1. **Title of the module**

LING8400 (LL840) – Course and Syllabus Design for TESOL

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for MA Applied Linguistics with TESOL

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Recognise and critically assess types of syllabus;

8.2 Adjust a syllabus based on theoretical considerations and principled judgement;

8.3 Design a course taking into consideration the language needs of groups and individuals;

8.4 Advise on appropriate methods and materials to support the course;

8.5 Present a course taking into account the different stakeholders (teachers, learners, education officers and training managers).

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Make decisions based on research, principled judgement and good practice;

9.2 Work independently, and in pairs and groups;

9.3 Provide solutions, within fixed parameters, for complex problems;

9.4 Communicate confidently and professionally both orally and in writing with a range of people.

1. **A synopsis of the curriculum**

The theoretical basis and different approaches to syllabus and course design will be introduced. The key concepts, principles and rationale for process, procedural, lexical, functional and task-based syllabuses will be appraised and evaluated. The influence of Second Language Acquisition theory and educational, cultural, social, economic and political factors on the syllabus will be considered when writing and adapting designs for groups of learners in a range of contexts. Ways of assessing students’ needs as part of the process of planning and designing a syllabus and course will be addressed.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Christison, M.A. and Murray, D.E. (2014). *What English Language Teachers Need to Know, Volume III: Devising Curriculum*, London: Routledge

Graves, K. (1996). *Teachers as Course Developers*, Cambridge: Cambridge University Press

Huhta, M. et al (2013). *Needs Analysis for Language Course Design*, Cambridge: Cambridge University Press

Macalister, J. and Nation, I.S.P. (2011). *Case Studies in Language Curriculum Design*, London: Routledge

Mickan, P. (2013). *Language Curriculum Design and Socialisation*, Bristol: Multilingual Matters

Nation, I.S.P. and Macalister, J. (2009). *Language Curriculum Design*, London: Routledge

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Group Presentation (20 minutes) – 20%
* Adaption of Syllabus & Commentary (2,000 words) – 30%
* Proposal for a New Course (2,000 words) – 50%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** |  | **x** | **x** |  | **x** |  | **x** |  |
| Workshop |  | **x** | **x** |  | **x** | **x** | **x** |  | **x** |
| Tutorial | **x** |  |  | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Group Presentation | **x** |  |  |  |  | **x** | **x** |  | **x** |
| Adaption of Syllabus & Commentary |  | **x** |  |  |  | **x** |  | **x** |  |
| Proposal for a New Course |  |  | **x** | **x** | **x** | **x** |  | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

In this module, students will learn about the theory and practice of syllabus and course design and how they can write and adapt designs for groups in a variety of learning environments, including international ones.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |