (2012) *A Course in English Language Teaching*. CUP: Cambridge.

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.

## Core Texts

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

Harmer, J. (2015) *The Practice of English Language Teaching: 5<sup>th</sup> Edition*. Pearson: Harlow  
Ur, P. (2012) *A Course in English Language Teaching*. CUP: Cambridge.

## 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/>