

Unit Title:	Learner Profile
Level:	5

Unit Description:

This unit covers one-to-one teaching methodology, needs analysis, linguistic analysis, lesson planning, and syllabus design. It brings together, in the form of a practical assignment, all items studied in Units 1 and 2.

Indicative Content:

The Learner Profile must include the following:

- a) A description of the learner's cultural and social background, including language learning experience; the occasions when and where the learner uses English; her/his reasons for learning English and the contexts in which she/he is likely to use English in the future. This description should also include the main linguistic features of the learner's mother tongue. This section should represent approximately 15% of the content of the profile
 - b) An evaluation of the learner's current linguistic proficiency, including strengths and weaknesses in the four main skills, analysed in terms of lexis, grammar and phonology, and with references to relevant features of the learner's mother tongue. This analysis should be based on:
 - a recorded sample of the learner's spoken English, part of which will be orthographically transcribed, and a part (or parts) of which will be phonemically transcribed
 - a sample of written English, from which a variety of error types should be chosen
 - short tests of extensive and intensive listening and reading skills
 - interaction skills in interviewThis section should represent approximately 50% of the total content of the profile
 - c) A lesson plan for, a rationale for, and an evaluation of, a one-to-one lesson with the learner, based on selected key learning needs emerging from the above analysis. The lesson duration must be a minimum of 45 minutes. This section should represent approximately 20% of the total content of the profile
 - d) Recommendations for the learner's future language development over a further 5 x 45 minute lessons, based on learning needs emerging from the above analysis. This section should represent approximately 15% of the total content of the profile
 - e) A bibliography referencing the texts used for research and teaching
-

Unit Specifications: School of TESOL

Learning and Teaching Methods:

- Analysis of reading & listening skills
- Analysis of speaking & writing skills
- Analysis of errors in spoken English
- Analysis of errors in written English
- Design and delivery of one-to-one lesson based on analysis
- Recommendations for further study

Unit Learning Outcomes

On successful completion of this unit you will:

- | | |
|-------------|---|
| LO 1 | Be able to draw up a simple linguistic profile/analysis and needs analysis for one learner of English on the basis of interviews totalling a minimum of 60–90 minutes and a sample of the learner’s written work which may include diagnostic tests (the interviews should include general discussion of the learner’s language learning background and aims in learning English, preferred methods of learning, and the strengths and weaknesses of the learner) |
| LO 2 | Be able to prepare and teach (unobserved) one lesson of 45–60 minutes (this lesson does not count as one of the six hours of observed and assessed teaching practice) |
| LO 3 | Be able to prepare a number of broad recommendations for the learner’s study programme in at least one area of each of the four main skills, including grammar and phonology |

Information correct at point of publication.