Higher National Unit specification: general information

Unit title: English Language Analysis for TESOL

Unit code: FK8X 37

Superclass:	GC
Publication date:	April 2011
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit is designed for candidates who are ESOL practitioners, delivering ESOL in a variety of contexts. The primary focus is on adult ESOL learning. It would also be appropriate for EAL teachers working with secondary school age learners. It is designed to enable candidates to develop an in-depth understanding of how the English language works and how to apply this knowledge within an ESOL teaching and learning context.

On completion of the Unit the candidate should be able to:

1 Critically analyse English language issues and their implications for teaching and learning.
2 Analyse and interpret grammatical, syntactical, phonological and lexical patterns and use, applying these to an ESOL context.
3 Identify and analyse discourse features in spoken and written English, applying these to an ESOL context.

Prior to delivery, centres must gain specific qualification approval for this Unit.

Recommended prior knowledge and skills

Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in *Communication* skills at SCQF level 6, *Numeracy* skills and *Information and Communication Technology* skills at SCQF level 5, or similar qualifications or experience. In addition, candidates should have experience of working with ESOL learners.

Candidates undertaking this Unit must have demonstrable knowledge of:

♦ Cultural, social and linguistic diversity of ESOL learners
♦ Specific methodologies and the language/linguistics involved in teaching English to Speakers of Other Languages

General information (cont)

This knowledge will be demonstrated by candidates holding, as a minimum, the SQA PDA in TESOL (GA53 49) at SCQF level 9 or an equivalent TESOL/ELT qualification which can be demonstrated to meet the following criteria:

♦ is externally validated by a reputable examination body (usually a university or recognised examination board)
♦ contains at least 6 hours' supervised teaching practice (ie teaching practice where the trainee teacher is observed and assessed teaching genuine ESOL learner groups, and given feedback on his or her performance)
♦ contains at least 100 hours of ELT/TESOL input

This Unit is a mandatory Unit within the PDA in Applied Practitioner Studies in TESOL. Centres must inform candidates that it is not possible to achieve the Group Award towards which this Unit contributes unless they already hold a TESOL/ELT qualification which meets the above criteria.

Selection criteria procedures will be checked at approval stage. Qualifications and experience of candidates will be checked during verification.

Credit points and level

2 Higher National Unit credits at SCQF level 10: (16 SCQF credit points at SCQF level 10*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

There are opportunities to develop the Core Skills of *Problem Solving, Communication* and *Working with Others* at SCQF level 6 and *Information and Communication Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be delivered as a freestanding Unit as professional development for ESOL practitioners.

The principal context will be an ESOL teaching environment. Candidates should have access to a training environment where the required evidence can be generated. A range of up-to-date reading materials to undertake the required research should be made available.

General information (cont)

Assessment

The Unit will be assessed by written and oral evidence. The candidate is required to independently research and give an oral presentation on an issue relevant to English language and its teaching, analyse and interpret key features of the English language under closed test conditions, and analyse a piece of **authentic** oral or written discourse showing how this could be exploited in an ESOL teaching and learning environment. The centre must put arrangements in place to ensure the authenticity of the work produced.

Exemplar Instruments of Assessment and marking guidelines are produced to show the national standard of achievement required at SCQF level 10.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Critically analyse English language issues and their implications for teaching and learning.

Knowledge and/or Skills

♦ Varieties of English
♦ Language change
♦ Language and identity
♦ Theories of learning, language use and acquisition
♦ Methods and approaches in English language teaching

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills through:

A formal presentation on a specialised topic: the presentation will focus on the candidate's independent research of a specific aspect from within one of the following areas:

♦ Varieties of English
♦ Language change
♦ Language and identity
♦ Language use
♦ Language acquisition

The presentation (of approximately 10–15 minutes in duration) must include:

♦ concrete examples and key features of the aspect chosen
♦ links to relevant theories
♦ implications for ESOL teaching and learning, referencing relevant methods and approaches

This presentation must be designed for an informed audience, ie professional peers and subject specialists. It must be delivered to an audience consisting of an expert-assessor and where at all possible, fellow candidates.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Analysis for TESOL

The presentation must also include reference to at least four sources used while undertaking the research. The sources chosen should reflect the specialist nature of the topic, and the candidate's incorporation of these sources should demonstrate a critical understanding of the area being explored.

