



Swansea University
Prifysgol Abertawe

Department of Applied Linguistics

M.A. TESOL
(Teaching English to Speakers of Other
Languages)

Student Handbook

2017-18

DISCLAIMER

The Department has made all reasonable efforts to ensure that the information in this handbook is accurate and up-to-date when published but can accept no responsibility for any errors or omissions.

The Department reserves the right to revise, alter or discontinue degree schemes or modules and to amend regulations and procedures at any time, but every effort will be made to notify interested parties promptly.

It should be noted that not every module listed in this handbook may be available every year, and changes may be made to the details of the modules.

Term/Semester Dates:

SEMESTER 1: 25 September 2017 – 26 January 2018
(Teaching weeks: 2 October – 15 December)

SEMESTER 2: 29 January 2018 – 15 June 2018
(Teaching weeks: 5 February – 11 May)

View breakdown of semesters at:

<http://www.swansea.ac.uk/the-university/world-class/semesterandtermdates/>

Dissertations to be submitted by 14 September 2018

Contents

Introduction	4
Staff List	5
M.A. TESOL: Structure of the Programme	6
Individual Module Descriptions	
ALEM18 Vocabulary: Teaching and Learning	10
ALEM19 Research Methods	11
ALEM20 Second Language Acquisition	12
ALEM21 Discourse Analysis for Language Teaching	14
ALEM22 Communicative Language Teaching	16
ALEM36 Grammatical Analysis	18
ALEM32 Classroom Teaching Practice	20
ALEM34 Young Language Learners	23
ALED00 Professional Reflective Practice	25
ALEM15 Dissertation	27
MA TESOL dissertation supervision	30
Postgraduate taught Masters assessment criteria	31
Key College / University Policies (attendance, unfair practice, etc.)	33
Record of Supervision	35

Introduction

The M.A. TESOL (Teaching English to Speakers of Other Languages) programme is delivered within the College of Arts and Humanities (COAH) of Swansea University by staff in the Department of Applied Linguistics. The M.A. TESOL is designed to provide prospective or experienced teachers of English as a foreign or second language with sound foundations in the theory and practice of English language teaching today; to raise their awareness of structural and discourse-level aspects of the English language, and of how these should inform language teaching; and to provide prospective or experienced teachers with the tools to meaningfully reflect on their own practices.

The aim of this handbook is to provide specific information about the teaching and requirements of the M.A. TESOL. This handbook is intended for basic reference purposes only, and should be read in conjunction with the College of Arts and Humanities Postgraduate Masters Handbook, which includes more general information and specific regulations concerning your Postgraduate Taught Masters (PGTM) studies at Swansea (Academic Handbook for Postgraduate Taught Awards). The University website can also be consulted for information at: <http://www.swansea.ac.uk/>

If you are experiencing difficulties with the course, talk in the first instance with the module instructor, if this is an academic difficulty. If other personal circumstances are affecting your work or if you feel you cannot successfully talk with your instructor in the first instance, then talk with your personal tutor and/or with the MA Programme Director.

If you experience any difficulty tell someone!

Even if you are not experiencing any difficulty, we welcome opportunities to talk with you more! Student Services (link below) and other services also offer support and advice. The University offers several different kinds of student support services, listed here below. You can find more information about these services on their respective websites:

- Student Services: <http://www.swansea.ac.uk/student-services/>
- Student Support Services: <http://www.swansea.ac.uk/student-support-services/>
- Student Wellbeing Centre: <http://www.swansea.ac.uk/wellbeing/>
- Counselling Service: <http://www.swansea.ac.uk/wellbeing/counselling/>
- Health and Welfare: <http://www.swansea.ac.uk/undergraduate/student-life/health-and-welfare/>
- Centre for Academic Success: <http://www.swansea.ac.uk/cas/>
- Academic Success Programme: <http://www.swansea.ac.uk/asp/>

MA TESOL STAFF

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Useful COAH contact details

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MA TESOL Swansea University

Structure of the programme

(12 months Full Time)

The MA TESOL requires completion of **180 credits**. The 'taught' component of the programme (Part 1) covers 120 credits, distributed in two terms / semesters. Each module is worth 20 credits, so students take six modules overall, and specifically three modules each term (which equals 60 credits). The 'directed independent learning' component (Part 2) consists of a Dissertation (requiring completion of an empirical research project) or a Portfolio of language teaching materials, and is worth 60 credits.

The MA TESOL comprises two 'tracks': the Dissertation track and the Portfolio track. Students who choose the **Dissertation track** must take ALEM 19 (Research Methods) in Term 2, and are advised to choose ALEM18 (Vocabulary Teaching and Learning) and ALEM 20 (Second Language Acquisition) in Term 1. Students who choose the **Portfolio track** must take ALEM32 (Classroom Teaching Practice), and are advised to take ALEM 22 (Communicative Language Teaching) in Term 1. In sum, the recommended sequence of modules is as follows:

Dissertation track: ALEM18 (Term 1) + ALEM20 (Term 1) + ALEM19 (Term 2)

Portfolio track: ALEM22 (Term 1) + ALEM32 (Term 2)

Students are allowed to change 'track' until January. After that, no changes are possible: students who take ALEM19 must complete a dissertation; students who take ALEM32 must complete a portfolio of teaching products.

Postgraduate Certificates or Diplomas can be awarded for successful completion of 60 or 120 credits respectively.

