

This module aims to provide practitioners with the opportunity to explore TESOL and English in different socio-cultural contexts and to critically examine their own place as professionals within these worlds. The module starts with the perspective of the teacher, moves to the context in which they teach (the LTO) and issues of management and career progression, and then view the wider perspective of global requirements of TESOL. The module explores issues of critical pedagogy in relation to TESOL, examines the different kinds of English which may be present in a particular context, and analyses the implications for teachers professional identity and continuing development.

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<div style="text-align:center;"><p>Curricular information is subject to change</p></div>

What will I learn?

Learning Outcomes:
<p>Successful candidates will demonstrate an ability to:
Explore teacher engagement, motivation and identity, in the context of planning continuing professional development and supporting teachers
Understand the context of LTOs, including management structure, stakeholders and fit-for-purpose programmes
Explore multilingual ESOL classrooms and contexts, taking account of different learning strategies, approaches and expectations for learning
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How will I learn?

Student Effort Hours:

Student Effort Type	Hours
Lectures	24
Specified Learning Activities	110
Autonomous Student Learning	66
Total	200

Am I eligible to take this module?

<div class="subHeadCB">Requirements, Exclusions and Recommendations</div>

<p>Not applicable to this module.</p>

<div class="subHeadCB">Module Requisites and Incompatibles</div>

Not applicable to this module.

How will I be assessed?

Assessment Strategy

Description	Timing	Open Book Exam	Component Scale	Must Pass Component	% of Final Grade
Essay: < Description >	Unspecified	n/a	Graded	No	70
Presentation: < Description >	Unspecified	n/a	Graded	No	30

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<div class="col-sm-6">Carry forward of passed components

Yes</div>

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What happens if I fail?

Resit In	Terminal Exam
Spring	No

Assessment feedback

<div class="subHeadCB">Feedback Strategy/Strategies</div>

<p>* Feedback individually to students, on an activity or draft prior to summative assessment

* Feedback individually to students, post-assessment

* Group/class feedback, post-assessment

* Peer review activities

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<div class="subHeadCB">How will my Feedback be Delivered?</div>

<p>Feedback is provided individually, post midterm assessment and post final assignment submission. Draft papers may be submitted for global feedback prior to the final written assignment.</p>

Reading List

<div class="pageBreak"><nav class="white-box no-left-arrow zero-top-margin">

<h1 class="printOnly"> UCD Course Search

The English Teaching Context (LANG40600) </h1><h3 class="printOnly">Academic Year 2019/2020</h3><p class="printOnly">The information contained in this document is, to the best of our knowledge, true and accurate at the time of publication, and is solely for informational purposes.

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<h4 class="noPrint">The English Teaching Context (LANG40600)</h4>

<dl>

<dt>Subject:</dt>

<dd>Global Languages</dd>

<dt>College:</dt>

<dd>VP for Global Engagement</dd>

<dt>School:</dt>

<dd>Centre English&Global Language</dd>

<dt>Level:</dt>

<dd>4 (Masters)</dd>

<dt>Credits:</dt>

<dd>10.0</dd>

<dt>Trimester:</dt>

<dd>Autumn</dd>

<dt>Module Coordinator:</dt>

<dd>Dr Anna Nunan</dd>

<dt>Mode of Delivery:</dt>

<dd>Face-to-Face</dd>

<dt>Internship Module:</dt><dd>No</dd>

<dt>How will I be graded?</dt>

<dd>Letter grades </dd>

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