The candidate must make effective use of technology and/or other aids to provide clarity of information and support for the audience by enhancing the effectiveness of the presentation.

The candidate must also invite and respond to post-presentation questions. This discussion should last approximately 5–10 minutes.

Assessment Guidelines

Candidates should check their choice of topic with the centre before planning the presentation and the centre should try to ensure that there is a wide variety of topics presented in the group. Support and guidance may be given to candidates when they are choosing their topic and preparing the presentation to ensure that the final presentation will be at the appropriate level.

Presentations to the group rather than one-to-one candidate to tutor presentations are encouraged in order to maximise opportunities for learning from and with peers, although one-to-one is acceptable if presentations to the larger group are not possible.

The centre should encourage the candidates to think about different ways of presenting the information such as PowerPoint, charts, handout, poster, audio, web links, etc.

Although recording of presentations is optional rather than a requirement, the centre should keep a record of evidence, such as handouts, PowerPoint slides, etc for verification purposes. Centres should use a presentation and follow-up discussion checklist, covering:

♦ Relevance and accuracy of information
♦ Highlighting of key features with concrete examples of the aspect chosen
♦ Inclusion of relevant theories
♦ Appropriateness of implications for ESOL teaching
♦ Use and relevance of sources
♦ Usefulness of supporting technology or other aids
♦ Expansion or clarification of points during post-presentation discussion

Although content knowledge and depth of analysis is being assessed rather than presentation skills, it is assumed that candidates are able to operate comfortably within this format.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Analysis for TESOL

Outcome 2

Analyse and interpret grammatical, syntactical, phonological and lexical patterns and use, applying these to an ESOL context.

Knowledge and/or Skills

♦ Parts of speech/word class
♦ Structure
♦ Syntax
♦ Sense relations
♦ Word formation
♦ Lexical phrases
♦ Segmental features of spoken language
♦ Suprasegmental features of spoken language
♦ Context, meaning and function
♦ L1 transfer
♦ Difficulties for learners in terms of form, function and phonology
♦ Teaching and learning strategies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by completing an unseen test in closed test conditions. A bank of test questions, developed by SQA, is available for this assessment. This test must be completed within 90 minutes.

Candidates must answer three questions, one question related to grammar and syntax, one to lexis and semantics, and one to phonology. Each question will be framed to allow for detailed analysis under the following headings:

♦ Identification of, and description of, the form of the particular language feature, (related to grammar and syntax/lexis and semantics or phonology)
♦ Analysis of function and/or meaning
♦ Associated difficulties for learners in terms of form, function and phonology
♦ Suggestions of classroom activities to help learners with this feature.

Assessment Guidelines

Centres should remind candidates that although grammar and syntax, lexis and semantics, and phonology are assessed in separate questions, they should explore the integrated nature of these and highlight relevant aspects of each within each question. They should be encouraged to manage their time effectively and spend approximately 20–25 minutes per question, with 15 minutes for preparation and review.

Centres should use the bank of questions provided by SQA for this assessment. Centres should make sure that the questions are not made available to candidates prior to the test.

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Analysis for TESOL

Outcome 3

Identify and analyse discourse features in spoken and written English, applying these to an ESOL context.

Knowledge and/or Skills

♦   Definition of discourse
♦   Key differences between spoken and written language
♦   Context and meaning
♦   Features of coherence
♦   Features of cohesion
♦   Register
♦   Genre
♦   Strategies for learning and teaching

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills through:

(a)   The detailed analysis of a piece of **authentic** written or spoken text, under the following headings:

♦   Spoken/written language and features which identify this
♦   Genre and features which identify this
♦   Register and features which identify this
♦   Cohesion and coherence

Where a spoken text is chosen, the candidate must provide a transcript and recording of the text and include the analysis of relevant aspects of phonology.

(b)   The identification of one aspect/feature from the analysis to be developed with a specific group of learners (in terms of level), with suggestions of how this could be developed and practised in the ESOL teaching and learning context, using the text as the source material. Candidates will identify associated difficulties with the discourse feature for these learners, offering professional solutions which incorporate specialist ESOL skills and practices. Candidates must demonstrate a sound understanding of, and a creative approach towards, these skills and practices.

Candidates will include:

♦   Justification of the discourse feature/area chosen with reference to the target learner group, including English language level
♦   Justification for the creation of a new text or for alterations, if any, to the original text, with reference to the teaching context (in terms of language features, authenticity, register, etc)
♦   Techniques for highlighting the feature to the learners
♦   Activities for practising this area of discourse

Higher National Unit specification: statement of standards (cont)

Unit title: English Language Analysis for TESOL

Candidates may use the text in its original form, amend the text, or create a new text, but must ensure it includes the discourse feature they have identified in the original text. Candidates must submit any amended/created text (and, in the case of an oral text, this includes an amended audio file and transcript) and teaching resources (eg worksheets) as an appendix.

While there is no stipulated word count for the analysis, a suggested guide is 800 for the first part and 600 for the second part (excluding the appendices). It is important that the evidence generated reflects SCQF level 10 in depth of analysis.

Assessment Guidelines

The centre should ensure that the text chosen by the candidate is appropriate in terms of length and the range of features within it. Candidates should be advised that they are to produce a linguistic and not a literary analysis of the text. A rough guideline for the length of text chosen is no more than 500 words (written) or a spoken text of a similar length, to a maximum of 3 minutes. Choice of text for the analysis should be discussed with the centre before the candidate starts work on this assignment.

Centres should advise candidates to avoid spoken texts which are scripted (eg from soap operas, etc). Possible spoken texts could be extracts from TV interviews, discussion programmes, radio phone-ins, or samples of locally recorded natural speech. Examples of written texts could be extracts from novels, newspapers, documents on the Internet, etc.

Higher National Unit specification: support notes

Unit title: English Language Analysis for TESOL

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is designed for ESOL practitioners, delivering ESOL in a variety of contexts. It is relevant for candidates who have, or anticipate having, responsibility for adult ESOL learners; however, it would also be appropriate for EAL teachers working with secondary school age learners. The Knowledge and Skills candidates will acquire through this Unit will enable them to develop a broad understanding of how the English language works and relate this knowledge to its application within an ESOL teaching and learning context.

The principal context will be an ESOL teaching environment. The candidate should have access to an environment where the required evidence can be generated. Integration of the Outcomes throughout delivery of the Unit is recommended.

Indicative content on a taught programme:

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

(Please note that there is overlap across individual areas and the information below provides only examples of areas to focus on.)

Outcome 1

Candidates will explore issues relevant to the English language and implications for ESOL teaching. The outcome will enable candidates to apply theoretical knowledge to their teaching context and recognise and understand influences in their teaching.

Varieties of English — range of global and local varieties of English; identification of features of standard and non-standard English and discussion on their use/appropriateness in different contexts, including the use of English as a lingua franca and the use of local non-standard forms; aspects of register, dialect and colloquial English; focus on the status of different varieties of English (both within an English speaking country and in countries where English is not the dominant language) to include issues of language and gender and language, age and social class.

Language change — the history of development of the English language, description of the process of change and how new varieties develop; language contact, attrition and language death; exploration of jargon, loan words, technology, popular culture and sub cultures (eg hip hop); prescriptivism and descriptivism.

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Language and identity — issues of language and power and the asymmetrical balance in spoken interactions between 'native' and 'non-native' speakers; individual choice in language use including code switching and code mixing; language related to age and gender; bilingualism and multilingualism.

Theories of learning, language use and acquisition — prescriptivism/descriptivism; Universal Grammar theory; behaviourism; cognitivism; constructivism; key theorists such as Noam Chomsky, B F Skinner, Michael Halliday, Stephen Krashen, Henry Widdowson; Jean Piaget.

Methods and approaches in English language teaching — areas for exploration could include structural methods, eg grammar translation; audiolingualism; interactive methods such as the communicative approach (CLT), task-based learning, natural/direct method; cognitive approaches; humanist approaches, functional approach, lexical approach, inductive and deductive approaches, experiential learning, content and language integrated learning (CLIL).

Candidates should be able to discuss theories methods and approaches in relation to English language teaching and identify influences in their own choice of different teaching strategies and approaches.