Part I – Taught component

Term 1 (September – December)

All students take:

ALEM36 Grammatical Analysis

Dissertation Track students take:

ALEM20 Second Language Acquisition

ALEM18 Vocabulary Studies

Portfolio Track students take:

ALEM22 Communicative Language Teaching

And choose one from:

ALEM20 Second Language Acquisition

ALEM18 Vocabulary Studies

Term 2 (January – May)

All students take:

ALEM21 Discourse Analysis for Language Teaching

ALEM34 Young Language Learners

Dissertation Track students take:

ALEM19 Research Methods for ELT

Portfolio Track students take:

ALEM32 Classroom Teaching Practice

**Part II – Directed Independent Learning
(Dissertation or Portfolio)**

During the summer (June-September), MA TESOL students will complete an individual research project (Dissertation track) or teaching portfolio (Portfolio track). The dissertation and the portfolio are worth **60 credits**. Students receive **supervision** in the form of a set number of meetings, with their allocated supervisor, throughout the summer, for a total of four contact hours. For both of these end-products, the required length is 16,000 words.

ALEM15 (Dissertation)

Students write a dissertation, and more specifically a structured report on an empirical research project. Students must have taken ALEM19 in Term 2.

ALED00 (Portfolio)

Students compile a portfolio of teaching-related, learner language analyses, and reflective products. Students must have taken ALEM32 in Term 2.

GENERAL POLICIES

1. **Assessment** for a taught module equals to approximately 4,000-5,000 words. Some variation to this broad guideline is possible, depending on the nature of the assignment(s).
2. **The workload for each module** – that is, the amount of work that each students should expect to complete for each module – equals to approximately 200 hours. It is important that you understand that this is only a broad guideline. How much work you will need to put in to succeed in your modules depends on a range of factors, including individual differences (e.g., some students are fast readers, other students are slow readers). Adjusting to this broad guideline so that you can stay current with material covered in the modules and submit assessed work by the deadlines is your responsibility.
3. **Deadlines and extensions.** Assessments must be submitted by the deadline or will automatically receive a zero (mark of 0%). If you are ill or incur in other kinds of extenuating circumstances which you believe affected your work, you must fill out an application for extenuating circumstances. The application form and the procedures are explained in detail in the **COAH PGTM College Student Handbook** (available on BlackBoard). Extensions are not automatic: applications must be supported by appropriate documentation. Applications are reviewed by an ad-hoc committee.

You can read more about this, as well as several other university regulations, in the Academic Guide, at: <https://www.swan.ac.uk/registry/academicguide/>

ALEM18: Vocabulary: Teaching and Learning

Prof. Jim Milton

Credits: 20
Teaching block: TB1
Classes: 3-4 hours per week

Module Description and Objectives

This module aims:

- to explore the nature of vocabulary and the difficulties associated with defining and categorizing the *word* and *learning*
- to explore the importance of frequency and difficulty factors in vocabulary learning
- to explore how vocabulary knowledge can be measured
- to examine the vocabulary content of course books and teacher language and consider how this contributes to learning
- to explore vocabulary learning from informal tasks
- to consider the role and importance of vocabulary in language competence and exams
- to consider what this means for the theories we have of memory and learning
- to consider practical concerns of teaching vocabulary

Assessment

One essay (4,000 words) worth 100% of module marks.

In addition for formal assessment, reading, writing and presentation assignments are set every week to provide formative assessment on students' work and understanding of the course. These assessments are not obligatory.

Recommended Readings

Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matters
Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: CUP
Webb, S. & Nation, P. (2017). *How vocabulary is learned*. Oxford: OUP.

Other useful reading will be assigned when the module begins.

ALEM19: Research Methods for ELT

Prof. Jim Milton

Credits: 20
Teaching block: TB2
Classes: 2 hours per week

Module Description and Objectives

The module introduces students to the idea of researching EFL and the main methods used in the field, both qualitative and quantitative, relevant terminology, techniques, issues, models and software. Students are required to apply this learning to the design of their own project which is likely to develop into a Masters dissertation for those proceeding to Part 2.

Module Outline

Introduction to ELT research. Basic resources and issues. The nature of research.
Collecting and analysing data
Case study research
Introspection research
Classroom research
Surveys and questionnaires
Correlation research
Quasi-experimental research
Evaluation studies
Designing, carrying out and reporting a project in ELT. Presentations.
Referencing, Writing up.

Assessment

One poster; one research proposal.

Recommended Readings

Brown, J.D. and Rodgers, T.S. (2002). *Doing Second Language Research*. Oxford: OUP.
Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
Hinkel, E. (ed.). (2005). *Handbook of Research on Second Language Teaching and Learning*. Erlbaum: Mahwah, N.J.

Other readings by topic will be assigned and specific reading for the project developed will be necessary.

ALEM20 Second Language Acquisition

Dr Vivienne Rogers

Credits: 20
Teaching block: TB1
Classes: 3 hours per week

Module Description and Objectives

How do you learn a second language? What processes are involved? What is the role of the first language? In this module, students will engage with these questions among others. Students will critically evaluate different theories of second language acquisition including what knowledge we have at the outset of the acquisition process and how we develop. Students will also examine different factors that may influence how successful a language learner becomes, including motivation, aptitude etc. We will read empirical studies that have sought to examine different studies and we will critically evaluate their results. The different methods of assessment will require students to critically evaluate research papers, analyse second language learner data and use this to support their arguments.

