Liverpool John Moores University

Title: METHODOLOGY AND SYLLABUS DESIGN
Status: Definitive
Code: **7501SHUTE**   (114012)
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool Business School
Teaching School/Faculty: Shanghai University

Team	emplid	Leader
Susan Hill		Y

Academic Level:	FHEQ7	**Credit Value:**	15.00	**Total Delivered Hours:**	36.00
Total Learning Hours:	150	**Private Study:**	114		

Delivery Options
Course typically offered: Semester 1

Component	Contact Hours
Lecture	12.000
Seminar	10.000
Tutorial	14.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Classroom Observation Portfolio	40.0	
Report	AS2	Designing a 20 hour ESOL syllabus for a specified client group.	60.0	

Aims

The module aims to provide students with a clear and detailed understanding of the role of SLA research in informing the methodological principles underpinning TESOL practice. In addition to advanced study of the historical psycholinguistic context of language pedagogy, students examine the theories underlying early approaches to syllabus design. The module will also equip students with the skills required to perform detailed needs analysis within a framework of course development

processes.

Learning Outcomes

After completing the module the student should be able to:

1. Critically evaluate the theoretical issues involved in language teaching and the key concepts in second language learning.
2. Thoroughly examine the relationship between second language acquisition (SLA) research, methodological principles and classroom practice.
3. Develop courses based on experiential knowledge and underpinned by the theories and experiences of others.
4. Plan syllabus goals and learning outcomes independently on the basis of appropriate needs analyses and up-to-date methodological principles.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CW   1   2

CW   3   4

Outline Syllabus

- Key concepts in psycholinguistics
- SLA research and language pedagogy
- Language learning theories and TESOL methodology
- Principles of course design
- Teachers as course developers
- A framework of course development processes
- Needs analysis and the principles of ESP

Learning Activities

Students follow a series of interactive lectures; student-led seminars and discussions; task-based tutorials including individual, pair and group work activities. In addition to class-based observation tasks, real-time and/or video-taped demonstrations aim to promote the understanding of methodological principles applied to classroom technique. Learning/teaching materials are created and subject to pilot and peer evaluation.

References

Course Material	Book
Author	Broeder, P and Murre, J

Publishing Year	2000
Title	Models of Language Acquisition
Subtitle	Inductive and Deductive Approaches
Edition	
Publisher	CUP
ISBN	

Course Material	Book
Author	Cook, V
Publishing Year	2001
Title	Second Language Learning and Language Teaching
Subtitle	
Edition	
Publisher	Arnold
ISBN	

Course Material	Book
Author	Ellis, R
Publishing Year	2003
Title	The Study of Second Language Acquisition
Subtitle	
Edition	
Publisher	CUP
ISBN	

Course Material	Book
Author	Field, J
Publishing Year	2004
Title	Psycholinguistics
Subtitle	The Key Concepts
Edition	
Publisher	Routledge
ISBN	

Course Material	Book
Author	Richards, J
Publishing Year	2001
Title	Curriculum Development in Language Teaching
Subtitle	
Edition	
Publisher	CUP
ISBN	

Course Material	Book
Author	Richards, J and Rodgers, T
Publishing Year	2001
Title	Approaches and Methods in Language Teaching

Subtitle	
Edition	
Publisher	
ISBN	

Notes

Students progress from teachers to course developers, gaining the skills to enable them to respond to the needs of any client group in the TESOL field.