Outcome 2

Candidates will analyse aspects of English language in-depth and consider how to apply this knowledge to the ESOL teaching and learning context. Centres should build on candidates' existing understanding of English language systems, developing deeper analytical awareness and exploring practical applications within the teaching and learning environment. Areas to cover include:

♦ morphology and lexis (including word classes, word formation, collocation, sense relations)
♦ syntax and grammar (including sentences structure, tense, aspect, mood, modality, etc)
♦ discourse and genre
♦ semantics, including the link between form and function
♦ phonology theory and practice

L1 transfer — identifying differences between English and other languages which impact on language learning and acquisition. Centres could use examples from languages candidates know, or examples of language differences they have encountered when teaching ESOL. Candidates should explore the impact that a first/other language has on learning different features of English. Candidates should be encouraged to carry out research here.

Difficulties for learners and **learning and teaching strategies** — focus on how to identify and analyse features of the language which could challenge learners, in terms of form, meaning and/or function (use). Candidates should explore teaching and learning strategies, including specific activities, which can be used to address these difficulties.

Higher National Unit specification: support notes (cont)

Unit title: English Language Analysis for TESOL

Outcome 3

Candidates will analyse features of discourse and develop skills in teaching aspects of discourse analysis when developing learners' language skills.

Difference between spoken and written language — the main differences between spoken and written texts such as organisation and logical progression, repetition, use of contractions, false starts and hesitations, ungrammatical sentences/utterances and so on.

Context and meaning — description and interpretation of the role of context in identifying pragmatic meaning; difference between pragmatic and semantic meaning.

Features of coherence — features of text that make it coherent such as ordering, conventions of layout, ellipsis and other features that make a text complete and meaningful.

Features of cohesion — grammatical and lexical links between different part of a text such as referencing devices (cataphoric, anaphoric and exophoric), linking devices, ellipses, lexical chains, repetition, substitution, signalling.

Register — features of a text that identity the register (eg formal, informal and colloquial language).

Genre — the main features of common spoken and written genres (eg layout, greetings used in written communication).

Strategies for learning and teaching — Candidates should be exposed to a range of different techniques and activities used to develop features of discourse relevant to a learner of English. Examples are text comparisons, textual analysis for referencing, lexical chains, coherence and cohesion, gap filling and substitutions, using authentic texts — both spoken and written, using learner experiences, conversation tasks including interrupting, hesitating, using fillers, etc.

Guidance on the delivery and assessment of this Unit

This Unit focuses on increasing and broadening the candidate's knowledge related to English language systems, issues which surround and have implications for English language teaching and learning and the development of skills which will enable the candidate to become more analytical and reflective regarding what and how they choose to teach English, with a view to increasing the relevance and effectiveness of their teaching within the ESOL learning environment.

It is recommended that centres use a wide range of delivery methods appropriate to training ESOL teachers. This could include: ice breaker activities, group discussions/activities, micro-teaching, presentations, simulations, case studies, workshop activities, etc. Delivery methods should ensure that models for ESOL teaching are built in through the use of loop input approaches. The centre should use a wide variety of resources, such as DVD, video, cassette recorders, smart boards, realia, etc.

Higher National Unit specification: support notes (cont)

Unit title: English Language Analysis for TESOL

This Unit combines theoretical underpinning with the practices which take place during ESOL teaching and learning. Candidates should be given opportunities to explore the links between theory and practice, and should be supported in developing strategies and techniques, including the range of activities they are able to draw on, for ESOL delivery. Centres should encourage candidates to experiment and try out ideas, approaches and activities covered in the input sessions in their own teaching context. Candidates can then reflect and report back on their experiences. Explicitly linking the training context to candidates' own teaching contexts will help draw on personal experiences and generate discussion, further analysis and deeper reflection on the areas explored.

In order to meet the Evidence Requirements for this Unit, particularly the assessment related to Outcome 1, candidates are expected to work autonomously, carrying out their own reading and research and making use of professional journals and articles. Centres should provide guidance on where candidates can find relevant resources. The use of a VLE for providing access to articles, references to journals and a space for candidates to share ideas would be particularly useful. The wide range of web-based resources available should be exploited. Candidates will find it useful to be given advice on relevant websites/links to explore and use as starting points for research purposes. Centres may wish to recommend set textbooks or provide access to relevant resources through the centre's library system.