Learning Outcomes

By the end of the module, students will be able to:

1. outline key theories of second language acquisition and demonstrate awareness of their strengths and weaknesses;
2. critically evaluate research papers;
3. analyse second language learner data in light of these theories;
4. assess the impact of internal and external factors on the second language acquisition process.

Module Outline

Week 1: Introduction/ first language acquisition

Week 2: Age

Week 3: Psychological factors

Week 4: Development of learner language

Week 5: First language influence (L1 transfer)

Week 6: Input and interaction

Week 7: Cognitive aspects

Week 8: In class test

Week 9: Explicit instruction

Week 10: Implicit instruction

Week 11: Formulaic language

Assessment

One essay; one final exam (during January exam period).

Required Readings

Textbook

Ellis, R. (2015). *Understanding Second Language Acquisition*. (2nd ed) Oxford: OUP

In addition, a packet of research articles and chapters (exact titles TBA in class) will also be mandatory reading in this module.

Other Recommended Texts:

Lightbown, P. & Spada, N. (2013) *How Languages are Learned* (4th ed) Oxford: OUP

Mitchell, R., Myles, F., & Marsden, E. (2013). *Second language learning theories*.
Routledge.

Ortega, L. (2009). *Understanding Second Language Acquisition* London: Hodder
Education.

ALEM21: Discourse Analysis for Language Teaching

Dr Federica Barbieri

Credits: 20
Teaching block: TB2
Classes: 3 hours per week; seminar / workshop format

Module description and objectives

This module introduces students to key issues and approaches in discourse analysis, with a particular focus on those approaches which are suited to direct applications to language teaching. We will read original empirical studies, practice applications of these approaches in and outside of class, and discuss their implications and applications in language teaching. Assessed projects require students to collect and analyze original data, applying the approaches and methods covered in the module.

The module is designed to:

1. familiarize students with a select number of key approaches to discourse analysis, their terminology, conceptual underpinnings, and methodologies;
2. give students practice in the methods and analytical techniques of these approaches through hands-on analyses based on authentic language data;
3. develop students' ability to understand empirical discourse analytic studies;
4. raise students' awareness of the relevance and usefulness of different approaches to discourse analysis for language teaching.

Learning Outcomes

At the end of this module, students who have successfully completed the module will be able to:

1. recognize and distinguish different approaches to discourse analysis;
2. apply select approaches to discourse analysis to real language data;
3. design and carry out small data-analysis projects by collecting data, and selecting and applying appropriate discourse analytical theories and methods;
4. understand empirical discourse studies undertaken from various perspectives;
5. explain the pedagogical implications and applications of different models of discourse analysis for language teaching.

Regular attendance, preparation for class, and participation in class are essential to reaching these outcomes.

Course Outline

The module will cover the following broad topics (not necessarily in this order):

1. Systemic Functional Linguistics: Cohesion in discourse;

2. Ethnomethodological approaches to Talk-in-Interaction: Conversation Analysis;
3. Interethnic communication
4. Pragmatic approaches to discourse: Speech Act Theory, Politeness, Face
5. Cross-cultural pragmatics
6. Teaching applications of conversation analysis and (cross-cultural) pragmatics
7. Modes of discourse. Narrative analysis
8. Register variation and register analysis
9. Corpus-based approaches to register and discourse analysis.

Assessment

Two essays requiring data analysis; one in-class test.

Required Textbook

Strauss, S., & Feiz, P. (2014). *Discourse Analysis. Putting our worlds into words*. London: Routledge.

A packet of chapters and research articles (exact titles TBA in class) will also be mandatory reading in this module.

Other useful texts

Cameron, D. (2001). *Working with spoken discourse*. London: Sage.

Flowerdew, J. (2013). *Discourse in English language education*. London and New York: Routledge.

Georgakopoulou, A., & Goutsos, D. (2004). *Discourse Analysis. An Introduction*. Edinburgh: Edinburgh University Press.

Johnstone, B. (2002). *Discourse Analysis*. Malden, MA: Blackwell.

Paltridge, B. (2012). *Discourse Analysis* (2nd ed.). London: Bloomsbury.

Thornbury, S. (2005). *Beyond the sentence. Introducing discourse analysis*. Oxford: Macmillan.

ALEM22 Communicative Language Teaching

Mrs Fiona Hardy

Credits: 20
Teaching block: TB1
Classes: 3 hours per week

Module Description

The module covers basic principles, philosophy and the historical development of learning and theory of language learning leading to the communicative approach to language teaching. It addresses the current debate about methods and methodologies in the context of English as an international language.

This module is compulsory for students opting to take ALEM32/ALED00.

Learning Outcomes

At the end of this module, students should be able to:

- identify the similarities, differences and areas of overlap of successive language teaching and learning methodologies, by determining how these have developed over time;
- explain how these methodologies seek to embody and reflect theories of language and theories of language learning;
- evaluate critically the effectiveness of methodologies in supporting language learning;
- use this knowledge and understanding to make informed decisions about materials selection, course design and testing in a range of teaching and learning contexts

Module Outline

- Basic notions: syllabus, approach, method, methodology, materials
- Origins and rationale for development of the communicative approach
- Communicative competence
- Early Council of Europe developments: Notions, Functions, Threshold Level, ESP
- Challenges and misconceptions: CLT in 1990s. Weak and strong CLT.
- Task Based Learning and CLIL (Content and Language Integrated Learning)
- Post-method
- Syllabus design and needs assessment
- The language learner, learner autonomy and independence
- Testing and assessment

Assessment

One literature review essay; one data analysis project.

