

Making the most of the ESOL Professional Development Modules

What are they?

These materials were developed as part of the *LSC Skills for Life Quality Initiative* between 2003 and 2005. They were designed for numeracy teacher trainers to use as part of the content for accredited initial teacher training programmes, particularly the Certificate for Adult ESOL Subject Specialists.

All these qualifications mapped to the FENTO standards and were at Level 4. They were withdrawn at the time of the workforce reform in September 2007 and replaced by the subject-specific diplomas.

While the modules no longer directly match the new ESOL teacher training qualifications, they offer excellent activities and resources to busy teacher trainers and their trainees.

The resources are arranged in small 'bite-size' chunks. They include detailed session plans, a range of activities and support materials, suggestions for assessment and signposting to additional resources and background reading.

How to use them

Browse the modules listed below, select from the content and integrate it into your teacher training programmes. The modules can be used together or individually. Each module comprises between two and eight sessions. Each session is a separate document.

They are extremely content-rich and are thus suitable for teacher training programmes at Qualifications and Curriculum Framework (QCF) Level 5 and above. They can be used to make up whole 'sessions' of courses, or 'dipped into' for individual activities.

Please note: section 4.11 of the ESOL modules addresses issues current at the time of writing. The section will therefore need careful updating and adapting to changes in policy and context.

Use the *Teacher Training Handbook* to help you to adapt and update these modules.

More about the content

The module titles are listed below with links to the documents.

ESOL Professional Development Modules (2004)

ESOL 4.1: Social context of ESOL

Module Guide
Session 01 – Who are the students?
Session 02 – The value of bi- and multilingualism
Session 03 – English and Englishes
Session 04 – Language as Access

ESOL 4.2: Basic literacy in ESOL

Module Guide
Session 01 – Theory and practice of teaching basic reading
Session 02 – Working with whole texts
Session 03 – Identifying and supporting dyslexic learners
Session 04 – Theory and practice of teaching basic writing

ESOL 4.3: Grammar for ESOL teachers

Module Guide
Session 01 – Introduction to grammar
Session 02 – Phrase structure
Session 03 – Adverbials and clause structure
Session 04 – Sentence structure

ESOL 4.4: English pronunciation

Module Guide
Session 01 – An introduction to phonology, stress and rhythm
Session 02 – The phonemic alphabet and consonant phonemes
Session 03 – Vowel sounds and connected speech
Session 04 – Intonation and communicative issues of phonology

ESOL 4.5: Lexis for ESOL teachers

Module Guide
Session 01 – Introduction to lexis
Session 02 – Introduction to morphology
Session 03 – Word meaning and practical issues of learning and assessing lexis
Session 04 – Introduction to pragmatics

ESOL 4.6: Discourse for ESOL teachers

Module Guide
Session 01 – Introduction to key principles of discourse analysis
Session 02 – Spoken discourse
Session 03 – Critical discourse analysis and introduction to lexical cohesion
Session 04 – Written discourse and introduction to grammatical cohesion

ESOL 4.7: Language acquisition and learning

Module Guide
Session 01 – Theoretical background to SLA
Session 02 – SLA and links with English language teaching
Session 03 – Personal and social factors in relation to SLA
Session 04 – Bilingualism

ESOL 4.8: Speaking and listening for ESOL teachers

Module Guide
Session 01 – Features of spoken English
Session 02 – Teaching listening
Session 03 – Teaching speaking
Session 04 – Task-based learning for speaking and listening

ESOL 4.9: Reading and writing for ESOL teachers

Module Guide
Session 01 – The theoretical background
Session 02 – Reading skills
Session 03 – Teaching writing as a genre
Session 04 – Teaching and learning writing skills

ESOL 4.10: English language use for ESOL teachers

Module Guide
Session 01 – Effective discussions and note making
Session 02 – Using a toolkit for analysis of texts
Session 03 – Presentations and proofreading
Session 04 – Reading and adapting material for an audience

ESOL 4.11: Current issues in teaching ESOL in post-16 education and training

Module Guide
Session 01 – The post-16 context
Session 02 – Learning theories
Session 03 – Information and learning technology (ILT)
Session 04 – Approaches to differentiated teaching and learning
Session 05 – The adult ESOL core curriculum
Session 06 – Planning for individuals and groups
Session 07 – The syllabus and scheme of work
Session 08 – ESOL in the context of the whole curriculum

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