Although a sampling approach is used in the assessment of language items in Outcome 2, it is essential that the centre covers all the knowledge and skills detailed. Centres should not allow the bank of available questions to influence their teaching of this Outcome. Centres could provide formative questions for candidates to discuss and explore during group activities, using, for example, experiential learning approaches. Drawing on the candidates' own teaching experiences should also help link theory and practice. It is important that the language used in any assessment instruments designed by the centre reflects SCQF level 10.

There is no set sequence of delivery of the Unit Outcomes (an integrated approach is recommended). Assessments should be set at an appropriate stage of the Course with appropriate time given for candidates to undertake the necessary research. However, centres are advised not to leave all assessments until the end of the Course. In particular, it is recommended that the candidate selects an area for research in Outcome 1 early. Short formative research tasks and presentations carried out as paired or group activities would be useful practice for this assessment. It may be appropriate to leave the closed-book assessment for Outcome 2 until near completion of delivery of the Unit. This will provide candidates with greater opportunity to explore a range of language features prior to being tested on this.

With reference to candidates' spoken and written English in the assessments, centres should ensure that candidates can produce language which is at an appropriate level, uses linguistic and pedagogic terminology accurately and appropriately and which shows depth of understanding.

Higher National Unit specification: support notes (cont)

Unit title: English Language Analysis for TESOL

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Problem Solving* and *Working with Others* at SCQF level 6, and *Information and Communication Technology* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components. It can also support the development of other transferable skills, such as giving presentations, and thinking, analytical and critical skills.

Candidates undertaking this Unit will have a high standard of *Communication* Skills. However, there are opportunities to develop these further within delivery and through the process of producing the Evidence Requirements.

It is possible to develop **Communication: Written Communication at SCQF level 6** within this Unit. The General Skills for **Written Communication at SCQF level 6** are **'Read, understand, and evaluate complex written communication'** and **'Produce well-structured written communication on complex topics'.** The candidate will explore, analyse and present complex topics, eg when focusing on the analysis of language and discourse features and their integration into ESOL delivery. Delivery of this Unit could, therefore, include tasks which help develop a range of appropriate techniques and skills necessary in producing written communication, from being able to organise complex written content and use specialist terminology, to producing effective written communication under timed conditions. Candidates are also required to analyse a text (spoken or written) for relevant discourse features, and apply this analysis to an ESOL teaching context. Working on this area will help to build the candidate's knowledge of how written and spoken language is constructed and should have a direct affect on their own effectiveness when communicating in a written mode.

For **Oral Communication at SCQF level 6** the skill is **'Produce and respond to oral communication on a complex topic'**. During delivery and/or assessment of this Unit, candidates will have opportunities to develop a sophisticated level of oral communication skills. During delivery, candidates will discuss and present on complex topics of a sociological and linguistic nature, related to ESOL. This requires the acquisition and use of a wide range of specialist terminology linked to this field. Formative tasks which include a focus on candidate's understanding of such terminology would be of value. Candidates also need to be able to ask and field questions relevant to specific areas of research. Delivery and assessment will include project/research work on relevant topics with findings presented by candidates through structured oral presentations, which take account of purpose and audience. Candidates should be guided to convey information, opinions or ideas accurately and coherently and provide supporting detail where required.

The elements of the Core Skill of **Problem Solving at SCQF level 6** are **Planning and Organising, Critical Thinking, and Reviewing and Evaluating.** Identifying an appropriate piece of discourse to analyse and then exploit as a basis for ESOL delivery will involve a significant degree of planning, organising and critical thinking. Completing the language analysis test will also require a high degree of problem solving, including making decisions on how to analyse and present results on a particular topic, and what aspects of ESOL delivery to incorporate in answers to show effective practice. Candidates should be given guidance on how to conduct the analysis and explore difficulties which may arise for the learner, (related to, for example, learner's understanding, the relevance and effectiveness of tasks) and strategies which could address these issues.

Higher National Unit specification: support notes (cont)

Unit title: English Language Analysis for TESOL

The use of practical tasks will help candidates to prepare for undertaking the language analysis test. Candidates should be encouraged to think critically about aspects such as learner difficulties and strategies for overcoming these. A focus on contrastive analysis, in particular first language interference, will also develop high level critical thinking skills.