Readings

- Celce-Murcia, M. (Ed.). (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle
- Graves, K. (2006). *Teachers as Course Developers*, Cambridge: CUP
- Hall, G. (2011). *Exploring English Language Teaching*. Abingdon: Routledge
- Howatt, A.P.R. (2004). *A History of English Language Teaching* (2nd ed.). Oxford: OUP
- Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching* (2nd ed.). Harlow: Longman
- Larsen-Freeman, D. & Anderson, M (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: OUP
- McKay, S. L. (2002). *Teaching English as an International Language*. Oxford: OUP
- Nunan, D. (2004). *Task Based Language Teaching*. Cambridge: CUP
- Richards, J. (2005). *Communicative Language Teaching Today* Singapore: SEAMEO RELC (very good first introductory book - short and clear)
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: CUP

ALEM36: Grammatical Analysis

Dr. Federica Barbieri

Credits: 20
Teaching block: TB1
Classes: 3 hours per week

Module description and objectives

This module provides a descriptive overview of English grammar. It surveys English grammatical structures and the major patterns of language use from a grammatical perspective, taking a register perspective. While the module is not designed as either a survey of grammatical theories, or a course in ESL methods for grammar instruction, it will offer opportunities for discussion of classroom teaching implications, particularly when we look at the discourse/register characteristics of grammatical features.

Students taking this module will develop the ability to carry out grammatical analyses of naturally-occurring sentences from spoken and written texts. There is only one way to develop this ability: with consistent practice. Students will therefore be expected to complete all readings and assigned homework regularly. Inconsistent class preparation and poor class attendance are unlikely to lead to satisfactory performance.

The module is designed to:

1. introduce students to English grammatical structures and patterns of language use in spoken and written English;
2. introduce students to variation of grammatical structures according to register (situated varieties of language use);
3. develop students' ability to carry out grammatical analyses of naturally-occurring sentences – from simple sentences to sentences featuring multiple dependent clauses;
4. raise students' awareness of register-based differences in use of grammatical structures;
5. raise students' awareness of implications for ESL classroom instruction associated with the grammatical properties of particular grammatical structures.

Learning Outcomes

At the end of this module students should be able to:

- Describe the form (word classes, phrases, clauses) of language structures;
- Assign syntactic function to language structures;
- Draw fully-specified grammatical trees showing form and function of grammatical structures (words, phrases, clauses);

- Recognize and describe the relationship between grammatical structures and register / discourse factors;
- Carry out small scale principled analyses of the situational and linguistic characteristics of texts representing a range of spoken and written registers.

Module Outline

1. Corpus-based study of grammar and use; grammatical variation; standard and non-standard varieties; discourse perspectives on grammar. Interpreting quantitative findings.
2. Function and lexical word classes. The structure of words: morphology. Introduction to simple phrase and clause structure.
3. Nouns: types of nouns and determiners. Number, Case, and gender. Noun formation. Types of pronouns.
4. Verbs: semantic classes. Regular and irregular verbs. Verb formation. Valency patterns. Introduction to sentence diagramming.
5. Verbs cont'd. Phrasal verbs, prepositional verbs; phrasal-prepositional verbs. Copular verbs.
6. The extended verb phrase: tense, aspect, voice, modal verbs.
7. Adjectives and adverbs. Forming new adjectives and adverbs. Syntactic roles of adjectives. Attributive and predicative adjectives. Syntactic roles and semantic categories of adverbs. Comparatives.
8. Overview of clauses grammar: subordination, coordination, and ellipsis. Overview of clause types: independent and dependent clause types.
9. Complex noun phrases. Premodification, postmodification, relative clauses.
10. Survey of verb and adjective complement clauses. Adverbials.
11. Word order variation. Grammar of conversation.

Assessment

One mid-term exam; one final exam (during January exam period).

Required textbooks

Biber, D., Conrad, S., Leech, G. (2002). *Longman Student Grammar of Spoken and Written English*. Harlow, England. Longman
 Conrad, S., Biber, D., Leech, G. (2002). *Workbook for the Longman Grammar of Spoken and Written English*. Harlow, England: Longman.

A packet of chapters and research articles (exact titles TBA in class) will also be mandatory reading in this module.

ALEM32: Classroom Teaching Practice

Mrs Fiona Hardy & Mr Peter Neville

Credits: 20
Teaching block: TB2
Classes: 3 hours per week; workshops / practical format (see below)

Module Description and Objectives

This module is designed primarily for those with less recent experience in current English language classrooms who would welcome the opportunity to relate ideas and approaches explored in other MA TESOL modules to actual observed classroom activities. Through observation and a limited guided teaching experience as well as tutor input sessions, students of the module can develop their own understandings of the role of the teacher, use of materials and activities used in current best classroom practice which can form the basis for further practical investigations in the Portfolio.

The module integrates practical classroom teaching sessions with workshops exploring classroom management techniques and strategies which have emerged from the different methodological approaches. Students will engage in a variety of teaching and learning experiences by observing and joining in teaching practice classes for which they will plan and deliver an agreed lesson to groups of learners of English as a Second Language.

The 3 hour sessions will provide opportunities for observing and discussing theories and practices encountered in the different modules of the MA TESOL applied to specific classroom situations so that students may reflect critically on the interface between the theories underlying EFL, the way in which they are realised in the teaching and learning environment and how they address the needs of individual learners.

For students proceeding to ALED00, the experience of observing and some participation in classroom teaching and the resulting reflections will provide the material on which to base the three-part professional practice portfolio through which ALED00 is assessed.

Learning Outcomes

At the end of this module, should be able to:

- demonstrate a practice of ELT that reflects a thorough understanding of effective classroom management strategies
- actively participate in the preparation, delivery and evaluation of lessons at two levels of linguistic proficiency (CEFR A2/B1 and CEFR B2/C1) in order to acquire a personal understanding of the reflective cycle of lesson planning and teaching

- critically evaluate the classroom practice of English language teaching professionals for its validity and effectiveness in supporting learning and developing language skills
- critique classroom teaching practice in relation to criteria and/or observation protocols
- reflect and comment on the place and impact of theory and SLA research on the EFL classroom context

Module Outline

The module consists of two basic elements:

1) twelve (12) one hour workshop sessions which address a range of practical classroom teaching and learning techniques and strategies. These include lesson planning, classroom management, skills practice, alternative approaches to presenting grammar, vocabulary and discourse, phonology and error correction as follows:

1. Communicative language teaching methods in practice (building on ALEM22
2. Communicative Language Teaching)
3. observation skills and methods for teachers
4. supervised and assessed English language teaching practice
5. lesson planning and design, classroom management, exploitation of materials
6. error correction and feedback
7. anticipating problems with form, meaning, pronunciation
8. grammar teaching techniques
9. checking understanding of meaning
10. classroom management techniques and strategies
11. teaching receptive skills and productive skills
12. phonology and pronunciation teaching

2) Twelve (12) two-hour teaching observation sessions in which students will have some opportunity to teach upper-intermediate learners of English. In later stages of the module, students will teach a section of the weekly two-hour teaching practice session and all teaching practice is observed by a qualified and experienced teacher trainer who will assist students to draw wider conclusions or research questions from their observations and experience.

Assessment

Three essays (ca. 1,000-2,000 words each, depending on number and weighting).

Readings

Select chapters from the following textbooks will be assigned:

Brown, H.D. (2007). *Teaching by Principles. An Interactive Approach to Language Pedagogy* NY: Pearson

Brown, H.D. (2007). *Principles of Language Learning and Teaching* NY: Pearson

- Cattlin, M. (2014). *The Art of Lesson Planning: a Handbook for Pre-service and In-service Teachers of English to Speakers of Other Languages* Troubadour ISBN 978-1-7846-2779-9 (this is an e-book)
- Celce-Murcia, M. and Brinton D. (eds.) (2014). *Teaching English as a Second or Foreign Language (4th edition)* Boston: Heinle
- Harmer, J. (2007). *The Practice of English Language Teaching (4th edition)* Harlow: Longman
- Johnson, K. (2008). *An Introduction to Foreign Language Learning and Teaching (2nd edition)* Harlow: Longman
- Larsen-Freeman, D. and Anderson, M. (2011). *Techniques and Principles in Language Teaching (3rd edition)* Oxford: OUP
- Richards, J.C. and Rodgers, T.S. (2014). *Approaches and Methods in Language Teaching (3rd edition)* Cambridge UP
- Richards, J. And W. Renandya. eds. (2002). *Methodology in Language Teaching: An Anthology of Current Practice* Cambridge: CUP
- Scrivener, J. (2012). *Classroom Management Techniques (Cambridge Handbooks for Language Teachers)* Cambridge: Cambridge University Press (ISBN 9780521741859)
- Scrivener, J. (2011). *Learning Teaching: the Essential Guide to Language Teaching (3rd edition)* Oxford: Macmillan
- Thornbury, S. (1999). *How to Teach Grammar* Harlow: Longman
- Thornbury, S. (2006). *An A-Z of ELT* Oxford: Macmillan
- Ur, P. (2012) *A Course in English Language Teaching (2nd edition)* Cambridge: CUP

Other reading will be suggested as the module progresses and addresses specific aspects of teaching and learning.

ALEM34: Young Language Learners

Dr Giovanna Donzelli

Credits: 20
Teaching block: TB2
Classes: 2 hours per week; lectures and seminars

Module Description

This is a module about young language learners and the way children acquire a second language in instructional settings. From the study of theories of first and second language acquisition, students will move on to the analysis of the classroom environment and focus on issues such as classroom management, resources and materials for the low level young learner classroom.

Module Objectives

At the end of the course a successful student will be able to:

- synthesise and critically evaluate existing research studies;
- describe and explain how young learners (YLS) develop and learn;
- illustrate ways in which theories of child development may inform the teaching practice;
- compare and contrast second language learning in children and adults;
- identify strategies in order to assess and evaluate the YL classroom;
- analyse and evaluate a range of teaching materials for the YL classroom.

Learning Outcomes

At the end of this module, students should be able to:

1. Comprehend how young learners (YLS) develop and learn;
2. Explain and discuss how foreign languages are acquired by YLS and how second language acquisition (SLA) processes differ in adults and children;
3. Illustrate and offer a critical analysis of how SLA theories and classroom research inform teaching practice;
4. Identify strategies in order to assess and evaluate the YL classroom;
5. Critically evaluate a range of teaching materials for the YL classroom.

Module Outline

The first part of the module offers students a coherent theoretical framework to child development and language acquisition in children. It also relates theories of first and second language acquisition to methodologies and practice in the young learner foreign language classroom.

The second part of the module focuses on more practical issues in language teaching to YLS such as, resources and materials for the low level YL EFL classroom, the role of

picture-stories, songs and chants with YLs and strategies to develop reading and listening skills in formal instructional settings.

Assessment

To be confirmed

Readings

Required Textbook

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.

A packet of chapters and journal articles (available on BlackBoard) will also be required readings in this module.

Other useful texts:

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Cook, V. (2008). *Second Language Learning and Teaching* (4th edition). London: Arnold.

Gilzow, D. F. and Branaman, L. E. (2000). *Lessons Learned: Model Early Foreign Language Programs*. Center for Applied Linguistics and Delta Publishing Company.

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ALED00: Professional Reflective Practice (the MA TESOL Portfolio)

Mrs Fiona Hardy & Mr Peter Neville

The pre-requisite for this module is ALEM32 (Methods of Classroom Teaching). Only students who have successfully proceeded to Part 2 and have taken ALEM32 may take ALED00.

ALED00 requires completion of three separate pieces of work outlined below:

The learner profile (4,500 words). This consists of:

- a comprehensive profile of a learner which takes into consideration language proficiency, learning styles and background
- a needs analysis based on the data collected
- a remedial scheme of work which will address the areas identified in the needs analysis and which will inform a programme of activities to support the learner's progress.

ELT materials (4,500 words). This consists of:

- An evaluation of published teaching materials undertaken with reference to two groups of students, each working at a different level of proficiency
- An adaptation of published teaching materials supported by a rationale justifying the changes made to suit specific groups of learners
- Task design to exploit authentic texts with specific groups of students, each working at different levels of proficiency.

Testing and assessment (4,500 words). This consists of:

- the production of a diagnostic test which demonstrates understanding of the key issues relating to test construction
- item writing appropriate to the skill and/or system being tested
- the production of a marking scheme with criteria
- discussion of a range of techniques for informal testing

Learning Outcomes

- collect language performance data
- analyse language performance data
- assess the needs of language learners, as individuals and as a group, through appropriately chosen and designed formal testing material
- Outline instructional interventions designed to address learner needs
- evaluate and select language materials suited to a particular context and learner group
- select and adapt tasks taken from published language teaching materials appropriate for the needs, wants, and learning styles of specific target learner populations

- use authentic materials as the basis for tasks designed to meet the needs of specific learners and their learning aims and styles
- guide and support learners' progress through the use of a range of informal testing strategies

IMPORTANT REQUIREMENTS & POLICIES:

- The deadline for dissertation/portfolio submission is **September 14, 2018**. Failure to submit by the deadline will result in an automatic zero (0%). If you fail, or fail to submit by the deadline, you will be allowed one 'resubmission' attempt, but this will be capped at 50% (i.e., no Merit or Distinction possible).
- Requests for extensions are subject to university regulations and must be supported by documentation certifying extenuating circumstances (see COAH PG Handbook).
- The University allows MA dissertations to be maximum 20,000 words, but 16,000 words are expected for the MA TESOL dissertation.
- Follow the stylesheet of the American Psychological Association (APA; <http://www.apastyle.org>) for citation and formatting of your portfolio.

ALEM15: Dissertation

The pre-requisite for this module is ALEM19 (Research Methods). Only students who have successfully proceeded to Part 2 and have taken ALEM 19 may proceed to dissertation. The dissertation is intended to be a structured report of an empirical research project (i.e., a project involving analysis of actual data).

You will be allocated a supervisor based on the topic / research area in which you wish to complete your dissertation. You may need to consider collecting data in anticipation of being allowed to progress to dissertation. (This depends on successful completion of taught Part 1 modules amounting to 120 M level credits). Your work in other modules (e.g., ALEM20, ALEM21), as well as work for ALEM19 will help you formulate a feasible and useful proposal for this relatively limited piece of research.

Although the MA dissertation is a guided project, the dissertation is primarily the student's own individual work and responsibility. You are assessed on this basis.

Supervisors will give up to 4 hours' assistance through individual meetings, and provide feedback on a selection of your work (in accordance with university guidelines and policies, as specified in the *Academic Guide*). In May / early June, you will agree on a number of meetings (maximum 5) with your supervisor, distributed through the summer, subject also to instructor availability (i.e., annual or conference leave). This means you must be available in the summer, to meet with your supervisor, and to actually produce chapters on which your supervisor can provide feedback. You cannot expect your supervisor to read everything in the last month or weeks. (While this is not logistically acceptable, in case there are major faults with your work, this will be too late to amend those problems.)

You will keep formal record of these meetings, using the COAH Record of Supervision form (see end of this handbook; also available in COAH PGTM Student Handbook). This document must be signed by you and your dissertation supervisor and submitted with your dissertation.

You have only one supervisor. You must not ask other academic staff than your supervisor to advise or read your work. This is not fair to other students and not fair to academic staff. If there are any problems with your supervisor or in progressing according to your plan, talk with your supervisor first, then with the MA Program Director, Dr. Federica Barbieri.