Opportunities to develop **Working with Others** can be incorporated into the delivery of the Unit and will contribute towards the general skills **'In complex interactions, work with others co-operatively on an activity and/or activities'** and **'Review work with others in a co-operative activity and/or activities' at SCQF level 6**. Candidates will develop this skill when working on group activities; feedback and presentation sessions will provide further development. Outcome 1 presentations can provide opportunities for the candidate group to engage in discussion and analysis. Candidates could be given opportunities to explore their chosen topic within a smaller group to allow for constructive feedback from peers prior to summative assessment. The centre can deliver in ways which support co-operative working, such as providing opportunities to collaborate on specific tasks. Candidates could also be guided on how to use peer and group feedback to modify actions, taking account of others' contributions and ideas.

Opportunities to develop **ICT** skills can be incorporated into the delivery of the Unit and will contribute towards the general skills **'Use ICT independently, effectively, and responsibly to access information within a range of tasks'** and **'Use ICT independently, effectively, and responsibly to carry out a range of processing tasks' at SCQF level 5.** The candidate can be supported in carrying out safe and effective information searches on relevant complex topics (for example, into issues on language change or varieties). The presentation of summative work could be supported by ICT. PowerPoint presentation or word-processed acetates could be used for oral presentation of project work, with texts, graphics, sound or video integrated to support and enhance delivery. Candidates will be required to produce any written assessments/materials to a high quality and will use word processing, embedded links, images, graphs and tables where appropriate to improve style and layout.

The use of VLEs could provide opportunities for peer discussion, or to upload relevant documents, and along with web conferencing, could be very useful where delivery takes place in an open/distance mode. VLE/DVD could also be used for formative observation of ESOL delivery.

Open learning

This Unit is suitable for open and blended learning delivery. However, centres must ensure that candidates are given sufficient opportunities for discussion, collaborative working and feedback. Procedures will need to be put in place for the closed-book assessment for Outcome 2 and the presentation for Outcome 1. Where candidates are undertaking the Group Award, the *Assessment Strategy* should be applied.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: English Language Analysis for TESOL

What this Unit is about

English Language Analysis for TESOL is a mandatory Unit in the PDA in Applied Practitioner Studies in TESOL. However, the Unit can also be taken as a freestanding Unit as professional development for ESOL practitioners. This Unit is relevant to you if you deliver ESOL and would like to further develop your understanding and analysis of the English language, and explore how this can be applied within an ESOL teaching and learning environment.

The Unit is designed to explore the wider context of language including varieties of English, language change, language and identity, theories, methods and approaches in English language teaching. It will also enable you to analyse features of the English language in depth, explore the difficulties faced by learners in acquiring/using different features of English, and apply these to an ESOL context.

What you will learn

In this Unit you will have opportunities to investigate and reflect on issues which relate to ESOL teaching, build on English language awareness and apply this knowledge to relevant teaching and learning contexts. You will:

♦ explore issues which have an impact on the strategies used when teaching ESOL and supporting English language learning
♦ develop awareness of how ESOL teaching approaches and methods are underpinned by theory and historical/current developments
♦ develop skills in analysing features of the English language (including grammar, syntax, lexis and meaning, and phonology)
♦ evaluate learner difficulty through the use of contrastive analysis
♦ analyse features of written and spoken discourse
♦ extend the range of strategies, techniques and activities you use when teaching a wide variety of English language features and skills (eg related to grammar, syntax, lexis and meaning, discourse and phonology).

How you will be assessed

You will be assessed through practical assignments and a closed-book test. Assessment takes the form of:

♦ an oral presentation on an (independently researched) issue relevant to English language and its teaching, followed by a group discussion
♦ a closed-book test focusing on analysis of English grammar and syntax, lexis and semantics and phonology, with suggestions for development within an ESOL context
♦ a written analysis of an **authentic** piece of written or spoken text, with suggestions for development of features of discourse within an ESOL context.

General information for candidates (cont)

Unit title: English Language Analysis for TESOL

On completion of the Unit you will be able to:

1   Critically analyse English language issues and their implications for teaching and learning.
2   Analyse and interpret grammatical, syntactical, phonological and lexical patterns and use, applying these to an ESOL context.
3   Identify and analyse discourse features in spoken and written English, applying these to an ESOL context.