Learning Outcomes:

By the end of the Directed Independent Learning component of the MA TESOL, Dissertation Option, students should be able to:

- Synthesize current theoretical and empirical research in an area of (English) applied linguistics of their choice;
- Plan and design a small-scale empirical research project in applied linguistics;
- Collect data following systematic and principled procedures;

- Code and analyse data using suitable analytical frameworks and following principled analytical procedures;
- Conduct quantitative and qualitative analyses consistent with different research paradigms and methods within applied linguistics;
- Interpret quantitative and qualitative results, and contextualize them in relation to relevant empirical research and current theories;
- Organize and write up the secondary literature and the primary research conducted for the project into a written empirical report which follows academic writing conventions in applied linguistics.

Assessment Criteria:

The dissertation will be evaluated according to the following criteria:

1. Topic: motivated based on theoretical and applied grounds.
2. Demonstrated knowledge of relevant secondary literature.
3. Clarity of research goals.
4. Suitability of data, research methods (including theoretical frameworks) and analytical procedures for research goals.
5. Clarity and accuracy of analytical procedures (including statistical analyses, where relevant or necessary)
6. Clarity and accuracy of presentation of results.
7. Quality of interpretation and discussion of results, including discussion of limitations of the study.
8. Organization of material.
9. Quality of the writing and adherence to APA style conventions.

IMPORTANT REQUIREMENTS & POLICIES:

- The deadline for dissertation submission is **September 14, 2018**. Failure to submit by the deadline will result in an automatic zero (0%). If you fail, or fail to submit by the deadline, you will be allowed one 'resubmission' attempt, but this will be capped at 50% (i.e., no Merit or Distinction possible).
- Requests for extensions are subject to university regulations and must be supported by documentation certifying extenuating circumstances (see COAH PG Handbook).
- The University allows MA dissertations to be maximum 20,000 words, but 16,000 words are expected for the MA TESOL dissertation.
- Follow the stylesheet of the American Psychological Association (APA; <http://www.apastyle.org>) for citation and formatting of your dissertation.

What to submit:

- Submit two soft bound copies and an electronic copy by 14 September to the College (Academic Registry offers a binding service)
- Ensure you include the following:

- 1) A statement of 'submitted in partial fulfilment';
- 2) An abstract of max 300 words;
- 3) A statement of 'own work' and 'not already submitted elsewhere'
(exact wordings will be provided)
- 4) Record of Supervision (see above)

Check the COAH PG Handbook for more details.

MA TESOL dissertation supervision

Your modules (e.g., ALEM18, ALEM20, ALEM21, ALEM34, etc.), ALEM19 (research methods module), and Blackboard site for ALEM19 should help you formulate your ideas and interests into a feasible project for the summer. You may also consider staff expertise as a point of departure for ideas. A summary of research expertise of staff involved in MA TESOL supervision is provided here below. More details are available in individual staff web-pages at:

<http://www.swansea.ac.uk/english/staffinell/>

Dr. Federica Barbieri

Discourse analysis; sociolinguistics; corpus-based approaches to discourse analysis, sociolinguistics, and materials design; register variation; (cross-cultural) pragmatics.

Prof. Jim Milton

Measuring and testing vocabulary knowledge. Learning and teaching vocabulary.

Dr. Vivienne Rogers

Second language syntax, links between syntax and vocabulary, corpus linguistics especially use of CHILDES, formulaic language, Universal Grammar, implications of UG theory for SLA practice, age effects in SLA.

Dr. Cornelia Tschichold

CALL, especially vocabulary CALL, instructed vocabulary acquisition, collocations, phraseology, lexical semantics, use of spelling and grammar checkers in foreign language learning and teaching

POSTGRADUATE TAUGHT MASTERS ASSESSMENT

The College of Arts and Humanities (COAH) operates marking schemes for assignments, examination questions and dissertations in line with the University's classification of Master's degrees:

With Distinction

With Merit

Pass

Fail

Marks awarded represent criterion-referenced value judgements arrived at by internal and external markers on the basis of extensive professional experience, including comparison with standards in similar programmes in other universities. Although expressed as percentages for purposes of aggregation and calculation, these marks are conventions and equate in every case to a quality judgement rather than a numerical score. Descriptors specifying the relationship between the marking scale and the quality criteria for specific exercises will be issued as appropriate. A piece of work may rate unevenly across the different criteria, falling in one band on one count and a different one on another; the mark awarded will reflect this.

Percentage marks are awarded to all pieces of work according to the following scale:

Distinction	
Over 85	Publishable quality
85	Exceptional
82	Outstanding
78	High distinction
75	Mid distinction
72	Low distinction
Merit	
68	High merit
65	Mid merit
62	Low merit
Pass	
58	High pass
55	Mid pass
52	Low pass
FAIL	
48	Bare fail
45	Mid fail
42	Low fail
35	Bad fail
25	Very bad fail
15	Minimal attempt
0	No attempt

Marks of 50, 60 or 70 may be awarded to indicate 'borderline' pieces of work.

Assessment Criteria

These notes are for general guidance only. For any particular assignment, make sure you have discussed requirements for assessed work with the tutor. Markers will look for evidence of learning consistent with 200 hours of study, including approximately 50 hours work directly preparing assignments.

Markers will consider broadly:

- ideas, argumentation
- quality of analysis,
- use of examples, reading, research and teaching sessions
- academic writing, presentation, accuracy of quotations, referencing

To achieve the following grades, your work will give evidence of most but not necessarily all of the following:

Distinction 70+

Excellent work. Capable of PhD level study with appropriate further support and supervision. Full and accurate referencing, quotation. Rigorous and explicit methodology, very clear and logical argumentation incorporating relevant literature, evident knowledge of issues in the wider field and development of an informed critical and original position and/ or data and examples. Professional researchers in the field would be interested to read this.

Merit 60-69

High quality work, some critical engagement with key issues. Well constructed, coherent and intelligent argument. May be capable of PhD level study in the future. References and bibliography mostly full, accurate and relevant, Clear evidence of understanding of wider issues in the field and ability to formulate own valid questions and doubts, possibly some relevant new data or examples introduced.

Pass 50-59

Understanding of key issues is evident and some ability to present and apply established ideas to new data. Key references present and fairly accurately recorded. A discernible attempt at argument with references, though quotations may be incompletely or barely incorporated into a developing argument, or just referred to rather than used for the writer's own argument, and the argument may also be incomplete or not fully consistent.

Fail 25-48

Equivalent to an average undergraduate performance at Level 3. Weak or imperfect understanding of ideas and texts quoted or referred to. Over-dependence on a single source or sources without critical evaluation. Difficult to perceive a coherent, directed argument. Poor presentation. Inaccurate quotation.

Poor Fail 0-25.

Difficult to read and understand. Little or no evidence of having attended and understood module sessions or the MA programme more widely. Raises serious issues of supervision and/ or progression, even of admission to the level of study. Doubts as to whether a resubmission would be more successful. A bare undergraduate Level 3 Pass or weaker.

Key College / University Policies

Referencing

- You must follow the style sheet of the **American Psychological Association** (APA; <http://www.apastyle.org>) for citation, referencing, and other formatting issues (e.g., how to make tables, appendixes, etc.)
- Refer to the **Centre for Academic Success** (<http://www.swansea.ac.uk/cas/>) and **Academic Success Programme** (<http://www.swansea.ac.uk/asp/>) for assistance with any writing-related issues, including assistance with referencing (they offer workshops on particular stylesheets!)
- Ask your module instructors if you are not sure about writing and content-related issues, and ask the librarians for anything related to library searches (how to use electronic databases, etc.) Don't just rely on Google or Bing!
- Remember: *Poor referencing has been a major reason for students losing marks in previous years!! It is a very important skill at this level of study.*

Extensions to deadlines

Inform your module instructor and/or your personal tutor as soon as possible in the event that you suspect you will be unable to submit work by the deadline. If appropriate, you should submit a request for extenuating circumstances, following university / college procedures. The procedures are specified in the **COAH PGTM Student Handbook**. Extensions are not automatic. Applications must be supported by appropriate documentation and are reviewed by an ad-hoc committee. A mark of zero (0%) is assigned to any late or non-submitted work that is not accompanied by appropriate (and approved) application for extenuating circumstances.

Unfair Practice

You are advised to become familiar with the university policy on unfair practice, particularly the definitions and repercussions for misconduct involving plagiarism, cheating, and fabrication. The **academic dishonesty** policy is available online at:

<http://www.swansea.ac.uk/academic-services/academic-guide/assessment-and-progress/academic-misconduct-procedure/1-definition-of-academic-integrity-and-academic-misconduct/>

In addition, the topic of 'Unfair Practice and Plagiarism' is covered extensively in the COAH PGTM Student Handbook. Please do take the time to read it!

Attendance

Attendance at all lectures, seminars, classes and tutorials is mandatory. A register of attendance is kept for all modules. If you cannot attend a particular class, you should inform the relevant module instructor ahead of the time. Should this prove impossible, due to illness for example, please contact your instructor and personal tutor as soon as you can. University regulations require students whose work is interrupted by illness for more than seven days to inform the College and to submit a

medical certificate or self-certificate. The form to report absences is available on BlackBoard (PGTM programs) and via the Academic Office.

Please consult the COAH Attendance Policy in the COAH PGTM Student Handbook and in the Academic Guide, at this link:

<http://www.swansea.ac.uk/academic-services/academic-guide/assessment-and-progress/attendance-monitoring-taught-students/>

RECORD OF SUPERVISION

NB: This sheet must be brought to each supervision and submitted with the completed Dissertation.

(The following record must be completed as appropriate by student and supervisor at the end of each supervision session, and initialed by both as being an accurate record. **NB it is the student's responsibility to arrange supervision sessions and he/she should bear in mind that staff will not be available at certain times in the summer**). If any of these supervisions are conducted by email, Skype or any other electronic means, this should be clearly indicated in the 'Notes' column.

Student Name:
Student Number:
Dissertation Title:
Supervisor:

<i>Supervision</i>	<i>Date, duration</i>	<i>Notes</i>	<i>Initials Supervisor</i>	<i>Initials student</i>
1: Brief outline of research question and preliminary title (by pre June)				
2: Discussion of detailed plan and bibliography (by June)				
3: Progress report, discussion of draft chapter (by August)				
4: (optional) progress report (by September)				
5: Submission (by 14/09)				

Statement of originality

I certify that this dissertation is my own work and that where the work of others has been used in support of arguments or discussion, full and appropriate acknowledgement has been made. I am aware of and understand the University's regulations on plagiarism and unfair practice.

Signed:..... Date:

