Contents

Approaches to English Language Teaching ................................................................. 4
Bilingualism ...................................................................................................................... 8
Citizenship Education .................................................................................................... 12
Contemporary Issues in Teaching .................................................................................. 15
Cross-Cultural Perspectives on Language and Discourse ............................................ 17
Cross-linguistic Influences in Second Language Acquisition ........................................ 21
Developmental Psycholinguistics ................................................................................... 25
Discourse Analysis & Language Teaching .................................................................... 29
Education and Social Justice ........................................................................................ 34
English Linguistics .......................................................................................................... 37
Evaluating ESOL Classroom Practice ........................................................................... 40
Intercultural Communication in Education ................................................................... 44
Language Curriculum Design & Evaluation ............................................................... 47
Language for Education ................................................................................................ 50
Learning and Teaching Grammar in a Second Language ........................................... 53
Learning and Teaching Second/Foreign Language Reading ........................................ 56
Motivation in Education ................................................................................................. 60
Planning and Communicating Research ..................................................................... 66
Pragmatics: Language, Meaning and Communication .................................................. 70
Psychology of Language and Language Learning ....................................................... 73
Quantitative and Qualitative Data Analysis .................................................................. 76
Research Methods in Education ................................................................................... 79
Research Methods in Language Learning & Teaching .................................................. 82
Teaching and Assessing Speaking Skills ....................................................................... 86
Teaching and Assessing Writing Skills ......................................................................... 90
Teaching and Learning Citizenship and Global Education ............................................ 94
Teaching and Learning in Schools ............................................................................... 97
Teaching and Learning Language ................................................................................. 100
Teaching English for Academic Purposes .................................................................... 104
Teaching World English ............................................................................................... 107
TESOL Methods ........................................................................................................... 110
Testing and Assessment in ELT .................................................................................... 114
The Practice of English Language Teaching ............................................................... 118
Theories of Learning and Development ...................................................................... 121
Topics in Second Language Acquisition ...................................................................... 124
This handbook contains details of core, compulsory and option modules. If there are places free, some core modules are open to students from other MAs as option courses. Option modules classes are usually between 8 and 20 students in size.

Whilst the University tries to ensure that information contained in this document is accurate when published, the University does not accept liability for any inaccuracies contained within it. Where circumstances occur or change outside the reasonable control of the University, the University reserves the right to change or cancel parts of, or entire, programmes of study or services at any time without liability, before or after students have registered at the University. Circumstances outside the University’s reasonable control include: industrial action, over or under-demand from students, staff illness, lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and concern regarding risk of transmission of serious illness. The University’s contract with its students does not confer third party benefits under the Contract (Rights of Third Parties) Act 1999.
Approaches to English Language Teaching

Credits 20
Timetable Spring term
Tutors Irena Kuzborska
Module Number EDU00001M
Core/Option Option

Aims
The module combines a historical perspective on the development of some of the most influential English teaching methods and approaches with an overview of changing perspectives on English language teacher profession. By exploring the transition from method to post-method, the module shows how English language teaching is no longer viewed as a matter of translating theories of second language acquisition into instructional practices, but as a dialogic process of co-constructing knowledge that is situated and emerges in particular sociocultural practices and contexts. Thus, by discussing the critical role that context plays in English language teaching and by engaging in critical reflection of teaching practices students will be in a better position to create environments more conducive to students’ learning.

Learning outcomes
Students who successfully complete the module will be able to demonstrate:
- a critical understanding of some of the principles and processes involved in English language teaching;
- the awareness of language and language learning theories, and how they underlie different methods and approaches; and
- the ability to apply language teaching theories into practice in particular teaching contexts.

Module content
The module will consist of tutor-led sessions, involving tasks, discussions and group activities. Students will be expected to complete selected course readings prior to each session, and prepare and give short presentations.

Assessment
The module is assessed by an essay of 4000 - 5000 words on a topic related to the module and demonstrating learning outcomes.

Reading
The key texts for this module are:

Course outline

Week 2  Defining English language teaching
Week 3  A reflective model for English teacher education
Week 4  Appropriate methodology and English teaching
Week 5  Language as grammar: *The Grammar-Translation Method & Language through demonstration: The Direct Method*
Week 6  Language as a set of patterns and habits: *The Oral Method & Audiolingualism*
Week 7  Language as discourse: *Communicative Language Teaching*
Week 8  Language use as negotiation: *Task-Based Language Teaching*
Week 9  Post-Method pedagogy and language teachers’ beliefs
Week 10 Approaches to language – approaches to teaching

Course details

Week 2
Defining English language teaching
This session begins with the argument that there is an increasing demand worldwide for competent English teachers and for more effective approaches to their preparation and professional development. It then explains that the preparation of a competent language teacher involves both the consideration of practical language teaching methods and approaches as well as of the essential knowledge base of language teaching. The main focus of this session is thus on the discussion of key areas that constitute the knowledge base of language teaching, such as theories of teaching, teaching skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge.
Week 3
A reflective model for English teacher education
This session continues with the discussion of an English language teacher preparation and introduces students to the idea of a reflective teacher, who can engage in a critical review of their own practices through the reflective model. The session then defines the concept of the reflective model and outlines five reflective stages. The session ends with the consideration of procedures such as self-monitoring, observation, and case studies, which could be used to collect information on one’s teaching as the basis for critical reflection.

Week 4
Appropriate methodology and English teaching
This session centres on the role of context in language teaching and highlights the local and specific nature of pedagogy. Specifically, it emphasises that teachers should draw on their cultural and historical knowledge of the teaching context and connect their teaching to the backgrounds and experiences students bring to the learning environment. The session then goes on to discuss the division between western methodologies and the rest of the world, and problematizes the implementation of western methodologies worldwide.

Week 5
Language as Grammar: The Grammar-Translation Method & Language through demonstration: The Direct Method
This session starts with one of the first systematic methods for English language teaching, the Grammar-Translation method, which is based on the notion of language as a system of grammatical rules. The position of Latin as the primary linguistic focus at the time will be analysed for its implications for the study and teaching of English as a foreign language. The second part of the session will focus on an English teaching method which developed as a reaction, and in stark contrast to the Grammar-Translation method. The session will introduce the attempts of the Direct, or Berlitz, Method to teach language by intense immersion into the foreign language, without explanations of syntactic rules, and without translation into the first language.

Week 6
Language as a set of patterns and habits: The Oral Method and Audiolingualism
This session presents two approaches to TESOL which developed more or less simultaneously in Britain (oral, or situational, language teaching) and in the US (the audiolingual method). The session will analyse how the underlying perspective on language in these approaches is different again to those discussed in the previous two sessions: language is viewed as a repertoire of patterns, which can be learned by repetitive exercises. The session will also discuss how the influence of these methods is prevalent in English language teaching today.

Week 7
Language as discourse: Communicative Language Teaching
This session introduces the approach to TESOL which has had the most lasting influence over the past 20 years. Since the publication of Henry Widdowson’s Teaching Language as Communication, a generally discourse-based approach has
dominated the teaching of English, and this session will show how this approach is in some ways radically different from previous perspectives on language, and teaching. The session will also discuss the simultaneous development of discourse and conversation analysis, and their perspective on language as interaction.

Week 8
Language use as negotiation: Task-Based Language Teaching
This session looks at how the currently widely used task-based approach has developed from Communicative Language Teaching as a method which focuses on the negotiating processes that occur during natural interaction. The session also discusses how the task-based approach has interpreted the notion of language-in-discourse as specifically purpose-based, and shows different types of applications of this method.

Week 9
Post-method pedagogy and language teachers’ beliefs
This session first examines the continuing relevance of the concept of Method for teachers in what is sometimes described as a ‘Postmethod era’ and later argues that different classroom practices mainly stem from differing beliefs about language and language learning. The session then discusses the problematic nature of beliefs and considers how teachers’ beliefs might affect how teachers teach. This session will also encourage students to reflect on different theoretical perspectives that contribute to an understanding of students’ own beliefs and everyday practices as English language teachers.

Week 10
Approaches to language – approaches to teaching
This session draws together the perspectives on language and language teaching discussed throughout the module. The complex relations between teaching, research on second language learning and teaching, and varying linguistic approaches to language will be analysed, and current TESOL practices will be summarised in the light of these connections.
Bilingualism

Credits 20
Timetable Autumn term
Tutor Norbert Vanek
Module Number EDU00002M
Core/Option Option

Aims
This popular module provides an integrated study of bilingualism from linguistic, psychological and sociolinguistic perspectives. It systematically leads students through a rich variety of content on bilingual matters, and stimulates diverse intellectual interactions about the most interesting bilingual phenomena revealed through primarily empirical research. Students can expect to gain:

- Familiarity with the currently most resonant theoretical approaches to the phenomena observed in bilinguals (i.e. anyone who speaks more than one language)
- An overview of multi-faceted types of evidence from bilingualism research and an ability to critically evaluate their significance for second language teaching
- A working knowledge of how core techniques of (socio)linguistic and psychological analysis can be applied to investigate bilingual development, bilingual cognition, bilingual interaction, and bilingual education
- An awareness of the important connection between real-life aspects of bilingualism and their implications for teaching someone to think in a second language

Learning outcomes
Successful completion of this course will require the students to develop an understanding of the nature and consequences of bilingualism, and to become familiar with a range of theories, methods and findings in the rapidly developing field of bilingualism research. Specifically, at the end of the course students should be able to:

- describe and evaluate research methods used in bilingualism research, and discuss how these differ from methods used with monolinguals
- demonstrate knowledge about bilinguals’ language development, language use, and attitudes towards bilingualism
- contribute competently to discussions about the consequences of knowing more than one language on interaction, cognition, and emotion
- show awareness of the advantages and disadvantages of knowing more than one language.

Module content
A balanced combination of lectures, tutorials, group discussions and group presentations. Students will need to read primary literary sources in preparation for their classes, and to contribute to one group presentation, for which they will receive detailed constructive feedback from the course tutor as well as from peers.
**Assessment**

Academic performance in this module is assessed via a written assignment (4,000 - 5,000 words) on a topic chosen from a list provided by the course tutor. Two main criteria will be used for assessing the strength of the assignment: demonstration of a clear understanding of the most resonant issues in the field derived from critical reading of literary sources on bilingualism; and producing a well-considered explanation of how the knowledge gained from the literature can help to answer an original question linked to real-world issues that bilingualism brings about.

**Reading**

*Key texts:*


*Further recommended literature:*


Additional topic-specific readings will be provided each week. These will mainly include research articles from leading journals in the field (e.g. Bilingualism: Language and Cognition; The International Journal of Bilingualism).

**Course Outline**

- **Week 2** Bilingualism: Definitions and measurement
- **Week 3** Research methods in bilingualism
- **Week 4** Bilingual first language acquisition
Week 5  The bilingual mind
Week 6  Bilingualism across the lifespan
Week 7  Bilingual interaction
Week 8  Attitudes, identities and emotions
Week 9  Bilingual education
Week 10 Bilingualism and thought

Course details

Week 2
Bilingualism: Definitions and measurement
This session will start by discussing the meaning of bilingualism. We will look at different definitions that have been proposed over the years and discuss their appropriateness. We will then explore ways of measuring and assessing bilingualism.

Week 3
Research methods in bilingualism
This session will introduce the main methods used to research various aspects of bilingualism. We will see how data is collected and analysed, and discuss how research on bilinguals differs from research on monolinguals.

Week 4
Bilingual first language acquisition
In this session we will discuss how children learn two languages simultaneously. We will address topical issues such as: does learning two languages from birth slow down linguistic development? Does it accelerate metalinguistic awareness? We will explore linguistic development throughout childhood, starting from the ability of newborn babies to recognise languages they heard before birth.

Week 5
The bilingual mind
This session will consider how knowledge of more than one language can impact on various aspects of cognition, affecting for instance performance on IQ and creativity tests. After rejecting past views of bilinguals as being intellectually deficient, we will discuss recent research that shows positive cognitive effects of bilingualism, for instance on the development of theory of mind in children, and on attention and control in both children and adults. We will also look at the bilingual brain, discussing recent findings that bilingualism can affect the actual structure of the brain, and exploring how language pathologies impact on bilinguals.

Week 6
Bilingualism across the lifespan
In this session we will see how languages are learnt (and forgotten) over the life of a bilingual. We will look at the post-childhood acquisition of an additional language and how this differs from first language acquisition, and at how bilingualism can facilitate the acquisition of an additional language. We will look at language attrition, and see how not only a second language but also a first language can be partially or completely lost over time. We will conclude by discussing recent research suggesting that bilingualism might slow down some aspects of mental ageing.
Week 7
Bilingual interaction
In this session we will discuss some uses of language that are peculiar to bilinguals, in the sense that monolinguals cannot use languages this way: code-switching, translation and interpreting. We will also see how two or more languages are represented and processed in one mind, concentrating on the organisation of the bilingual mental lexicon and on speech perception and production.

Week 8
Attitudes, identities and emotions
In this session we will discuss bilinguals’ and monolinguals’ attitudes towards languages and towards bilingualism, and explore issues of bilingual identity. We will also look at recent findings showing that bilinguals describe (and possibly feel) emotions differently from monolinguals.

Week 9
Bilingual education
This session will present and discuss different forms of bilingual education, whereby students are educated in more than one language, for instance in immersion programmes. We will also discuss the teaching of literacy to bilingual children. For instance, should children whose first language is not English learn to read in English straight away, or should they learn to read in their mother tongue first?

Week 10
Bilingualism and thought
In the last session we will look at a very recent development in bilingualism research, which links linguistic relativity and bilingualism in order to test the possibility that knowing more than one language results in bilinguals thinking differently from monolinguals.
Citizenship Education

Credits 20
Timetable Autumn term
Tutor Ian Davies
Module Number EDU00003M
Core/Option Both. Core for MA Global & International Citizenship Education

Aims
This module will explore some key features of the nature of citizenship education.

Objectives/learning outcomes
To introduce students to key ideas about citizenship that are currently influencing the development of citizenship education.
- an understanding of these key ideas
- an understanding of how these ideas provide a framework to consider and evaluate teaching and learning
- an awareness of recent research that makes use of these key ideas

Assessment
An essay of 4000 to 5000 words in length on a topic covered in the course.

Reading
Essential preparatory reading for this module is highlighted on EARL on the vle module site. Look particularly at
- Carole L. Hahn, 2010, Comparative civic education research: what we know and what we need to know, Citizenship Teaching and Learning, vol. 6, issue 1, pp. 5-23
  and
- The special issue of Citizenship Teaching and Learning guest edited by Judith Torney Purta (Volume 3 Number 2, December 2007).

The following is not available electronically but is very useful and is kept in the key texts collection in the library:

Course outline
Week 2 What are the grand issues and themes in citizenship education?
Week 3 How has policy been made in citizenship education in the 20th and early 21st century?
Week 4 The civic republican tradition
Week 5 The neo-liberal tradition
Week 6 The communitarian tradition
Week 7 Researching citizenship education: an overview of methods and findings from recent studies in England, mainland Europe and elsewhere
Week 8 European citizenship
Week 9 Globalisation and citizenship
Week 10 Conclusions
Course details

Week 2
What are the grand issues and themes in citizenship education?
Citizenship is a highly controversial matter. During this session attention will be drawn to the long history of struggles to understand and achieve citizenship and some of the frameworks that are used to develop forms of citizenship education.

Week 3
How has policy been made in citizenship education in the 20th and early 21st century?
There is always very strong interest in the form of education that will be received by citizens. Governments from around the globe have recently been involved in high profile efforts to develop educational policy that is intended to have a direct and explicit impact on the understandings, skills and dispositions that people will use in their roles as citizens. We will explore some of the ways in which governments have taken action.

Week 4
The civic republican tradition
Citizenship, according to some, is achieved within a society in which duties are emphasised. A simple view of the nature of the civic republican tradition can be found in the fulfillment of duties. The nature of those duties, expectations about who owes what to whom (and what can be expected in return) will be explored in this session.

Week 5
The neo-liberal tradition
Citizenship, according to some, is achieved within a rights-based society. The nature of those rights, the ways in which they can be achieved and their meaning in people’s daily lives will be explored in this session.

Week 6
The communitarian tradition
In the previous 2 weeks sessions focussed on the key features of the rights and duties associated with citizenship. We will, this week, examine the (controversial) claims that have been put forward by a number of influential academics and politicians for a way of combining thinking and practice concerning rights and duties in the context of the communities in which we live.

Week 7
Researching citizenship education: an overview of methods and findings from recent studies in England, mainland Europe and elsewhere.
This session will make clear the key issues arising from the increasing number of studies that are being undertaken about citizenship education. Governments want to know if citizenship education is having any impact. We will review the questions that are being posed, the methods being used to examine citizenship and the issues that are emerging.
Week 8
European citizenship
Citizenship is felt by some to be expressed in ‘concrete’ and ‘vague’ forms. Europeans now have the status of a transnational citizenship that has clear political and legal expression. There are also less clear notions about European identity that may be relevant to European citizenship. We will explore and review these developments.

Week 9
Globalisation and citizenship
There is currently much talk about our role as ‘global citizens’. We will explore what this means. We will search for concrete expression of global citizenship as well as exploring the nature of identity that might be relevant to its characterisation.

Week 10
Conclusions
This session will pull together the threads of the issues that have been raised during the term. What sort of citizenship is to be preferred? What do we think about attempts to research the key ideas and practices of citizenship education? What will happen to citizenship as a result of the massive social and political forces that bear down upon it?
Contemporary Issues in Teaching

Credits 20
Timetable Spring Term
Tutors Various Staff
Co-ordinator: Chris Kyriacou
Module Number EDU00005M
Core/Option Option

Aims
This module will explore some of the key issues in teaching facing beginning teachers in the early part of their career.

Learning outcomes
- A critical understanding of government policy in the light of educational theory and reflections on teaching practice, with particular reference to: equity; pupil motivation and behaviour; and learning, assessment and target setting.
- A critical understanding of the strengths and weaknesses of the structure and content of the national curriculum.
- A critical understanding of practice in selected aspects of teaching, learning and assessment in curriculum areas.
- A critical understanding of the nature of professional development with respect to teaching.

Assessment
An essay of 4000 to 5000 words in length on a topic covered in the course or negotiated with the tutors.

Reading
Suggested preparatory reading for this module:

Course outline
Week 2: Beginning teachers
Week 3: Violence in schools
Week 4: Assessment
Week 5: Pupil well-being
Week 6: Discipline
Week 7: Teacher satisfaction and motivation
Week 8: Learning outside the classroom
Week 9: Classroom language
Week 10: Helping troubled pupils

Course details

Week 2
Beginning teachers
This session introduces the central themes of this module in the context of recent policy developments and the needs of beginning teachers.

Week 3
Violence in schools
This session introduces the key aspects of violence in schools and what this means for the roles and responsibilities of teachers and their classroom practice in protecting children.

Week 4
Assessment
This session introduces the key aspects of assessment and what this means for classroom practice.

Week 5
Pupil well-being
This session looks at the nature of pupil well-being and the factors that influence it.

Week 6
Discipline
This session introduces the key aspects of maintaining discipline in terms of school policy and classroom practice.

Week 7
Teacher satisfaction and motivation
This session looks at the nature of teacher satisfaction and motivation and explores the factors which influence these.

Week 8
Learning outside the classroom
This session introduces the uses that can be made for learning outside the classroom.

Week 9
Classroom language
This session introduces the key aspects of the way language is used in the classroom and what this means for improving practice.

Week 10
Helping troubled pupils
This session considers the issues involved in helping troubled pupils.
Cross-Cultural Perspectives on Language and Discourse

Credits 20
Timetable Spring term
Tutor Beatrice Szczepk Reed
Module Number EDU00006M
Core/Option Option

Aims
This module explores whether cross-cultural variations in the mechanisms and structures of talk are ‘species-specific adaptations to the contingencies of human intercourse’ (Sidnell, 2001), or evidence of fundamental differences in how cultures organise interaction. The module also addresses the issues and complexities surrounding the cross-cultural comparison of interactional practices. Introducing some of the most recent cross-cultural research in conversation analysis, the module investigates discursive actions, such as turn-taking, story telling, responding and repair, with respect to their cross-cultural differences and similarities. By the end of the module, a picture will have emerged of how particular languages and cultures employ conversational practices as a resource for the accomplishment of social actions, and how their comparison helps understand how humans organise social interaction.

PLEASE NOTE: This module offers a theoretical perspective on how cross-cultural differences can be studied academically. As a result, much of the reading material is of a scientific, rather than practice-oriented nature.

Learning outcomes
Students who successfully complete the module will have developed a critical awareness and understanding of:
- Language as a resource for social interaction;
- Culturally specific aspects of communicative practices across languages, and of their own native language;
- Universal aspects of social action and interaction;
- Different approaches to cultural comparisons, and their underlying theories;
- Debates in the research field concerning appropriate research methods and perspectives for cross-cultural studies;
- Comparative analysis as a research practice.

Module content
The module will consist of tutor-led sessions, involving lectures, group work exercises and discussions. Students will be expected to complete selected course readings prior to each session, reflect on their reading and contribute to class discussions, and give group presentations.

Assessment
The module is assessed by an essay of 4000 – 5000 words on a topic related to the module, and demonstrating learning outcomes.

Reading

**Essential reading:**

**Wider reading:**

**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Introduction: Language as (inter-)action</td>
</tr>
<tr>
<td>3</td>
<td>Turn-taking</td>
</tr>
<tr>
<td>4</td>
<td>Reactive tokens</td>
</tr>
<tr>
<td>5</td>
<td>Question - Response</td>
</tr>
<tr>
<td>6</td>
<td>Repair</td>
</tr>
<tr>
<td>7</td>
<td>Reference to persons</td>
</tr>
<tr>
<td>8</td>
<td>Story telling</td>
</tr>
<tr>
<td>9</td>
<td>Telephone interaction</td>
</tr>
</tbody>
</table>
Week 10  Comparative perspectives – comparative analysis

Course details

Week 2
Introduction: Language as (inter-)action
This session lays the foundations for the following weeks by introducing the basic principles of a cross-cultural analysis of discourse, and by asking what the relevant parameters and perspectives might be. The individual practices discussed in the following weeks, such as turn-taking, reactive tokens and repair, are introduced in terms of their most relevant features, and their role in interaction.

Week 3
Turn-taking
This session introduces the most basic organizing principle of natural conversation, that is, the system by which participants in everyday talk negotiate who speaks when and for how long (turn-taking). The basic principles of turn-taking in standard varieties of English are presented, and then compared to turn-taking practices in specific varieties of English and other languages.

Week 4
Reactive tokens
This session looks at cross-cultural differences in the activities performed by recipients during conversation, such as producing short tokens (continuers) to show they are not planning to enter the conversation, or agreement and acknowledgement tokens. Practices from English, Mandarin, Japanese and Korean are compared, and the underlying interactional constraint is discussed that requires recipients to perform ‘listening activities’.

Week 5
Question - Response
In this session, the question – response pair is analysed across a variety of languages, such as English, Italian and Korean. The session also explores possible universal features of questions, and analyses the contingencies opened up by different forms of questions, and the ways in which participants from different language backgrounds deal with such contingencies in their responses.

Week 6
Repair
This session explores the issue of how participants address, and deal with interactional problems in different speech communities. After introducing repair mechanisms in English, the session compares practices for repair in a wide variety of languages, such as Mandarin, German, and Thai. The cultural implications of addressing interactional trouble are discussed.

Week 7
Reference to persons
In this session, the wide variety of ways is explored in which different languages and cultures handle the sometimes delicate issue of referring to oneself and to others, and the related issues of how to present those referents, and how to sometimes
avoid referring to them. Some of the languages explored will be English, Hebrew, Finnish, Korean, and Mandarin.

Week 8
Story telling
This session explores different storytelling practices across cultures. Variations can be found in the way narratives are structured and presented, and also in the way turn-taking is being suspended for the duration of the narrative. Examples from a variety of languages will be analysed, such as English, Guyanese Creole, German and Greek.

Week 9
Telephone interaction
This session looks at how participants from different languages and cultures handle telephone calls. For example, opening and closing routines differ widely across languages such as English, French, Swedish, Dutch, Persian, Greek, Korean and Japanese. The session also makes reference to other issues, such as topic management and problem solving on the telephone.

Week 10
Comparative perspectives – comparative analysis
The final session reviews the different ways in which comparative research can be carried out, and discusses the implications of different methods and their underlying perspectives. We will discuss in how far it is fruitful to focus on cross-cultural differences, and whether it is possible to speak of conversational universals.
Cross-linguistic Influences in Second Language Acquisition

Credits 20
Timetable Autumn term
Tutor Leah Roberts
Module Number EDU00048M
Core/Option Option

Aims
From its original inception as 'transfer', cross-linguistic influence (CLI) has always been a key topic in the study of second language acquisition (SLA). It is assumed in most theories that the first language (L1) will play some role in the use and development of the second (L2), but the nature of this role is still controversial. Most researchers agree that the L1 is important, but recently, the question raised is how the L1 interacts with developing knowledge of the L2. As well as the traditional focus on the linguistic levels of grammar, morphology, phonology, the lexicon and pragmatics, researchers currently working on CLI have investigated effects in other areas, such as on narrative structure, on cognition, metaphor and gesture; as well as during real-time processing. Furthermore, influences not only from the L1 to the L2, but from the L2 to the L1 have recently become of interest. It appears, then, that CLI may affect learning at every linguistic level, and thus there are important implications for models of language learning and for teaching practice.

The overall aim of this module is to explore this theoretically important aspect of SLA from various different approaches. More specific aims are:

- to provide a detailed overview (both historical and current) of the construct of CLI in SLA;
- to familiarise students with methods for studying CLI in SLA at different linguistic (and non-linguistic) levels;
- to assess the importance of CLI in language learning and language teaching.

Learning outcomes
Successful completion of this course will entail that students should:

- be aware of the theoretical debates in the field and how they have evolved;
- be able to critically evaluate research in the field of CLI from various approaches;
- be able to assess the importance for, and to relate relevant research findings to topics in the field of language education;

Module content
The module will consist of nine sessions of two hours. Each session will combine tutor presentations. Sessions may also include small group discussions and student presentations of key works in the field. Students will be expected to read a number of papers related to the topics introduced in the class.

Assessment
The module will be assessed by an essay of 4000-5000 words on a topic related to the module content.
Reading (preparatory and key texts only)

Course outline
Week 2 Overview of module: From ‘transfer’ to ‘Cross-linguistic Influence’
Week 3 CLI on grammatical development
Week 4 Age, proficiency and CLI on sounds in the L2
Week 5 CLI on semantic/lexical development
Week 6 CLI and cognition
Week 7 Using a foreign language and living in a foreign culture: CLI effects on discourse and pragmatics
Week 8 CLI on real-time language processing
Week 9 Bidirectional influences
Week 10 Studying CLI in SLA: implications for language learning and teaching and future research

Course details

Week 2
Overview of the module. From ‘transfer’ to Cross-linguistic Influence
An overview of the module will be provided, highlighting the main questions that researchers are interested in and covering the major debates in the field. To situate the topic in the field of SLA, a historical overview of the concept of CLI will be provided and we will critically evaluate the influential theories of transfer and CLI (Typological Universals, Markedness Theory, Contrastive Analysis Hypothesis), using data from key studies. Why have some of these theories fallen out of favour in SLA research? How does the development of the concept of CLI from its original inception of ‘transfer’ reflect the evolution of the field of SLA in general? What are the topics of more recent CLI research?

Week 3
CLI on grammatical development
Following this historical overview, we will spend the next few sessions zooming in on CLI at various linguistic levels, starting with the effects of the L1 on the development of L2 morphosyntax, in particular on negation, in structurally complex sentences like relative clauses and questions, and on inflectional morphology. What are the critical debates surrounding the role of CLI on the L2 acquisition of grammar in current SLA theory? What can data from studies of the brain tell us about these key questions? What are the implications for grammar teaching?
Week 4
Age, proficiency and CLI on sounds in the L2
In this session, the focus is on the influence of the L1 on L2 sounds. Foreign accent is one of the most obvious ways that the L1 appears to influence the L2. How do factors such as age of acquisition and proficiency in L2 interact with cross-linguistic influence on L2 phonology? What can recent psycholinguistic evidence tell us about CLI at the phonological level? How can the CLI evidence be best put to use in the teaching of L2 phonology?

Week 5
CLI on semantic/lexical development
We consider recent research from a range of different approaches on the study of semantic categories in L2 development. Is it always the case that the closer in form two words are, the more easily L1 meaning can be mapped onto an L2 form? What about CLI on the language of metaphor and idioms? We will examine theories of the L2 mental lexicon and discuss to what degree the words in a bilingual's two languages are linked. What are the implications of these findings for the teaching of L2 vocabulary?

Week 6
CLI and cognition
Most research on CLI involves investigating the process whereby linguistic representations transfer between languages. Recently, though, it appears that there may be between language effects on different cognitive levels. We discuss theories that propose CLI has specific effects on conceptual as well as semantic and linguistic levels. We will also evaluate the evidence on the link between language/speaking and thought and discuss the implications of linguistic relativity for CLI.

Week 7
Using a foreign language and living in a foreign culture: CLI effects on discourse and pragmatics
We will address the topic of CLI beyond the level of the word and sentence, to that of discourse, rhetoric, and communicative interaction, looking at effects on narrative order, conversation and speech acts. We will also review research that has examined the circumstances under which certain social variables are carried over into the use of another language.

Week 8
CLI on real-time language processing
In this session, we review the recent psycholinguistic and neurolinguistic evidence of how CLI takes place in the brain. We focus on how the two languages of a bilingual are acquired, stored and processed and how they may influence each other during real time processing, zooming in on the bilingual mental lexicon and on syntactic parsing. Also of importance will be models of bilingual memory, and we will discuss recent research on the relationship between L1 and L2 words and events that have taken place in the particular language.
Week 9
Bidirectional influences: effects of L2 on L1, and L3 on L2
The majority of CLI research has focused on the influence of the mother tongue on the language being learned, but recent research has shown that CLI can occur in the opposite direction, and furthermore, that in multilingual speakers, influences can be observed from L2 to L3, from L1 to L3, from L3 to L1 and so on. As well as acquisitional order, we will examine the factors that affect such constellations of influence, including the language user's relative proficiency in their languages, the degrees of frequency of use and the degree of similarity between the languages in question.

Week 10
Studying CLI in SLA and implications for language learning and teaching and future research
In the final session, we will review the key findings and debates on CLI in SLA covered in the course. We will attempt to pull the strands together to build a picture of how the findings relate to models of language learning as well as to language teaching, in particular examining the implications for teaching foreign and second languages, and also for teacher education and text book writing. Finally, we will review the methods available to study CLI in SLA and discuss potentially fruitful areas for future research.
Developmental Psycholinguistics

Credits  20
Timetable  Spring term
Tutor  Leah Roberts
Module Number  EDU00047M
Core/Option  Option

Aims
Learning a language involves both the development of linguistic knowledge and the ability to put that knowledge to use during real time language production and comprehension. Studies that investigate how first language (L1), bilingual child and adult second language (L2) learners process the input in real time have until recently been rare in comparison to studies of the acquisition, production and ultimate interpretation of language. This is surprising given the arguably crucial role that processing mechanisms may play in language development for all types of learner populations (children acquiring their L1, bilingual children, both tutored and untutored second language learners, etc). Researchers who focus on such a 'dynamic' approach to language learning have also investigated what the non-linguistic effects of learning more than one language may be, and there is evidence that it bestows some cognitive and academic benefits on the language user, findings that have clear implications for language education. Furthermore, a major goal of language education for most second and foreign language learners, and promoted by language teachers, is for L2 users to attain a high level of fluency in the target language, and so it is important to understand the development of processing efficiency in the target language, and how it relates to other factors such as the type and amount of exposure and the a learner's level of proficiency.

Developmental psycholinguistics is therefore a topic that has direct relevance both to theoretical accounts of language learning and to language education. In this module, the aim is to take a comparative and dynamic approach to the study of developmental psycholinguistics in order to explore how child L1, and different populations of bilinguals and adult L2 learners process language at various linguistic levels, how this may push forward language development. More specific aims are:

- to provide a detailed overview of the field of developmental psycholinguistics;
- to link critical debates in child L1, bilingual child and adult L2 language learning to models of language processing;
- to familiarise students with methods for studying the development of processing procedures and linguistic knowledge (of different types) in child and adult language learners from different populations;
- to assess the importance of studying language processing mechanisms for models of language acquisition, language teaching and bilingual education.

Learning outcomes
Successful completion of this course will entail that students should:

- be aware of the theoretical debates in the fields of language acquisition and language processing and how they may fruitfully be linked;
- be able to critically evaluate research in the field of developmental psycholinguistics;
• be able to assess the importance for, and to relate relevant research findings to topics in the field of language education.

**Module content**
The module will consist of nine sessions of two hours. Each session will combine tutor presentations. Sessions may also include small group discussions and student presentations of key works in the field. Students will be expected to read a number of papers related to the topics introduced in the class.

**Assessment**
The module will be assessed by an essay of 4000-5000 words on a topic related to the module content.

**Reading** (preparatory and key texts only)

**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview of module: Key topics in developmental psycholinguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Overview of module: Key topics in developmental psycholinguistics</td>
</tr>
<tr>
<td>Week 3</td>
<td>First language acquisition and language processing I</td>
</tr>
<tr>
<td>Week 4</td>
<td>First language acquisition and language processing II</td>
</tr>
<tr>
<td>Week 5</td>
<td>Language acquisition and processing in bilingual children I</td>
</tr>
<tr>
<td>Week 6</td>
<td>Language acquisition and processing in bilingual children II</td>
</tr>
<tr>
<td>Week 7</td>
<td>Second language learning and processing I</td>
</tr>
<tr>
<td>Week 8</td>
<td>Second language learning and processing II</td>
</tr>
<tr>
<td>Week 9</td>
<td>Second language learning and processing II</td>
</tr>
<tr>
<td>Week 10</td>
<td>Developmental psycholinguistics and implications for language learning and language education</td>
</tr>
</tbody>
</table>

**Course details**

**Week 2**
**Overview of the module: Key topics in developmental psycholinguistics**
The module starts with an overview of key topics, debates and questions that will be covered in the course, in the field of developmental psycholinguistics. What are the major assumptions that underlie the various approaches to language acquisition? What role (if any) does processing the input play in current models of (first and second) language acquisition? What are the assumed differences between children acquiring their first language and adults their second? How about children who acquire more than one language from birth, or during later childhood? What are the major methods used to study language processing in children and adults?
Week 3
First language acquisition and language processing I
In the next two sessions, we zoom in on L1 acquisition and processing, looking at data from some of the major studies in the field. We evaluate findings from research which has used traditional paradigms as well as more recent psycholinguistic and neurolinguistic studies. In the first of these two classes, we look at the earliest stages of acquisition, examining how babies/pre-linguistic infants begin to discriminate phoneme parameters and word stress patterns to identify word and intonational boundaries. We then move on to lexical acquisition, given that children's vocabulary dramatically expands between the ages of about 9 to 24 months, and ask how children's earliest lexicons develop. What can psycholinguistic and neurophysiological techniques that pick up infants' moment-by-moment processing of the input tell us about the earliest stages of L1 acquisition?

Week 4
First language acquisition and language processing II
Looking at research on language acquisition in older children, we will examine lexical/semantically and grammatical development in some depth, and studies on the development of processing mechanisms. How can we best tap into children's knowledge and their productive use of language? Can the results of processing studies help to arbitrate between the different theories of the L1 acquisition of grammar?

Week 5
Language acquisition and processing in bilingual children I
In the next two sessions, we focus on bilingual children. How do children who learn more than one language at the same time (simultaneous bilinguals) compare to those who acquire the second language once the first language is in place (sequential bilinguals). How do the two languages influence acquisition and processing, and how is general cognition affected? In session I, we review phonological, lexical-semantic and syntactic processing studies, asking how two linguistic systems are acquired. In simultaneous bilingual acquisition, we look at effects of dominance and exposure, and for sequential acquisition, we ask what influence age, typological distance and frequency of exposure have on language learning and processing.

Week 6
Language acquisition and processing in bilingual children II
The second session on bilingual children looks at the interdependency of L1 and L2 proficiency in bilingual children, and the implications for language education. Do bilingual children acquire and process the language differently from monolingual children? Is there an optimal age for an L2 to be introduced? Are there cognitive and academic benefits to the acquisition and processing of more than one language for children? What are the implications of immersion education for bilingual language acquisition and processing?

Week 7
Second language learning and processing I
In the next three sessions, we move on to second language learners of different types. In the first session, we evaluate data on the development of adult L2 learners'
processing procedures in relation to their linguistic knowledge. We look at phonological and lexical processing, in particular asking how the first language influences the processing and acquisition of the second. Can learners perceive and produce L2 phonological distinctions that are not instantiated in their first language? In lexical/semantic processing, can context override this influence, or are the two languages linked during the processing of either if the learner is in 'bilingual mode'? What impact might these findings have for the teaching of L2 phonology and L2 vocabulary?

Week 8
Second language learning and processing II
We continue on the topic of L2 acquisition and processing, focusing on syntactic development and parsing. Do L2 processing procedures develop independently from L2 grammatical knowledge? How do learners process structurally ambiguous and structurally complex input, in comparison to both native speakers, and (bilingual) children? What is the effect of the learner's first language on the acquisition and processing of the target language? Are learners sensitive during real-time processing of the target language to grammatical distinctions that are different from those found in their first language?

Week 9
Second language learning and processing III
In this session, we focus on what processing data can tell us about the learning process in L2 acquisition. We look at recent data on the earliest stages of language learning, reviewing psycholinguistic and neurolinguistic work on how the brain organises and processes linguistic information in the first stages of learning. We evaluate current studies that have attempted to use psycholinguistic and neurolinguistic methods to chart language development in both tutored and untutored L2 learners. We also look at the development of L2 processing efficiency in production, or fluency, and ask how it relates to factors such as age and cognitive capacity. What are the implications of these developmental L2 processing studies for models of language learning, and for classroom practice?

Week 10
Developmental psycholinguistics and implications for language learning and language education
In the final session, we review the key findings and debates in developmental psycholinguistics that we have covered in the module. Looking at the research findings as a whole, we compare how processing procedures develop in different populations of language learners. Specifically, how might processing the input with limited knowledge drive the development of linguistic knowledge, and how does this differ across learning situations, for different linguistic levels and across learner populations? What are the effects of individual differences in these populations? What does the learning and processing research as a whole tell us about the relationship between linguistic knowledge and language processing in the mind and brain of an individual? What are the implications for such research for language teaching and for language and bilingual education?
Discourse Analysis & Language Teaching

Credits  20
Timetable  Autumn term
Tutor  Jan Hardman
Module Number  EDU00007M
Core/Option  Option

Aims
This module will help students develop a critical awareness how language works and develop their ability to analyse and evaluate spoken and written discourses in a variety of contexts. In particular, it will focus on the lexical, grammatical and organisational properties of discourse, how a stretch of discourse is constructed and decoded, and how it varies. There will also be a strong focus on issues of communication, culture, and language teaching.

Objectives/learning outcomes
Students who successfully complete the module will develop an understanding of:

- the concept of discourse and discourse properties;
- how cultural, situational and textual contexts influence discourse construction and decoding;
- cohesion and coherence;
- different modes and types of discourse;
- how language is used by teachers and pupils in the classroom;
- discourse-based approaches to language teaching;
- discourse analysis as a tool for research.

Module content
The module consists of nine sessions. Teaching and learning activities will include presentations by the tutor, small group discussions and practical activities (individual and group).

Assessment
The module will be assessed by an essay of 4,000-5,000 words on a topic related to the module demonstrating the learning outcomes. It will involve a critical analysis of one aspect of language use.

Reading
Essential Reading


**Wider Reading**
• Bloom, B.S. (1956) Taxonomy of Educational Objectives. Addison Wesley

**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Text, context, spoken and written discourse</td>
</tr>
<tr>
<td>3</td>
<td>Unifying properties of discourse: cohesion and coherence</td>
</tr>
<tr>
<td>4</td>
<td>Signalling in discourse</td>
</tr>
</tbody>
</table>
### Course details

**Week 2**  
**Text, context, spoken and written discourse**  
This session will introduce the concept of ‘discourse’ and ‘context’ and show the inherent relationship between them. Spoken and written texts will be analysed in terms of their lexical, grammatical and organisational features. The influence of cultural, situational and textual contexts on the construction and decoding of discourse will be discussed. Reference will be also made to the way in which spoken dialogues are typically presented in EFL textbooks.

**Week 3**  
**Unifying properties of discourse: cohesion and coherence**  
This session will focus on the two main properties of discourse, namely cohesion and coherence. How cohesive devices unify a stretch of discourse, and how sentences and parts of a discourse are linked coherently to form a larger organisational structure, will be illustrated. Applications and implications for the teaching and learning of reading and writing will also be considered.

**Week 4**  
**Signalling in discourse**  
This session will present a range of lexical, grammatical and structural devices used to signal different aspects of discourse structure and make explicit the interaction between the speaker / writer and text. Implications for the teaching of reading, writing and public speaking will be considered.

**Week 5**  
**Discourse structures and variations across languages and cultures**  
This session will look at texts above the level of the sentence. The session will also draw on research into Contrastive Rhetoric to highlight variation in discourse structures across languages and cultures.

**Week 6**  
**Types of discourse**  
This session will examine different types of discourse (e.g. academic texts, political speeches, advertisements, newspaper reports) in terms of their lexical, grammatical and organisational features. The impact of the choice of language on communication will also be explored.
Week 7
**Narrative discourse**
This session will concern itself with narrative that underpins many types of discourse. A special reference will be made to oral retelling of personal experiences and popular children stories. The motivating role and use of storytelling in teaching young learners will also be explored.

Week 8
**Classroom discourse**
This session will focus on classroom discourse. An analytical model will be introduced (and evaluated), and then employed to examine how teachers and pupils use language in the classroom. An emphasis will be given to discourse structure, teachers’ questioning methods and feedback strategies. Implications for whole-class teaching and group work will be discussed.

Week 9
**Classroom discourse across educational contexts**
The topic of classroom discourse will continue in this session with a special focus on pedagogy across cultures. Examples of classroom interaction from different educational contexts will be examined. The implications for students' own educational contexts will also be considered.

Week 10
**Consolidating tasks**
This session will bring together all the areas covered in the module. Students will be asked to work in groups and present an analysis of a selected piece of discourse and consider the wider implications for effective communication, cultural differences and language learning.
Education and Social Justice

Credits 20
Timetable Autumn Term
Tutor Vanita Sundaram
Module Number EDU00008M
Core/Option Option

Aims
To help students understand the relationship between education and the wide-ranging notions of social justice and human rights. The course will explore the provision, and forms, of education in local and international contexts. Students will work from a rights-based approach to education, and will explore the ways in which education can be considered a catalyst for, as well as reflective of, social change.

Objectives
On completion of this course, students should be able to understand and engage with a rights-based approach to education, in terms of access, delivery and its potential for social transformation. The course will teach students to:

- Understand connections between education as a human right, rights in education, and the promotion of human rights through education
- Critically discuss the equitable delivery of education as a matter of social and global responsibility
- Identify factors that may compromise access to, and full participation in, education
- Explore models for teaching human rights in schools
- Understand how education might empower marginalised or previously disadvantaged groups

Assignment
An assignment of 4000-5000 words on elements covered in this course, to be arranged in negotiation with the students.

Reading
Indicative and preparatory reading

**Course outline**

Week 2  
A rights-based approach to education

Week 3  
Promoting moral and social responsibility: is this aim of education?

Week 4  
Human rights and language

Week 5  
Disability and equity in education

Week 6  
Multiculturalism, cultural relativism or anti-racism?

Week 7  
Gender equality in education

Week 8  
Teaching for human rights

Week 9  
Education for sustainable change

Week 10  
Conclusion and future directions

**Week 2**  
A rights-based approach to education  
This session will introduce students to the interrelationships between the right to education, human rights in education and the promotion of human rights through education. We will draw on illustrative research and international conventions, to explore the disjunctures that often exist between these distinct issues.

**Week 3**  
Promoting moral and social responsibility: is this aim of education?  
Students will critically discuss the aim of education, and will look specifically at the notion that education can (and should) be a vehicle for social transformation. We will look at the ways in which education and educational research may be used to promote specific social, political, moral or religious agendas.

**Week 4**  
Human rights and language  
This session will ask students to consider the first of numerous social differentiators that can compromise inclusion and equitable participation in education. We will draw on national and international research to discuss the ways in which mainstream education may deny individuals their right to quality education, by perpetuating cultural segregation and hierarchy.

**Week 5**  
Disability and equity in education  
Students will explore the ways in which mainstream education produces (and maintains) barriers to equitable participation of disabled people. We will draw on the social model of disability to critically assess definitions of disablement; the educational, cultural and social media through which disabled people – rather than educational institutions - are posited as problematic; and intersections between gender and disability.

**Week 6**  
Multiculturalism, cultural relativism or anti-racism?  
Students will explore current debates on multiculturalism and anti-racism in the UK and other European contexts. We will consider how deficit models may be employed
to perpetuate racial and ethnic hierarchies, and thus, inequity in education. We will critically discuss cultural diversity in education from a rights-based perspective.

**Week 7**  
**Gender equality in education**  
This session will draw on Sen’s capability approach to education to discuss gender equality in education in terms of human rights, rather than human capital or economic development. We will critically discuss the ethical notion that each individual should have the opportunity and freedom to articulate and achieve valued outcomes. Drawing on international research and policy, students will consider current debates on gender parity in education.

**Week 8**  
**Teaching for human rights**  
In this session we will consider the issue of teaching for human rights and social responsibility. We will critically discuss whether mainstream schools are structured to facilitate democratic and equitable societal participation. Students will also explore the position of marginalised or disadvantaged groups in mainstream education and consider the notion of active and equal citizenship for these groups.

**Week 9**  
**Education for sustainable change**  
Students will discuss the notions of endogenously-owned education and education for sustainable development. We will simultaneously consider the importance of local context and global obligations in relation to social justice and human rights. Drawing on examples from research, we will explore the potential for empowerment, civic engagement and freedom through education.

**Week 10**  
The last session will draw together the issues covered during the module, with a view to future directions. Students will be asked to work in groups to present models for promoting social justice through education.
English Linguistics

Credits 20
Timetable Autumn term
Tutors Various (Joe Fagan – Module leader)
Module Number EDU00010M
Core/Option Core for MATESOL

Aims
This is a core module for those on the MA TESOL Programme. For students wishing to be involved in teaching English, training teachers of English or those who wish are interested in developing their skills related to oral and written communication, it is essential to have a good understanding of the key aspects of the English language. For some students this may act as a review of some aspects of their previous study, for others this will act as an introduction to key aspects of the field of Linguistics. This module on English Linguistics therefore aims:

- To provide essentials in the study of the structure of English
- To provide students with the opportunity to understand the organizing principles that unite the various levels of linguistic analysis;
- To relate the above to language use in a socio-cultural context
- To provide an overview of how the above theories are linked to the processes involved in teaching English as a second/foreign language.

Learning outcomes
Students who complete the course successfully should be able to:

- analyze the structure of English at various levels of description (phonological, morphological and lexical, syntactic, semantic and pragmatic);
- demonstrate an understanding and awareness of the structure of the English language and its relationship to the teaching and learning of English in social contexts.

Whilst it is important for students to gain the relevant theoretical underpinnings of the topic, these will be presented with an 'applied' focus.

Module content
The module will consist of tutor-led sessions, involving presentations, discussion and practical tasks, plus any follow-up language exercises. Students will be expected to come to class prepared, having completed all the compulsory reading communicated to them in advance.

Assessment
Assessment is by an end of course exam (2 hours) consisting of both closed and open questions. This will be a closed book exam (this means no dictionaries or other resources are allowed into the exam) and therefore past exam papers are not available for students to look at. The exam for this module is timetabled in week 1 or 2 of term 2. The exact date will be made available by the end of term 1.

The Exams Office provides all students with an orientation session towards the end of term 1. This orientation is in addition to scheduled sessions and is compulsory. If you have any current or develop any special needs which may affect your ability to
take the exam, it is important that you let the course coordinator (Joe) know as soon as possible (e.g., if there is a day of the week or a specific date in January where you cannot take an exam for religious reasons; you have special medical requirements).

**Reading**
A list of essential reading will be made available on the VLE for you to access. They correspond to each of the units of the module and are downloadable. Some of the tutors may suggest other supplementary readings which are not electronically available but can be found in the library. A useful introductory text for this module which you may want to purchase is Culpeper et al. (2009) English Language: description, variation and context. New York: Palgrave Macmillan. Further specialist readings for the individual topics will be provided week by week by individual tutors.

**Course outline**
Week 2 Phonetics and phonology
Week 3 Morphology
Week 4 Grammar and syntax
Week 5 Semantics
Week 6 Cohesion and coherence
Week 7 Pragmatics
Week 8 Discourse and conversation analysis
Week 9 Corpus approaches to language analysis
Week 10 Applying linguistics in the English language classroom

**Week 2**
**Phonetics and phonology**
This session provides an introduction to English sounds and their categorization (Phonetics), and their systematic occurrences (Phonology) in segments. Students will have the opportunity to learn to identify, describe and transcribe some of the most relevant phonetic contrasts and will learn about features of connected speech.

**Week 3**
**Morphology**
This session examines word structure and the processes of word formation in English, such as affixation, conversion and compounding. The session also introduces the concept of morpheme, the smallest unit of meaning or grammatical function.

**Week 4**
**Grammar and syntax**
This session offers a brief introduction to modern approaches to English grammar and will examine the relationship between words, phrases, clauses and sentences.
Week 5
Semantics
This session explores the meaning of words, covering the various types of meaning relations between words, the semantic roles of words, and how words can be analysed in terms of semantic features.

Week 6
Cohesion and coherence
In this session, we'll be looking at grammatical, lexical and semantic links that help create meaning at and beyond the sentence level, facilitating the development of ideas and logical organisation in a text.

Week 7
Pragmatics
This session will discuss meaning in context, emphasising the importance of shared knowledge and presupposition in everyday communication. Speech acts, felicity conditions and co-operation between interlocutors will be considered, and in particular its effect on politeness.

Week 8
Discourse and conversation analysis
This session introduces the concept of language as a resource for social action and inter-action, and the implications of this perspective on the study of language itself. The basic tenets of Discourse and Conversation Analysis will be presented, such as the primacy of naturally occurring language, the importance of participants’ own interpretations, and the structural analysis of discursive practices.

Week 9
Corpus approaches to language analysis
This session will look at the key concepts associated with corpus linguistics and examine how corpus approaches are being used to help develop our understanding of language and how they in turn can impact on our teaching. This session will act as preparation and link in to the material that will be covered in the final session.

Week 10
Applying linguistics in the English language classroom
Building on the content discussed in previous weeks, the final session will explore ways in which English Linguistics can be applied to classroom teaching. While each lecture will have emphasised practical implications, the final session we will use examples of teaching materials, resources and tools to illustrate ways in which module content can be used in the teaching of English.

Suggested reading

Core text


Additional reading and materials will be made available on VLE.
Evaluating ESOL Classroom Practice

Credits 20
Timetable Autumn term
Tutor Bill Soden
Module Number EDU00011M
Core/Option Option

Please note you cannot study both this module and the Practice of English Language Teaching module in Spring term. There are limited places on each (approximately 20) so please choose carefully.

Aims

- To introduce a range of language teaching activities, materials and techniques
- To provide an experiential learning approach as the basis for developing awareness and knowledge of classroom practice
- To develop an understanding of lesson planning and the staging of activities in the classroom
- To examine practical issues in classroom management
- To develop an understanding of task type and task design in language learning activities
- Learning outcomes
  - Students who complete the course successfully should be able to:
  - plan lessons using standard ESOL approaches;
  - carry out effective classroom management appropriate to varying teaching contexts;
  - design effective tasks, activities and exercises for specific groups of learners;
  - evaluate materials in relation to methodology and teaching context;
  - relate practical issues of classroom teaching to relevant research and literature
  - on teaching methodology

Learning outcomes

- Students who complete the course successfully should be able to:
  - plan lessons using standard ESOL approaches;
  - carry out effective classroom management appropriate to varying teaching contexts;
  - design effective tasks, activities and exercises for specific groups of learners;
  - evaluate materials in relation to methodology and teaching context;
  - relate practical issues of classroom teaching to relevant research and literature
  - on teaching methodology
Module content
This module will provide the opportunity to reflect upon methodology in the ESOL context. The module will consist of tutor-led demonstrations, followed by workshops with practical tasks, enabling reflection on the application of practical teaching approaches and techniques. Each two-hour session will contain short demonstrations of classroom activities, or videos of teaching sequences, with in-depth analysis of the classroom techniques and teaching methodology employed. There will also be several short written tasks that provide practice on elements within the assignment.

Assessment
The module will be assessed by a lesson plan and commentary totalling 4000-5000 words.

Reading List

Course outline
Week 2 Describing teaching sequences
Week 3 Evaluating teaching techniques
Week 4 Teaching grammar
Week 5 Approaches to pronunciation
Week 6 Presenting and teaching vocabulary
Week 7 Classroom management
Week 8 Tasks, activities and exercises
Week 9 Dealing with Errors and Giving Feedback
Week 10 Lesson planning

Course details

Week 2
Describing Teaching Sequences
Typically, language classes involve the same elements sequenced in different ways. By familiarising themselves with the available models of how these different elements can be put together in different contexts and teaching situations, teachers can become more adept at planning effective lessons. This session will introduce and demonstrate a number of approaches to describing and understanding lesson
sequences. The session will explore how approaches such as Presentation Practice Production, Communicative Language Teaching and Task-Based Instruction differ in terms of classroom sequences, providing insights into possible combinations of elements for teaching and learning.

**Week 3**  
Teaching Grammar  
The teaching of grammar in the language classroom continues to arouse debate. This session will demonstrate the differences between ‘deductive’ and ‘inductive’ approaches, discovery learning, and approaches that emphasize extensive and intensive input and output. There will also be a consideration of the role and value of Concordance based-work in relation to grammar teaching.

**Week 4**  
Evaluating Teaching Techniques  
This session will provide demonstration and discussion of a number of important teaching techniques, which have been used to good effect over the years, particularly with lower level learners. There will be a short look at ‘The Silent Way’, “Total Physical Response’, , with their implications for teacher and student talking time. Basic oral language drilling will also be demonstrated and practised.

**Week 5**  
Approaches to Pronunciation  
This session will focus on techniques and strategies for teaching pronunciation. The session will include demonstrations of how to use the phonemic chart, minimal pairs recognition exercises and other techniques to focus on individual sounds, followed by demonstrations and discussion of the value of work on connected speech, stress, intonation, word linking etc.

**Week 6**  
Presenting and Teaching Vocabulary  
A range of methods and techniques for presenting new vocabulary will be demonstrated in this session. Ways of contextualising vocabulary will be considered, along with issues surrounding selection, practice, recycling and testing.

**Week 7**  
Classroom Management  
The session will look at how teachers manage the teaching environment and the teaching process. Teacher roles will be considered, particularly in terms of grouping learners and managing interaction. There will also be a consideration of teacher language in the classroom, dealing specifically with how teachers give instructions and elicit responses, with a consideration of the use of L1 versus L2 in the classroom.

**Week 8**  
Tasks, Activities and Exercises  
Issues in the design of activities, tasks and exercises will be examined, with reference to examples from published coursebooks and home-grown materials. The questions of when and how to supplement coursebooks will be discussed, and there will be practice in designing instructional materials to teach receptive and productive
Week 9
Dealing with Errors and Giving Feedback
This session focuses on error correction and it looks at ways in which teachers can give feedback. Various correction techniques for spoken errors will be presented and discussed, and there will be a consideration of approaches to correcting written errors. Issues surrounding the assessment of grammatical accuracy in spoken and written work will also be addressed.

Week 10
Lesson Planning
This session will pull together ideas from earlier sessions, and provide final preparation for the assignments. It provides a review of some aspects of teaching sequences, designing tasks and classroom management. Lesson plan formats available to teachers will be presented and discussed. The session will also look at how to identify and write aims for lessons, with a focus on matching materials and aids to aims and the learner.
**Intercultural Communication in Education**

**Credits** 20  
**Timetable** Autumn  
**Tutor** Cylcia Bolibaugh  
**Module Number** EDU00051M  
**Core/Option** Option

**Aims**
This interdisciplinary module draws on insights from fields such as sociolinguistics, psychology and language education to better understand the complexities behind interactions which take place between people of different cultural and linguistic backgrounds. As our world becomes increasingly globalised and opportunities for transnational education and business opportunities grow, the resulting multicultural contexts require communication skills that acknowledge one’s interlocutor may not necessarily hold the same beliefs and assumptions as oneself. By encouraging critical and reflexive engagement with study materials, learners will gain theoretical knowledge of key issues in intercultural communication and develop an awareness of how their own cultural practices shape their communicative behaviour. At the module’s conclusion, learners will be better prepared to make socioculturally informed decisions regarding the pedagogical approaches they employ in their own future teaching practice.

**Learning outcomes**
By the conclusion of this module learners will have acquired:
- A critical understanding of the key issues and theoretical constructs surrounding intercultural communication.
- An increased awareness of how various dimensions of culture act as barriers to successful communication.
- An enhanced understanding of how to interact successfully in unfamiliar settings, particularly within academic contexts.
- The ability to critically evaluate research focusing on communication between people from different cultures.
- A critical understanding of the implications of intercultural communication for L2 educators working primarily within post-secondary contexts.

**Module content**
The module consists of two-hour sessions which comprise of a mixture of lectures, whole-group discussions, small-group activities and presentations. Learners will be expected to complete selected readings prior to each session and should take an active role during in-class activities.

**Assessment**
An assignment of 4000 to 5000 words reflecting the aims and learning objectives of the module.
Reading
The key texts for this course are:

Course outline
Week 2  Overview of the module: Why study intercultural communication?
Week 3  Theoretical dimensions of cultural variability
Week 4  Ethnocentrism and stereotyping as barriers to intercultural communication
Week 5  Politeness and face systems
Week 6  Culture shock and sojourner adaptation
Week 7  An intercultural perspective on English Language Teaching
Week 8  Non-verbal interaction
Week 9  Developing intercultural competence
Week 10  Student presentations and course conclusions

Week 2
**Overview of the module: Why study intercultural communication?**
This initial session will outline the main themes of the module and discuss what is meant by the term ‘intercultural communication’. We will reflect on how an increasingly globalised and connected world calls for individuals with dynamic communication skills and a non-rigid mindset. We will also consider how intercultural communication has grown to become an important sub-field within applied linguistics and what implications this has for foreign language educators.

Week 3
**Theoretical dimensions of cultural variability**
This session will introduce learners to the most salient theoretical frameworks which have been developed to help make sense of cultural differences. We will examine in particular Hall’s (1976) conception of high and low context cultures and also Hofstede’s (2001) five value dimensions of individualism, masculinity, power distance, uncertainty avoidance and Confucian dynamism. Learners will discuss how the theoretical frameworks introduced in this session may relate to their own cultural identities and backgrounds.

Week 4
**Ethnocentrism and stereotyping as barriers to intercultural communication**
In this session we will focus on how the general level barriers of stereotyping and ethnocentrism impede effective intercultural communication. We will define the notion of stereotyping from a cognitive perspective and examine the various ways in which stereotypes hamper face-to-face contact with other groups. Learners will also be provided with an opportunity to self-assess their own levels of ethnocentrism using Neuliep and McCrosky’s (1997) GENE scale.
Week 5  
**Politeness and face systems**  
This session will discuss the vital role that linguistic politeness and pragmatic face systems play in shaping interaction during intercultural communication encounters. Learners will be introduced to Brown and Levinson’s (1987) model of positive and negative politeness and will consider how notions of face and appropriate facework may differ between individualistic and collectivistic societies.

Week 6  
**Culture shock and sojourner adaptation**  
Adapting to an unfamiliar cultural context is a far from straightforward undertaking and the acculturative stress associated this process can lead to reductions in both one’s physical and mental health. This session discusses the issue of culture shock, paying particular attention to international students’ experiences, and explores potential strategies for managing the disorientation and stress that can arise from such a condition.

Week 7  
**An intercultural perspective on English Language Teaching**  
This session examines how culture impacts upon one’s notion of what is acceptable behaviour and appropriate discourse within educational settings. With particular reference to English language learning in East Asian contexts, discussion will centre around the challenges associated with adopting unfamiliar communication-orientated pedagogies in countries such as China and Japan.

Week 8  
**Non-verbal interaction**  
We do not necessarily need to verbalise a message in order to communicate. Indeed, much communication occurs between parties through intentional and unintentional stimuli. With this in mind, Week 8’s session will explore a range of nonverbal message codes, such as kinesics, proxemics, chronemics and haptics. We will discuss how such codes may potentially be misinterpreted during intercultural encounters.

Week 9  
**Developing intercultural competence**  
By this stage of the module it is hoped that learners will be more aware of their own cultural assumptions and biases. This knowledge will act as a foundation for Week 9’s session which explores some specific practical strategies that learners can adopt to enhance their own intercultural competence.

Week 10  
**Student presentations and course conclusions**  
In this final session, learners will work in small groups to give presentations focusing on issues associated with intercultural communication. Rather than being formal ‘speeches’, these interactive presentations will act as mini-lessons and are a chance for learners to revisit key themes raised during the course.
Language Curriculum Design & Evaluation

Credits 20
Timetable Spring term
Tutor Jan Hardman
Module Number EDU00017M
Core/Option Core for MAALELT

Aims
This module will help students develop a knowledge and understanding of what a language curriculum is and how to design and evaluate it. The components parts that make up a language curriculum and the relationship between them will be looked at closely, and a step-by-step process for designing a language course will be presented.

Objectives/learning outcomes
Students who successfully complete the module should be able to:

- understand key terms such as ‘curriculum’, ‘syllabus’ and ‘needs analysis’;
- be familiar with the parts that make up a language curriculum;
- see the coherent relationship between the different component parts;
- employ a range of tools to carry out an environment analysis and a needs analysis;
- be familiar with principles of teaching and learning that underpin goals and objectives;
- be familiar with the different types of language syllabus;
- assess the appropriateness of teaching approaches, methods and techniques within a particular syllabus;
- be familiar with a range of methods of assessment;
- design a language course for a particular context;
- evaluate the course in terms of its efficiency and effectiveness.

Module content
The module consists of nine sessions. Teaching and learning activities will include presentations by the tutor, small group discussions and practical activities (individual and group).

Assessment
The module will be assessed by an essay of 4,000-5,000 words on a topic related to the module content demonstrating the learning outcomes.

Reading

Essential Reading


**Wider Reading**

**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Language curriculum design: an overview</td>
</tr>
<tr>
<td>3</td>
<td>Environment analysis and needs analysis</td>
</tr>
<tr>
<td>4</td>
<td>Principles, goals and objectives</td>
</tr>
<tr>
<td>5</td>
<td>Types of language syllabus</td>
</tr>
<tr>
<td>6</td>
<td>Content and sequencing (materials)</td>
</tr>
<tr>
<td>7</td>
<td>Format and presentation (methods)</td>
</tr>
<tr>
<td>8</td>
<td>Monitoring and assessment</td>
</tr>
<tr>
<td>9</td>
<td>Curriculum evaluation</td>
</tr>
<tr>
<td>10</td>
<td>Consolidating tasks: presentations</td>
</tr>
</tbody>
</table>

**Course details**

**Week 2**  
**Language curriculum design: an overview**  
This session will provide an overview of language curriculum design in terms of component parts, the relationship between them, approaches to curriculum design and a step-by-step process of course design.

**Week 3**  
**Environment analysis and needs analysis**  
This session will explore environment constraints and provide an example of an analysis. The concept of needs analysis and its various focuses will also be discussed. An example of a needs analysis that employs a range of tools will then be exemplified.
Week 4
Principles, goals and objectives
This session will consider key principles of teaching and learning that underpin the goals and objectives of a language curriculum. The concepts of goals, objectives and learning outcomes will be differentiated and exemplified.

Week 5
Types of language syllabus
This session will introduce the different types of syllabus that are deemed appropriate for EFL, ESL, ESP and EAP courses.

Week 6
Content and sequencing (materials)
This session will consider issues of content selection (e.g. language items, skills, functions and strategies), frequency and sequencing of the content in a language course.

Week 7
Format and presentation (methods)
This session will discuss teaching approaches (i.e. form-focused and meaning-focused), methods, techniques and the format (units and lessons) in which these are presented in a language course.

Week 8
Monitoring and assessment
This session will focus on how student learning can be observed, monitored and assessed. A variety of methods of testing will be introduced and the issue of the optimum timing of assessment will be explored.

Week 9
Curriculum evaluation
This session will consider how a language curriculum can be evaluated, for what purpose and for whom. This will entail looking at the amount of learning provided in a course and the quality of the learning experienced by students.

Week 10
Consolidating tasks
This session will draw together all the areas covered in the module. Students will be asked to work in groups design and evaluate a curriculum for a particular context and present it to the class.
Language for Education

Credits 20
Timetable Autumn term
Tutor Graham Low
Module Number EDU00018M
Core/Option Core for MAALLT/MAALELT

Aims
- To introduce selected language concepts, theories and elements which are relevant to language teaching and learning, but which do not always figure in traditional language courses.
- To introduce the idea that language and discourse structures can be (a) motivated, meaningful or purposeful and (b) flexible or fuzzy, rather than fixed or ‘black and white’.
- To introduce ways in which language structure is used, with other concepts, to create meaningful discourse and interactions.

Objectives/learning outcomes
Students who successfully complete the course should be able to:
- Carry out a simple analysis of a stretch of spoken interaction or written text.
- Carry out a simple exercise to regroup or recategorise familiar language data.
- Identify why the ‘grammar’ taught on many traditional language courses is of limited usefulness to learners, and particularly to advanced learners.
- Identify important areas missing from most language teaching courses.

Module content
The module will consist of nine sessions. Teaching will involve presentations by the tutor, small group discussions and practical activities (individual and group). Preliminary and follow-up exercises will be given as homework and you will be regularly asked to read a number of supporting, including specially written, background papers.

Assessment
The module will be assessed by an essay of 4,000-5,000 words on a topic related to the module content, and demonstrating the learning outcomes. It will normally involve a critical examination of one aspect of language or language use, or an empirical study comprising data collection and analysis. This may take the form, if desired, of a contrastive study between English and one or more other language. Each assignment must include critical argument, which needs in most cases to be supported by linguistic data, with the data source cited wherever possible.

Reading
Specialist readings for the different topics will be given to you during the sessions. At a general level, you might find the following introductory books useful.
http://subjectguides.york.ac.uk/e-resources

**Course outline**

**Week 2**
The conceptual roots of language

**Week 3**
Holding a conversation

**Week 4**
Variation in language

**Week 5**
Grammar: Who needs it?

**Week 6**
Speaking 1: The sounds of language

**Week 7**
Speaking 2: Intonation and paralanguage

**Week 8**
Vocabulary 1

**Week 9**
Vocabulary 2

**Week 10**
Being creative

**Course details**

**Week 2**
**Introduction: The conceptual roots of language**
This initial session will begin by considering what learners, teachers and language education researchers need to know about language. The session will introduce the idea of levels of analysis and introduce key concepts and labels. The key concepts will include the speaker-hearer conversation space, ‘distancing’ and ‘embodiment’.

**Week 3**
**Holding a conversation**
The session will explore a number of important features of conversations and how people structure them. The session will cover turntaking, changing topic and repairing conversations. It will also explore more generally how people manipulate conversations in order to achieve particular purposes. The session will, finally, examine why a purely observation-based Conversation Analysis is rarely adequate for examining classroom talk.

**Week 4**
**Variation in language**
The session comprising a lecture and an optional follow-up session will introduce briefly the main types of variation which speakers are exposed to, such as variation by sex and interest, idiosyncratic variation and genre, as well as (briefly) questions of chronological change and the problem of accent, dialect and standard language. The close relationship between choosing a variety/variant and making an ‘act of Identity’ will be stressed.
Week 5
Grammar: Who needs it?
The session will consider how far traditional grammar is relevant or useful in a teaching context. It will examine some of the differences between grammar for writing and grammar for speaking (Is speaking grammatical?). The idea of parts of speech will be reviewed. A selection of ‘interesting’ grammatical structures will be examined and related to the idea of information structure and foregrounding.

Week 6
Speaking 1: The sounds of language
The first speaking session will review the main types of sound from an articulatory point of view. We will consider the educational impact of topics such as the fact that people hear syllables not segments. The importance of the neural link between articulation mechanisms, quiet rehearsal and (a) interpreting speech and (b) grammar will be noted. A selection of sounds/ syllables of relevance to the English teacher will be examined. The vexed question of English spelling will be touched on; though speech will be treated as primary, the case will be made for seeing writing and speech as interdependent. The session will comprise a lecture and an optional follow-up practical workshop for those with little or no phonetics background.

Week 7
Speaking 2: Intonation and paralanguage
This session will briefly examine stress, rhythm, intonation and ‘voice control’. It will explore how speakers bring notions together to express emotions and reactions, like surprise, sarcasm, irritation, brightness etc. The advantages and limits of a simple model of intonation and discourse meaning will be examined. Key features of English intonation (such as stepping up/down and final ‘flicking’) will be explored.

Week 8
Vocabulary 1
The first vocabulary session will concentrate on the traditional notions. It will consider the status of the word in both spoken and written English and examine some of the traditional ‘lexical relationships’. It will touch on the notion of fixed expressions, formulae, idioms and metonymy.

Week 9
Vocabulary 2
The second vocabulary session focuses on figurative language, and in particular metaphor.

Week 10
Being creative
The final session will (re)consider the nature of innovation, examine why total innovation is rare and establish different degrees of creativity that relate to teaching and learning languages. Ways in which concrete and other types of poetry can be used to help teach (e.g.) vocabulary will be explored. The language of jokes and wordplay will then be examined (hopefully humorously). If there is time, the notion of genre will be taken up again briefly, with (e.g.) newspaper headlines, crosswords and advertisements. The latter will be used to examine the way in which language often operates on numerous levels concurrently.
Learning and Teaching Grammar in a Second Language

Credits 20
Timetable Spring term
Tutor Emma Marsden
Module Number EDU00050M
Core/Option Option

N.B. This module is most suitable for those on language related masters (MATESOL, MAALELT, MAALLT), because it is very useful to have prior knowledge about grammar and about the teaching of languages.

Aims
Grammar is a key concern for learners and teachers of a second language. Whether the language is learnt in a 'natural', second language context, or as a foreign language in the classroom, it is critical that learners develop a grammatical system so they can create their own meanings. This module will introduce students to research that has documented, and seeks to explain, how grammar learning happens in a second language. The module will also cover some of the main approaches to teaching grammar in the classroom.

Objectives/learning outcomes
Upon successful completion of this course, students should have an awareness of the nature of grammar learning in a second language and a range of accounts for this. They will have an understanding of how grammar can be taught in the classroom. Students should then be able to:

- describe and discuss different explanations for how grammar learning happens
- discuss the implications of this for the language classroom
- describe a range of approaches to teaching grammar
- discuss the 'whether', 'what', 'when', 'how' choices involved in grammar teaching
- describe and evaluate some of the research into the effectiveness of different approaches to teaching grammar

Module content
A mix of lectures, group discussions and group presentations. Students will be required to read primary sources in preparation for their classes.

Assessment
This module is assessed by an essay of 4,000 to 5,000 words on a topic chosen from a list provided by the course tutor. This piece of work will assess students’ ability to read critically the grammar learning and teaching literature and to use their knowledge to answer a question related to teaching grammar in the language classroom.
Reading
The key texts for this module include:

A few specific readings will also be given in preparation for each week’s lecture. Students are expected to read at least one of these, and be able to answer questions about it during the class.

Course Outline
| Week 2 | Theories about grammar learning |
| Week 3 | Pedagogical choices in grammar teaching |
| Week 4 | Input-based approaches, and the role of attention |
| Week 5 | Grammar rules |
| Week 6 | Output based approaches |
| Week 7 | Interaction and Error correction |
| Week 8 | Processing Instruction |
| Week 9 | Testing grammar |
| Week 10 | Review of module and preparation for assignments |

Course Details

**Week 2**
**Theories about grammar learning**
In this session we explore different explanations of how we learn a grammar system in a new language. This includes different accounts of why second language learners learn what they do, when they do, and different types of learning and knowledge.

**Week 3**
**Pedagogical choices in grammar teaching.**
This session will provide an overview of how teachers can focus learners’ attention on the form of language. We discuss a range of choices about why, when, what, and how to teach grammar.

**Week 4**
**Input-based approaches, and the role of attention**
The session focuses on whether learners can pick up a grammar system when grammar rules are not taught explicitly, including approaches such as 'enriched input' and 'input enhancement'. We then look at The Noticing Hypothesis, and related
concepts such as awareness and attention. We examine studies that have looked at these constructs in relation to learning a second language grammar.

**Week 5**  
**Grammar rules.**  
This session is mainly concerned with the role of learning about grammar - how effective is learning the rules? We will cover Skill Acquisition Theory and Pedagogical grammars.

**Week 6**  
**Output based approaches**  
This session focuses mainly on Task-Based Learning and Teaching, and on Swain’s Output Hypothesis.

**Week 7**  
**Interaction and Error correction**  
We investigate the role of error correction, mainly focusing on the Interaction Hypothesis and the evidence about what kind of error correction is helpful in which kind of contexts.

**Week 8**  
**Processing Instruction**  
Processing Instruction is a type of grammar teaching, claimed to be underpinned by a theory about Input Processing. Students get hands-on experience of designing Processing Instruction activities, as well as examining some of the research that has been carried out in this area.

**Week 9**  
**Testing grammar**  
We consider how grammar knowledge can be assessed, and the implications of these measures on what we can actually say about a learners' competence.

**Week 10**  
**Review of module and preparation for assignments**  
We review the main issues covered by the module and discuss your assignments.
Learning and Teaching Second/Foreign Language Reading

Credits 20
Timetable Autumn term
Tutor Irena Kuzborska
Module Number EDU00065M
Core/Option Option

Aims
- THEORY: To provide students with an overview of the theoretical foundations of L2 reading and biliteracy, the current areas of research on L2 reading and biliteracy, and the connections of such research to the learning and teaching of L2 reading and spelling.
- PRACTICE: To explore how the English orthography represents the English language, and how children and adults read and spell English as a first or second language; to provide practical experience of critiquing existing reading materials and of constructing new materials.
- REFLECTION: To relate theories, methods and findings to understand the needs and potential of children and adults who are or are becoming biliterate; to provide a forum to discuss the relevance of state-of-the-art L2 reading and biliteracy research and practice in the students’ teaching contexts.

Objectives/learning outcomes
Students who complete the module successfully should:
- understand the main issues related to learning and teaching L2 reading and biliteracy, especially involving English as a second language;
- appraise theories and empirical evidence pertaining to L2 reading and biliteracy;
- describe and discuss how the English orthography works;
- describe and discuss the development of L2 reading and biliteracy in children and adults;
- discuss applications of theories, methods and findings of L2 reading research to the practice of L2 reading teaching and assessment.

Academic and graduate skills
- critically read and evaluate primary sources
- manage own learning, participate in group work and tutorials, listen and make notes
- improve written communication by acquiring a better understanding of written English, including punctuation and spelling
- use e-mail, the Virtual Learning Environment, word processing programmes and the Web

Module content
The module will comprise nine sessions, involving presentations by the tutor, group discussions and small-group activities. The handouts will be given out in advance, and students will be expected to read them before each session. Students will be
required to participate in activities such as group discussions and pair work, and may be asked to make short presentations at times. Preparatory reading for the following session will be given out at the end of each session.

Assessment
Assessment is by 4,000-5000 word assignment which will reflect the aims and learning objectives of the module.

Reading
Students who wish to prepare for the course are advised to look at some or all of the following:


Further specialist readings for individual topics will be provided each week and will include research articles from leading journals (e.g., *Reading and Writing; Scientific Studies of Reading*).

Course Outline
Week 2 Describing how reading works: Components of reading abilities
Week 3 The writing systems of the world and the English writing system
Week 4 Cross-orthographic influences in L2 reading
Week 5 L2 orthography and L2 pronunciation
Week 6 L2 reading and metalinguistic awareness
Week 7 Socio-cultural influences on L2 reading development
Week 8 Developing reading comprehension abilities and extensive reading
Week 9 Reading assessment
Week 10 Review

Course details

Week 2
Describing how reading works: Components of reading abilities
This session will outline the cognitive foundations for understanding how reading works. We will focus on lower-level processing skills that convert the orthographic, morphological, lexical, and syntactic patterns on the page to mental recourses to build comprehension. We then consider higher-level processes of comprehension and explain how the reader’s background knowledge and inferencing skills are used to build text comprehension.

Week 3
The writing systems of the world and the English writing system
In this session we will first discuss how different writing systems represent languages, focussing on a linguistic analysis of the English writing system. This is important to understand how learners with different linguistic and orthographic backgrounds learn to read English.
In the second part, we will look at differences in reading and spelling processes across different writing systems, looking at the orthographic depth hypothesis as well as more recent theories.

Week 4
Cross-orthographic influences in L2 reading
This session will explore how English-speaking children learn to read English. It will describe and discuss models of literacy development, and compare literacy acquisition in English and in other languages.
We will then examine cross-orthographic influences (often called ‘transfer’). There is abundant evidence that learners’ first language writing system affects their L2 reading. More interestingly perhaps, it appears that L2 literacy may facilitate L1 reading acquisition.

Week 5
L2 orthography and L2 pronunciation
This session and the next explore various phenomena related to knowledge of more than one language and writing system. This session discusses recent research showing that L2 literacy affects L2 pronunciation. We will also look at reading and writing difficulties in L2 readers with English as a first or second language.

Week 6
L2 reading and metalinguistic awareness
This session continues exploring various phenomena related to L2 reading. The session centres on the development of metalinguistic awareness in biliterates, with special reference to children and adults who have English as a Second Language. We will also discuss the non-linguistic cognitive consequences of biliteracy.
Week 7
Socio-cultural influences on L2 reading development
The session will address socio-cultural factors that can have a significant impact on L2 reading development. We will discuss how institutional and cultural expectations can shape the literacy events that are enacted in a given society, the types of texts that are commonly and preferentially produced and read, the reasons why people read texts, the ways that texts tend to be interpreted, and the literacy experiences that learners accumulate. A major focus will be given to the impact of text organisation and genre variability on L2 reading.

Week 8
Developing reading comprehension abilities and extensive reading
The session will highlight the development of L2 reading comprehension abilities, addressing the major requirements for becoming a fluent reader. These include main-idea comprehension, reading strategies, and discourse knowledge. By examining what research tells us about effective teaching practices, we will also consider the relevance of L2 reading research in different teaching contexts. In this session we will also explore research evidence for extensive reading as a major component of reading fluency. Implications from both research and practical experience for developing extensive reading programmes will be discussed.

Week 9
Reading assessment
The session will begin with a survey of several alternative reading assessment methods that provide ongoing, student-centred, learning-based ways of charting students’ work in the course and that may be used either formally or informally. The session will then describe various traditional methods of assessing reading and note some of the problems inherent in all types of tests and assessment. The session will conclude with guidelines for writing tests and for preparing a course-level assessment plan.

Week 10
Overview
In this session, different aspects of reading and reading development will be revisited. We will also discuss how research on L2 reading can be used to promote reading development and will then summarize key implications of reading theories for L2 reading instruction. Effective teaching reading practices will be also shared.
Motivation in Education

Credits 20
Timetable Autumn Term
Tutor Robert Klassen
Module Number EDU00061M
Core/Option Option

Aims
The purpose of this course is to examine research, theory, and practice relating to motivation, especially in educational settings.

Objectives/Learning outcomes
The objectives of the module are to give students the opportunity to:
- Review key theories of academic motivation
- Gain knowledge of the roles of goals, beliefs, tasks, values, interests, attributions, beliefs, incentives, rewards, and social and cultural processes in motivation
- Apply the knowledge to understand and improve the learning of students
- Critically examine current motivation theories, and develop an integrative personal view of what motivates learning

Module content
The module will consist of nine sessions corresponding to term weeks 2 to 10, which are devoted to whole-group lectures, along with small-group and whole-group discussion.

Assessment
An essay of 4,000 to 5,000 words in length on a topic related to the module content. See essay advice at the end of this document. Students will be also expected to undertake reading as directed and take part in peer-group discussions.

**Group activity
Once during the term students will develop a series of questions (or an activity) in a group of 2 or 3 and lead discussion for about 20 minutes of the class session.

Send the questions to me and to all students by Wednesday noon before “your” class, and be ready to lead the discussion on your questions/activity. The format and content of the discussion questions/activity is up to the presenting students.

**All students will be expected to complete readings and prepare for discussion each week by reading and answering the questions sent beforehand by the presenting students.

Essential reading
Week 4: Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and will power. American Psychologist, 67, 614-622.


Wider reading


Course outline
Week 2  Introduction to academic motivation
Week 3  Self-efficacy theory
Week 4  Mindset and Goal theory
Week 5  Self-determination theory: Intrinsic and extrinsic motivation
Week 6  Motivation at work: Teachers' motivation
Week 7  Motivation and learning problems
Week 8  Cross-cultural aspects of motivation
Week 9  Procrastination and motivation
Week 10 Behavioral indicators of motivation

Course details

Week 2
Introduction to academic motivation
Questions: What is motivation? What drives you to achieve? What are your “personal” theories of motivation?

This session examines definitions of academic motivation and considers the relationship of motivation to learning and performance. In particular, we will examine historical theories of motivation, including behavioural and cognitive theories, Freud’s theories of unconscious motivation, drive theories, and humanistic theories. We will also examine popular conceptions of motivation.

Required readings: (in-class: Failing to motivate. The Chronicle of Higher Education)

Week 3
Self-efficacy theory
Questions: What gives you confidence to complete a task? What takes away your confidence?

In this session we consider research and theory framed by social cognitive and especially self-efficacy theory. Whereas previous motivation theories focused on the consequences of behaviour, social cognitive theory stresses the importance of thoughts, goals, beliefs, and values. Bandura’s work on self-efficacy is introduced, and contemporary research on self-efficacy in educational settings is examined.


Recommended
1. Check out this website: http://des.emory.edu/mfp/self-efficacy.html
Week 4

Mindset and Goal theory
Questions: What kind of mindset do you hold? Does mindset really make a difference (give examples)?

Required reading
Dweck, C. S. (2012). Mindsets and human nature: Promoting change in the Middle East, the schoolyard, the racial divide, and will power. American Psychologist, 67, 614-622.

Recommended

Week 5

Self-determination theory: Intrinsic and extrinsic motivation
Questions: What are your basic psychological needs?

Our final focus on theory turns to self-determination theory, with its component mini-theories. Attention will be paid to the distinction between intrinsic and extrinsic motivation. The function of the basic psychological needs of autonomy, competence, and relatedness will be considered in relationship to motivated behaviours. The contribution of Ryan and Deci’s work to our understanding of self-determined motivation will be a focus on the session.

Required reading

Recommended

Also, take a look at: http://www.selfdeterminationtheory.org/

Week 6

Motivation at work: The case of teachers’ motivation
Questions:
In this session we examine motivation in the workplace, with a particular focus on teachers’ motivation in the classroom. First, we focus on research that explores developmental trajectories of teachers’ motivation, and next examine contextual factors that influence teachers’ motivation. We then consider research that links
teachers’ motivation to teaching effectiveness, and examine how motivation research might lead to improved teacher selection.

**Required reading**


**Recommended**


**Week 7**

**Motivation and learning problems**

Questions: Does motivation generalise across domains? How about self-efficacy: does your self-efficacy cross domains (say, maths and English)?

In this session we consider how motivation might operate in different ways for students with learning problems. In particular, we focus on how the self-efficacy held by students with learning difficulties might influence behaviours in different ways than for students without learning difficulties.

**Required readings**


**Recommended**


**Week 8**

**Motivation in cross-cultural context**

Questions: Does motivation operate in the same way across cultures? Are UK students motivated by the same things as Chinese students?

In this session we will examine how theories of motivation stand up to scrutiny in cross-cultural research. Paying careful attention to research investigating self-efficacy and self-determination theories in school contexts in western and non-western cultural settings, we will consider whether or not cultural beliefs and practices lower the relevance of western-based motivation theories. Adaptation of motivation theories to cross-cultural educational settings will be considered.

**Required readings**

**Recommended**

**Week 9**

**Motivation and procrastination**
Questions: Why do you procrastinate? Does it feel like a “moral issue” to you? What triggers your procrastination?

Is procrastination a form of “anti-motivation?” Why do we procrastinate when we know that it is (often) harmful for our desired outcomes? In this session we examine what happens when our motivation clashes with what might be a universal tendency to delay action, even with sometime dire consequences.

**Required reading**

**Recommended**

**Week 10**

**Behavioural indicators of motivation**
Questions: What does motivation look like? What indicators do you think could be measured to show motivation?

In this session we look at some possible indicators of motivation, and in particular, we look at how teachers might indicate engagement with students. For example, does the way a teacher looks at students indicate some kind of visual attention, and by extension, motivation? Does the way a teacher talks to students indicate motivation? Do behaviours associated with motivation transfer from teachers to students?

**Required readings:**

**Recommended**
Planning and Communicating Research

Credits 20
Timetable Spring term (weeks 2-6, 8 and 10) and summer term (weeks 2-5)
Tutors Various
Co-ordinator Zoe Handley and various
Module Number EDU00035M
Core/Option Core for all taught Masters programmes

Aims
- To consolidate knowledge and understanding of research methods
- To help students plan a small research project, then communicate that plan and/or disseminate the results
- To enable students to orally communicate clearly and professionally a research project idea, plan, or finding to an audience.
- This module will provide students with the knowledge, understanding and skills involved in conducting a research study and allow them to reflect on these to enrich their own experience.

Notes
- The module builds on the Autumn term modules on Research Methods.
- ESL students will also receive further training in giving an academic presentation in English as part of their English Language Support programme. English native speakers are normally invited to these sessions if they wish to attend.
- The module is designed to support the Independent Study Module.
- It is also designed to offer an opportunity not available elsewhere on the MA programme for students to disseminate orally to an audience the results of high quality empirical work undertaken for a taught module.

Learning outcomes
Students should, by the end of the module be able to:
- Apply skills associated with planning, implementing and communicating a research study in the specific context of their own work.
- Apply knowledge of research methods to the development of their own research project.
- Create a coherent outline of a planned research project (The research proposal should be at least 500 words. References are not included in the word count).
- Critically analyse and communicate methodological frameworks and research findings.
- Show an awareness of key issues concerning the collection and interpretation of research data.
- Show an awareness of ethical issues in education research and apply this to the context of their own study to match appropriate ethical guidelines.
- Assess the ethical implications of a research project, and modify the project where necessary.
- Communicate ideas and research in a concise, clear and interesting way that is appropriate to the audience concerned.
- Develop and make use of ICT skills as an aid to presentation.
• Handle questions by the audience at the end of a presentation.
• React critically to other people’s presentations by questioning the speaker.

Module content

In weeks 2, 4, 6, 8 and 10 of the Spring term there are five lectures. The first four are designed to help you develop and improve skills relating to designing and carrying out research. The fifth is designed to help you prepare for the assessment and will focus on helping you prepare effective oral presentations.

Alongside these lectures there are also three workshops in weeks 3 and 5. During these workshops you will gain hands on experience in preparing a research proposal, and an ethics application and consent form.

In the Summer term, you will carry out the research for your own dissertation. This will begin with you (1) constructing a workable research proposal and (2) completing the Ethics Audit Form with your supervisor. You will begin work on this with your supervisor in the Spring term. The deadline for the submission of the research proposal to the supervisor for feedback is week 10 spring term. The deadline for the submission of the final research proposal is week 2 of Summer term. If the research proposal does not meet the assessment criteria, resubmission will be required in week 7 of Summer term.

The deadline for completion of the Ethics Audit Form is week 2 of Summer term.

In weeks 2-5 of the Summer term, you will give a short (10 min) oral presentation on your proposed research and answer questions from the audience. The aim is to both inform and entertain the audience. If the presentation does not meet the assessment criteria, you will be given another opportunity to present your proposed research in front of a small audience of staff in week 9.

Assessment

This module differs from your other modules, in that assessment is Pass/Fail. That is to say, your performance is not graded from 0-100 and the result does not form part of your average grade (in June) for the taught part of the programme. You do, however, have to pass the module to receive an MA or Diploma.

Assessment involves passing three things in the first part of the summer term:
• Creating a workable dissertation research proposal
• Completing the ethics audit form appropriately and constructing an information sheet and consent form for your study
• Giving a high-quality oral presentation

The criteria for passing are given in the Taught MA Programmes Handbook.

Reading

There is no compulsory reading, though workshop presenters will suggest readings and you will need to read for your own presentation.
Course outline

Spring Term Lectures
Week 2  Lecture  Developing a research proposal and preparing an ethics application (Z. Handley)
Week 3  Workshop  Preparing an ethics application and consent forms (Various)
Week 4  Lecture  Using mixed methods (P. Wakeling)
Week 5  Workshop  Developing a research proposal (Various)
Week 6  Lecture  Reliability and validity in quantitative research (F. Taylor)
Week 8  Lecture  Dependability and trustworthiness in qualitative research (F. Taylor)
Week 10 Lecture  Giving effective oral presentations (D. Trenkic)

Summer term
Week 2  Oral presentations
Week 3  Oral presentations
Week 4  Oral presentations
Week 5  Oral presentations

Course details

Week 2  Developing a research proposal and preparing an ethics application (Z. Handley)
This session will be made up of two parts. The first part will introduce the course materials on the VLE which include a number of resources designed to help students complete the assessments. These include a template and guidelines for producing a research proposal, ethics guidelines and guidelines for preparing an oral presentation. The second part will focus on how to develop a research proposal (the formulation of effective research questions, the role of the literature review, ethical guidelines, etc.).

Week 3  Preparing an ethics application and consent forms (Various)
In this hands-on workshop students will work in small groups to complete the ethics form and prepare consent forms for a pre-defined research project.

Week 4  Using mixed methods (P. Wakeling)
In this session we will consider the advantages and disadvantages of mixing or combining different research methods within a single research design. This is a popular approach for masters dissertations, but always needs to be thought about and justified very carefully. We will think about the conceptual and practical aspects of mixing methods. This will include reflecting on whether methods which relate to different research 'paradigms' can be legitimately combined in the same project. It will also mean thinking about the place of different methods in a design and the order in which different methods are used. Recent trends in educational and social science research which emphasise the primacy of the research question over any particular method will also be discussed.
Week 5
Developing a research proposal (Various)
In this hands-on workshop students will work in small groups to develop the outline of a research proposal to address a pre-defined research question.

Week 6
Reliability and validity in quantitative research (F. Taylor)
This session will provide an overview of the ways in which reliability and validity can be ensured/ increased in quantitative research. Drawing on your previous Research Methods training and reading, we will discuss types of validity and reliability at all stages of a study (project and instrument design, data collection, data analysis, reporting and communicating results).

Week 8
Dependability and trustworthiness in qualitative research (F. Taylor)
In this session we will draw on your previous training and reading in Research Methods, as well as on the previous session, to discuss validity and reliability in qualitative research (i.e., dependability and trustworthiness - different terms are preferred for reasons that will be discussed during the session.) We will look at ways of increasing the rigour of a qualitative study at all stages, from planning and research design to communicating results.

Week 10
Giving effective oral presentations (D. Trenkic)
In this session you will learn how to prepare and give an oral presentation of your research. The aim of the session is to help you plan and prepare your talk; to give you suggestions on how to design your slides and how to structure your presentation; to offer advice on how to deliver your talk and deal with questions; and to explain how your presentation will be assessed.
Pragmatics: Language, Meaning and Communication

Credits 20
Timetable Spring
Tutor Joe Fagan
Module Number EDU00030M
Core/Option Option

Aims
- To acquaint students with some of the core topics discussed in the discourse analysis and pragmatics literature
- To consider their relevance for cross-cultural communication and language learning
- To develop students’ ability to analyse language use in a disciplined and theoretically informed way

Learning outcomes
- By the end of the module, students should:
  - appreciate that we regularly communicate far more than what we say, i.e. to understand the essentially inferential nature of human communication, and the principles that guide the inferential processes.
  - understand how the production of linguistic forms is determined by the elements of context and discuss how a linguistic form produced in a particular context can reflect the speaker’s assumptions about the hearer’s knowledge, consciousness, and needs.
  - be able to relate theoretical discussions to practical analysis, and evaluate their relevance for language learning and instruction.

Module content
The module will consist of nine sessions of two hours, combining tutor presentation, class discussions and practical activities. Students will be expected to read a number of papers related to the topics introduced in the class.

Assessment
Assessment will be by an essay of 4000-5000 words, in which you will be expected to integrate (a) theoretical understanding of a concept or construct, (b) a reflection on the relevant data you have collected, and (c) an evaluation of its relevance and applicability to language learning and cross-cultural communication.

Reading (preparatory and key texts only)

**Course outline**
Week 2 (Lecture 1) The nature and goals of pragmatics
Week 3 (Lecture 2) Grice’s pragmatics
Week 4 (Lecture 3) Relevance Theory
Week 5 (Lecture 4) Speech Act Theory
Week 6 (Lecture 5) Indirectness & Politeness
Week 7 (Lecture 6) Institutional Talk
Week 8 (Lecture 7) Pragmatics & Language Teaching
Week 10 (Lecture 9) Revision and assignment preparation

**Course Details**

**Week 2**
**The nature and goals of pragmatics**
This session introduces students to the nature and goals of pragmatics as an academic discipline that aims to explain how hearers bridge the gap between ‘sentence meaning’ and ‘speaker meaning’.

**Week 3**
**Grice’s pragmatics**
This session focuses on Grice’s co-operative principle and conversation maxims. It introduces the topics of coding and inference in communication, or, in Grice’s term, on ‘what is strictly speaking said’ and ‘what is implied’.

**Week 4**
**Relevance Theory**
This session introduces the central ideas from Relevance Theory, an approach to pragmatics that started as an attempt to answer some of the questions raised about Grice’s account of communication. Comparisons with Grice will be made.

**Week 5**
**Speech Act Theory**
This session will continue the discussion on how to understand the apparent discrepancy between what we say and what we mean by discussing and illustrating the main arguments in an important theory in pragmatics and introduce some of the underlying assumptions upon which the theory is based.
**Week 6 Indirectness & Politeness**
In this session we look for reasons of indirectness in communication, and how we know how indirect to be. We also investigate the relationship between indirectness and politeness, and indirectness and relevance, and consider related cross-cultural issues.

**Week 7 Institutional Talk**
This session compares and contrasts how power relationships and pragmatics are established in three institutional contexts: TV news interviews, courtrooms and classroom talk.

**Week 8 Pragmatics across Cultures and Languages**
This session will discuss what is understood by inter-language and cross-cultural pragmatics and the difficulty involved in defining them. Their relation to the language classroom are considered and discussion is given with regard to why it is importance of developing pragmatic competence in the classroom (developed further in week 9), some of the issues involved in doing so and suggestions to help develop it.

**Week 9 Pragmatics & Language Teaching**
This session develops on week 8 and looks specifically at some factors to consider when developing teaching materials. This session is supported by analysing some example materials.

**Week 10 Revision and assignment preparation**
This session will begin by revising the module by pulling together the various threads that have been discussed. It will then open up into a workshop to help plan and prepare for the module assignment.
Psychology of Language and Language Learning

Credits: 20
Timetable: Spring term
Tutor: Danijela Trenkic
Module Number: EDU00031M
Core/Option: Option

Aims
Although language use and language learning always occur in social contexts, they are, essentially, mental processes. The main aim of the module is, therefore, to explore the relationship between the human mind and language. More specific aims will be:

- to understand better how language users (including language learners and bilingual speakers) process language
- to acquaint students with methods for studying the mental processes involved in language use and language learning
- to draw implications from research findings for how language comprehension, production and acquisition can be facilitated in educational and learning contexts

Learning outcomes
Students who successfully complete the module should:

- be aware of the complexities of language processing and the reasons why it is often difficult to manipulate them by conscious will or explicit instruction
- be familiar with the main methods used to investigate language comprehension, production and acquisition
- be able to appreciate and discuss why certain things happen, or fail to happen in language processing and language learning
- be able to evaluate the relevance of major research findings for language education

Module content
The module will consist of nine sessions of two hours. Each session will combine a presentation by the tutor, small group discussions and practical activities. Students will be given preliminary and/or follow-up exercises as homework, and will be expected to read a number of papers related to the topics introduced in the class.

Assessment
The module will be assessed by an essay of 4000-5000 words on a topic related to the module content.

Reading (preparatory and key texts only)
Course outline

Week 2  Overview of the course. An introduction to key themes of psychology of language and language learning
Week 3  Mental representations of vocabulary and grammar
Week 4  Reading: Visual word recognition
Week 5  Listening: Spoken word recognition
Week 6  Sentence processing and comprehension
Week 7  Discourse comprehension
Week 8  Speaking and writing: language production
Week 9  Language production: writing
Week 10 Language development

Course details

Week 2
Overview of the module. An introduction to key themes of psychology of language and language learning
This session will start by discussing what are and what are not the concerns of psychology of language and language learning. It will offer an overview of the topics that will be covered and questions that will be asked, explaining why answers to these questions are relevant to those involved in language teaching and learning.

Week 3
Mental representations of vocabulary and grammar
Despite the fact that language use is one of the most natural things we do, language is a very complex system. This session explores what we know (most often below the level of consciousness) about words and rules for combining them, and how such knowledge could be represented and stored in our mind. How is our mental lexicon organised, and how do we retrieve a word from it when we need it? And do bilinguals have two lexicons or one?

Week 4
Reading: Visual word recognition
As skilled readers, we recognise words in texts, and access their meaning very quickly – in fact we cannot suppress recognising a word even if we wanted to. But how does it happen? Young children cannot do it, and school children find it difficult. This session explains how children learn to read, and explores differences between skilled and unskilled readers. How do we read words: do we read every letter, or do we read words as a whole (as we might name a picture)? Do we read every word? How do our eyes move in reading, and can it tell us anything about how we read?

Week 5
Listening: Spoken word recognition
Unlike reading, listening is not something that we are taught how to do. Still, the process is not any less complex than reading. Speech comes as a continuous stream of sound, so how do we know where one word ends and the next begins? What strategies do babies use to extract words they still don’t know? What is the role of prosody, and how much does our listening depend on the context? How do bilinguals recognise words of their two languages?
Week 6
Sentence processing and comprehension
In this session we move onto the comprehension of individual sentences. The session explores how our mind parses (analyses) the grammatical structure of a sentence and which cues we rely on to do that. Do all languages rely on the same cues, and what happens in second language learning when they do not?

Week 7
Discourse comprehension (I)
In this and the next session we consider the level of discourse comprehension. How do we create a coherent mental model of what is being spoken about and how do we work out subtle relationships between what people say and what they mean? We shall introduce the notions of cohesion, context, inferences and schemata and will consider what determines individual differences in discourse comprehension skills. Some educational implications will be considered.

Week 8
Discourse Comprehension (II)
In this session we continue exploring language processing at the level of discourse.

Week 9
Language production: writing
This session turns from language comprehension to language production, with emphasis on writing. What are the main differences between speech and writing? What are the stages of writing? What are the differences between skilled and less skilled writers? How could one become a better writer?

Week 10
Language development
In the last session we turn to the question of how we acquire languages. What can babies hear and learn before and after birth? Is there anything they already know? How do children get from speech perception, though babbling and one word stage, to the acquisition of complex grammar? What are the main differences between first and second language learning? We consider a range of inventive psycholinguistic experiments that shed some light on these questions.
Quantitative and Qualitative Data Analysis

Credits 20
Timetable Spring term
Tutors Various (Module leader – Cylcia Bolibaugh)
Module Number EDU00064M
Core/Option Option

Aims
To develop students’ understanding of and ability to perform data analysis, building upon the basic understanding of data collection and analysis provided in introductory modules in the Autumn term. This is an advanced module, particularly useful for students who are considering applying for a PhD, and will involve advanced statistical methods. This module is available to MA students and can be attended by first year PhD students.

Objectives
To provide students with knowledge that will enable them to:
• Understand the debate surrounding quantitative, qualitative and mixed methods approaches to data collection and analysis, including ethical and political concerns
• Exhibit knowledge and understanding of a range of methods for analysing quantitative and qualitative data in education and related social sciences
• Understand the ethical issues involved with data management
• Critically consume research results reports
• Understand issues relating to criteria for assessing the validity of data and the interpretation of claims about the results of research.

Assessment
The module is assessed by means of a single written assignment comprising a portfolio of tasks based on the weekly content.

Reading
The recommended basic texts for this course are:

In preparation for each class you may be required to read one or more chapters from one of these books or from other sources. You should supplement this reading with more advanced materials.

Course outline
Week 2 Methodological Approaches
Week 3 Qualitative Data Analysis using NVivo (Part 1)
Week 4 Qualitative Data Analysis using NVivo (Part 2)
Course details

Week 2
Methodological approaches in educational research
Students will be introduced to the different philosophies of social science which underpin research in education. We will consider so-called quantitative, qualitative and mixed methods approaches and the underlying assumptions associated with each, in particular their different views about the purpose and possibilities of empirical research for understanding education.

Week 3
Qualitative Analysis with NVivo (Part 1)
The session will start with an introduction to computer-assisted qualitative data analysis (CAQDA), clarifying what it can and cannot do, dispelling some of the myths surrounding it and helping approach data analysis with more realistic expectations. The session will introduce NVivo – a widely used CAQDA software package - exploring the user interface, key NVivo/ CAQDA terminology and main functions with the help of a sample project.

Week 4
Qualitative Analysis with NVivo (Part 2)
Building on the previous week, this session will cover importing data sources into NVivo, coding, auto-coding and visualisation. We will work with a variety of data formats, e.g., text-based documents, photos and audio/video recordings.

Week 5
Classroom Observation and Data Analysis
This session will focus on observation research and data analysis relevant for this type of research. The strength and weaknesses of using observations will be first considered and then different types of observation, such as structured, semi-structured, unstructured, and when these types are appropriate, will be discussed. Methods of analysing data from different types of observations will be then evaluated. Students will also have an opportunity to look at examples of different types of observation and examine their application in different learning and teaching contexts.

Week 6
Non-parametric Tests
In the first part of this session non-parametric tests, including ranks tests (e.g. Wilcoxon rank-sum test, Wilcoxon signed rank test, and Spearman rank correlation) and the Chi-square test, will be introduced. The assumptions of these tests will be considered and compared with those of parametric tests. In addition, the relative power of non-parametric and parametric tests will be discussed. The second part of
the session will focus on using SPSS to run non-parametric tests. It will comprise a series of practical activities in which students will re-analyse data from published research using the tests introduced in the session.

Week 7
Regression
This session will introduce simple regression, multiple regression and logistic regression. We will run regressions using SPSS, from data entry to the interpretation of the output.

Week 8
Analysis of Variance
This session will introduce Analysis of Variance (ANOVA). We will look at one-way and factorial ANOVA, including within- and between-group designs, post hoc tests and planned contrasts, and effect sizes. We will run tests using SPSS, from data entry to the interpretation of the output.

Week 9
Principal Component and Factor Analysis
This session will look at the use of factor analysis as a means of identifying key dimensions which might be involved in exploring multi-faceted constructs.

Week 10
Missing Data
Real research, particularly involving primary data collection, usually involves some sort of missing data problem. We may be missing whole cases or particular items within cases. In this session we will consider the effect which missing data might have on our ability to make inferences and draw conclusions and consider what we might do to mitigate missing data problems.
Research Methods in Education

Credits  20
Timetable  Autumn term - this module starts in week 1
Tutors  Paul Wakeling and Vanita Sundaram
Module Number  EDU00034M
Core/Option  Core for MAGICE, MAE

Aims
To provide students with an introductory level of knowledge and skills in educational research methods.

Objectives
To provide students with a variety of methodological frameworks that will enable them to:
- understand methods used and results presented in published educational research;
- design and conduct a piece of educational research;
- employ suitable analysis techniques;
- provide a valid interpretation of the data collected;
- write a research report.

Assessment
The module is assessed by means of a closed unseen two hour examination in Week 1 of Spring term.

Reading
The recommended basic texts for this course are:

In preparation for each class you may be required to read one or more chapters from one of these books or another set text. Both of these books can be found in key texts in the library so you need to familiarise yourself with the process for using books that are located in the key text facility at the library. Cohen et al is also available as an ‘eBook’. These books will give you a basic knowledge and understanding of research methods. You should supplement this reading with more advanced texts, which can also be found in the library.

Web Site
This module is supported by the Yorkshare Virtual Learning Environment (VLE). Yorkshare can be accessed at http://vle.york.ac.uk/. During the first session in week 1, you will be introduced to the Research Methods module on the VLE. The module is being taught in conjunction with the learning materials available on the VLE. The interactive nature of the materials will allow you to fully engage with the subject area and be in control of your learning and progress through the module.
Follow up activities
After most sessions you will be given a follow up activity. These activities may take some time to complete so make sure you have built in to your weekly schedule time to complete these tasks. These instructor led sessions are designed to provide an introduction to the various aspects of research design. However, in order to gain a comprehensive knowledge of various aspects of research design especially those that interest you the most and ones you intend to use in the future, it is imperative that you also allow time during the week to complete additional readings. As part of your studies it is important that you embark on a process of self-directive learning in addition to the formal lecturers that are instructor led.

Course outline
Week 1  Principles of research design
Week 2  Experiments
Week 3  Interviews
Week 4  Observation
Week 5  Analysing qualitative data
Week 6  Survey research and questionnaires
Week 7  Quantitative data analysis I
Week 8  Quantitative data analysis II
Week 9  Quantitative data analysis III
Week 10 Reporting research and presenting data

Course details

Week 1
Principles of research design (PW)
We will consider how to frame research aims and research questions and how to move from these to methods of data collection. The session will provide guidance on the kind of research appropriate to MA level and what to expect when undertaking research, using examples. We will also consider ethics in educational research.

Week 2
Experimental design (PW)
Experiments and ‘randomised control trials’ have recently made a comeback in educational research, after a long period in abeyance. We will cover the rationale for experiments and how to ensure good experimental design. We will contrast experimental methods with other educational research methods and assess their strengths and weaknesses.

Week 3
Interviews (VS)
Interviewing is one of the most popular of educational research methods. This session will outline different types of interview; consider some of the practical considerations associated with interviewing (how, who and when to interview) as well as their strengths and weaknesses as a research method.
Week 4
Observation (VS)
We will cover the various kinds of observational method used in educational research. This will include participant and non-participant observation, ethnography and structured observation techniques (such as systematic observation schedules) as they apply to educational settings.

Week 5
Analysing qualitative data (VS)
Qualitative methods usually generate quite large amounts of data, typically, but not always in the form of text. In recent years a range of approaches have been developed for analysing such data, alongside computer software which is designed to aid sorting, marking and searching text, images and sound. We will consider techniques and see some software in action.

Week 6
Survey research and questionnaires (PW)
Survey research is one of the most established ways of collecting information from individuals. This session will serve an introduction to survey research and will provide an overview of principles of sampling and question design. While structured interviews are often used to collect survey data, questionnaires remain one of the most popular tools for collecting data. In this session we will consider what makes a question a good measure.

Week 7
Quantitative data analysis I (PW)
Questionnaires and experiments produce numerical data. In this session we will discuss some basic concepts of quantitative research, such as population, sample, variable and so on. We will explore how to present numerical data using figures, tables and graphs. We will also start using the statistical software SPSS.

Week 8
Quantitative data analysis II (PW)
In this session we will learn some basic facts about correlation and regression, and we will see how researchers use them. We will then learn to run correlations and regressions using SPSS, from data entry to the interpretation of the output.

Week 9
Quantitative data analysis III (PW)
In research we often compare groups, for instance native- and non-native speakers of English. We also compare the same group on different occasions, for instance testing children before and after their first day of school. In this session, we will explore some of the most widely used statistical tests, and we will learn how to choose the appropriate test for our data.

Week 10
Reporting research and presenting data (PW)
Reporting research findings and presenting data can be a very challenging aspect of the research process. In this session we will cover the basic organisation of research reports.
Research Methods in Language Learning & Teaching

Credits 20
Timetable Autumn term (this module starts in week 1)
Tutors Zoe Handley, Jan Hardman & Leah Roberts
Module Number EDU00033M
Core/Option Core for MAALLT, MAALELT, MATESOL

Aims
To introduce students to the main methods used to research language learning and teaching. The relationships between research questions, methods, data analysis and subsequent claims will be explored.

Objectives / Learning Outcomes
Students who successfully complete the module should be able to:

- Exhibit knowledge and understanding of a wide range of methods for carrying out research in language learning and teaching
- Critically consume research reports in terms of the suitability of their methods and the implications the methods have on the substantive claims made.

Subject matter to be covered
A range of research methods are presented and discussed in the ten sessions (both tutor-led and workshop style). Many of the methods discussed are applicable to more general educational research and will include qualitative and quantitative data collection and analysis techniques (interview, focus group, survey, participant and non-participant observation, experimental design and an introduction to basic descriptive and inferential statistics). There will also be an introduction to techniques that are more specific to applied linguistics (e.g. transcription of second language learner data, learner language data elicitation techniques, on-line and off-line think-aloud, computerised grammatical analyses). Students will consider the strengths and limits of each method discussed, the potential of combining methods where appropriate and the types of evidence available to the language education researcher. Each session will consider issues of research design, data collection and analysis associated with the methods discussed. Students will be given reading and/or activities to do before and/or after the sessions. Students’ awareness of national and international research networks and associations will be raised (e.g. BERA, EERA, AERA, BAAL, EUROSLA, AAAL).

Assessment
The module is assessed by means of a closed unseen two hour examination in Week 1 of Spring term. Most of the questions will be in multiple choice and short answer formats; the remaining questions will be of a more open format, requiring responses with a few sentences.

Reading
Key texts:
General research methods texts

**Research methods in applied linguistics**

**Qualitative data analysis**

**Quantitative data analysis**

**Course outline**

**Lectures:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Research questions, literature and basic concepts</td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
</tr>
<tr>
<td>3</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>4</td>
<td>Interviews and focus groups</td>
</tr>
<tr>
<td>5</td>
<td>Self-report &amp; introspection</td>
</tr>
<tr>
<td>6</td>
<td>Language learner data elicitation</td>
</tr>
<tr>
<td>7</td>
<td>Qualitative data analysis</td>
</tr>
</tbody>
</table>
Week 8: Computer workshop: Introduction to quantitative data analysis
Week 9: Quantitative data analysis: Correlations
Week 10: Quantitative data analysis: Causes and Experimental Design

Seminars:
Week 2: Basic concepts and observation
Week 4: Questionnaires and interviews
Week 6: Self report, introspection, and language learner data elicitation
Week 8: Qualitative data analysis
Week 10: Quantitative data analysis

Course details

Week 1
Introduction
This session will introduce the module by considering the range of research questions which can be asked in language education and emphasising that these questions impact on the choice of research methods. The notions of sampling and populations will be introduced, and ethical issues in language education research will be raised. Guidance will also be given about the use of literature to support your work.

Week 2
Observations
The session will consider how classroom observations can be carried out, including some evaluation of the different varieties of observation (structured, participant). The type of data generated by observations will be evaluated. Special consideration will be given to the sorts of things that may be of interest in a language classroom.

Week 3
Questionnaires
This session will provide a basic overview of when questionnaires are appropriate and how to use them as part of a language-related survey or research study. The session will cover the strengths and limitations of data gathered from questionnaires and consider the design, administration, and analysis of questionnaires. The session will also provide an introduction to how to report the work done on a questionnaire-based study.

Week 4
Interviews & focus groups
The design, role and processes of interviews and focus groups will be discussed and evaluated, including, for example, issues relating to researcher/researched relationships and transcription conventions. The focus will be on the use of interviews for finding out about people's attitudes and approaches to language learning and teaching.

Week 5
Self-report and introspection: Online, off-line & diary keeping
This session will consider the design and role of think-aloud techniques and other methods of self-report and reflection (often used to probe learners’ thoughts while...
they are carrying out a language learning task). The use of learner and teacher diaries in research will also be discussed in this session.

**Week 6**

**Language learner data elicitation**

This session will present a range of techniques for eliciting language learner data, including ‘grammaticality judgement’ tests, multiple choice and fill-in-the-gap tests, translation and recall comprehension tasks, narratives (based on films, cartoons or pictures), conversations and elicited imitation. The techniques will be evaluated in terms of the kind of data they give us and the claims that can be made from such data. We will discuss.

**Week 7**

**Qualitative data analysis**

Qualitative methods usually generate quite large amounts of data, typically, but not always in the form of text. In recent years a range of approaches have been developed for analysing such data, alongside computer software which is designed to aid sorting, marking and searching text, images and sound. We will consider techniques and see some software in action.

**Week 8**

**Computer workshop: Introduction to quantitative data analysis**

This session will introduce some basic descriptive statistics often used in language research. Students will then be required to manipulate and present data using Excel and SPSS, and carry out some basic calculations and analyses.

**Week 9**

**Quantitative data analysis: Correlations**

In this session the notion of correlation will be presented. The advantages and pitfalls of using correlation in the study of teaching and learning will be discussed. Simple statistics for exploring correlation will be explained, along with the importance of considering the nature of language learner data before statistical tests are used (e.g. is it normally distributed, what kind of numbers are being used?).

**Week 10**

**Computer workshop: Causes and Experimental Design**

In this session, the concepts of controlling variables and randomisation in language education research will be introduced. This will use examples of both classroom-based and laboratory experimental studies which have used pre and post testing and control groups. Studies along these lines tend to use certain statistical procedures for exploring differences (e.g. t tests and their non-parametric equivalents) and these will be presented to enable students to consume reports using these techniques.
Teaching and Assessing Speaking Skills

Credits  20
Timetable  Autumn term
Tutor  Andrej Cirocki
Module Number  EDU00023M
Core/Option  Option

Aims
In spite of a general agreement amongst language teachers and applied linguists today that language learning and teaching should be primarily discourse-led, pronunciation and speaking skills do not typically take centre stage in the language classroom. In fact, some aspects of speaking, such as intonation, have in the past been deemed ‘unteachable and unlearnable’ (Jenkins 2000). This module explores the central concepts and issues surrounding the learning, teaching and testing of oral skills, and provides opportunities for students to practice for themselves a variety of teaching and testing methods in group work sessions. Current debates, such as the question whether learners should be taught to speak like native speakers or not, and how speaking can best be assessed, will be critically discussed.

Learning outcomes
Students who successfully complete the module will have developed a critical awareness and understanding of:
the phonetic and prosodic system of English;
current methods for teaching and testing pronunciation and conversational skills;
current debates concerning native vs. non-native pronunciation targets and intelligibility;
the issues surrounding native and non-native speakers' attitudes towards native and non-native accents.

Module content
The module will consist of tutor-led sessions, involving many group activities and discussions. Students will be expected to complete selected course readings prior to most sessions.

Assessment
The module is assessed by an essay of 4000 – 5000 words on a topic related to the module, and demonstrating learning outcomes.

Reading
Essential reading:
Wider reading

Course outline
Week 2 Spoken genres for TESOL: Presentation, discussion, conversation
Week 3 Pronunciation: English phonetics and prosody
Week 4 Teaching pronunciation
Week 5 Intelligibility
Week 6 Conversational skills and fluency
Week 7 Teaching conversational skills
Week 8 Assessing speaking: Methods
Week 9 Assessing speaking: Challenges
Week 10 Accents and attitudes

Course details

Week 2
Spoken genres for TESOL: Presentation, discussion, conversation
This session will introduce the main characteristics of speech, and the main genres of speaking. In TESOL, three main areas of speaking skills are typically focused on: presentation skills, (seminar) discussion skills and conversational skills. While the first involves primarily monologue, discussion and conversation are by definition not only linguistic, but also interactional activities. We will look at the skills involved in each of them, and consider how interactional and social skills may vary across languages.
Week 3
**Pronunciation: English phonetics and prosody**
Pronunciation is a primary aspect of speaking. In order to teach and assess it confidently, a basic knowledge of the English sound and prosodic system is required. This session provides an introduction to the phonetics and prosody of English, and the role of prosodic features for English conversation.

Week 4
**Teaching pronunciation**
This session takes a look at how the phonetic and prosodic aspects of speech can be taught. A variety of methods and practical approaches will be introduced, and students will try out a number of exercises and tasks themselves. We will also discuss whether it is sensible to separate phonetic and prosodic pronunciation from the conversational context in which it is used, as has been done frequently in the past; or whether they should be considered together, a trend that can be seen in current pronunciation teaching materials.

Week 5
**Intelligibility**
In the first half of this session students will practice teaching pronunciation according to lesson plans they have designed by themselves. In the second half, the issue of intelligibility of learners’ speech will be introduced. We will consider which features make learner speech more or less intelligible, and we will also discuss ‘hearing with an accent’, i.e. the contribution that the listener must make in any interaction involving non-native speakers.

Week 6
**Conversational skills and fluency**
This session considers those speaking skills that are interactional, rather than phonetic or prosodic in nature. In particular, the session considers the notion of fluency, a term frequently used oral assessment descriptors. However, upon closer inspection, fluency is a vague and sometimes problematic concept. For example, a simplistic definition of fluency as a lack of hesitation does not take into consideration that native speakers, too, often hesitate in order to plan what they are going to say. In discussing this issue, we will try to arrive at a flexible working definition of fluency, and of conversational skills.

Week 7
**Teaching conversational skills**
This session explores how conversational skills can best be taught, given that their very nature depends on the spontaneous negotiation process that defines natural conversation. Different teaching methods are introduced, such as those that focus on discourse functions, contexts, genres, or interpersonal collaboration. As in previous sessions, students will try out various exercises themselves, and discuss which approach seems the most promising.
Week 8  
**Testing speaking: Methods**  
In the first half of this session students will practice teaching conversational skills according to lesson plans they have designed by themselves. In the second half the session presents different types of oral assessment, and students are given opportunities to try out some of them for themselves. Individual methods are discussed in relation to their ability to incorporate the many aspects of language competence which occur simultaneously during oral assessment.

Week 9  
**Testing speaking: Challenges**  
In this session the issues surrounding the creation and interpretation of rating scales is discussed with reference to some of the most commonly used examples. Students then have the opportunity to conduct a full oral exam in groups. Finally, we consider some of the potential problems that arise when we assess speaking, such as the issue of World Englishes.

Week 10  
**Accents and attitudes**  
The final session will introduce research on native speakers’ attitudes to different (degrees of) non-native accents, and discuss the relevance of these findings for language teachers. The topics covered in the module will then be summarised and evaluated.
Teaching and Assessing Writing Skills

Credits 20
Timetable Autumn term
Tutor Bill Soden
Module Number EDU00052M
Core/Option Option

Aims
This module aims to provide an understanding of the approaches to teaching, assessing and researching different types of writing at a practical as well as a theoretical level. The aim is to explore the nature of academic writing and its challenges, while also exploring the design of classroom tasks and ways in which writing can facilitate L2 development. An initial focus on the different genres related to writing in English lead on to a consideration of claims for a ‘post-process’ era in teaching writing. Traditional writing tests and classroom assessment will be critically reviewed along with the crucial role of feedback. Students are encouraged to identify the challenges behind writing in a second language and the role of cross cultural variation in teaching and learning writing. Students are also required to critically reflect on a range of different strategies and approaches when teaching writing in EFL/ESL/EAP settings.

Learning outcomes
Students will gain:

- A comprehensive understanding of the various genres of writing
- An awareness of theoretical approaches including process and genre
- An understanding of the differences in writing strategies across cultures
- An understanding of the differences in teaching and assessing writing in various contexts (EFL/ESL/EAP)
- The ability to critically evaluate the role of feedback in ESL and academic contexts, including the correction of written errors and the concept of feedback
- An understanding of the potential of technology in relation to teaching and assessing writing
- An idea of potential research areas for dissertation topics

Module content
This module comprises tutor-led sessions combined with more practical workshops based on student presentations. Students will be asked to complete the required readings, and work in groups to present and reflect on teaching approaches and materials.

Assessment
The module is assessed by an essay of 4000 – 5000 words on a topic related to the module content.
Reading
The key texts for this module are (in no particular order; * = electronic resource):


Other recommended resources


Course outline

Week 2 An introduction to genres of writing
Week 3 Process and ‘post-process’
Week 4 Academic writing and culture
Week 5 ‘Writing to learn’ versus ‘learning to write’
Week 6 Designing writing activities and tasks
Week 7 Assessing writing
Week 8 Feedback
Week 9 Technology and writing
Week 10 Final review: Researching writing

Course details

Week 2
An introduction to genres of writing
The purpose of this session is to provide an overview on the variety of written discourse in English. This session will introduce students to various types of writing, looking at standard texts used in classrooms but also focusing on essay writing and the differences in academic essays, descriptive essays, narrative essays, argumentative essays and persuasive essays.

Week 3
Process and post process
This session looks at the nature of the process approach and more recent criticism of it, examining various strategies related to process stages, such as brainstorming, free-writing. The session also focuses on current approaches and how they are presented in materials.

Week 4
Academic writing and culture
The session considers the nature of academic writing and the relevance of Contrastive Rhetoric (CR) to understanding the challenges it poses for L2 learners. Key aspects of academic writing such as coherence and grammatical metaphor will also be discussed.

Week 5
Writing to learn versus learning to write
The role of writing in developing L2 acquisition is critically explored, along with implications in terms of teaching materials.

Week 6
Designing writing activities and tasks
The focus of this session is on how to create activities and tasks that best engage learners in our aims to promote learning to write or writing to learn.

Week 7
Assessing writing
The distinction between formative and summative assessment is the basis for an exploration of traditional writing tests and classroom based writing assessment. The value of micro and macro skills in clarifying test purpose and content will be considered along with the topic of ‘authenticity’ in assessing writing.

Week 8
Feedback
A consideration of the role of feedback in EFL/ESL and academic contexts is the basis for this session. We will look at the issues surrounding written corrective feedback, but also how feedback on writing in the EFL context and in the context of academic studies provide similar or conflicting implications for feedback practices.
Week 9
Technology and writing
This session looks at the use of different types of technology such as blogs/wikis and screencapture tools in teaching and assessing writing.

Week 10
Final review: Researching writing
The final session provides a space to review key concepts covered earlier and to prepare for the assignment. The session will also identify potential topics for future research, with the aim of providing useful ideas that could be explored at the dissertation stage.
Teaching and Learning Citizenship and Global Education

Credits  20
Timetable  Spring term
Tutor  Ian Davies
Module Number  EDU00038M
Core/Option  Both (Core for MA Global & International Citizenship Education)

Aims
This module will explore some key features relevant to teaching and learning citizenship and global education (CGE). There will be opportunities in sessions to reflect on the meaning and practice of human rights education.

Objectives/learning outcomes
To introduce students to key ideas and practices about teaching and learning citizenship:

- an understanding of these key ideas
- an understanding of how these ideas provide a framework to consider and evaluate teaching and learning
- an awareness of recent research making use of these key ideas

Assessment
An essay of 4,000 to 5,000 words in length on a topic covered in the course.

Reading
All essential reading is electronically available and shown on the module vle site
The essential preparatory reading for this module is:
Paul Whiteley, 2012, Does citizenship education work, Parliamentary Affairs, pp. 1-23

Useful texts that can be consulted as part of your wider preparatory reading are:

Course outline
Week 2  What are the overarching pedagogical issues?
Week 3  Avoiding indoctrination, embracing bias?
Week 4  Teaching CGE through ‘mainstream’ subjects
Week 5  Teaching CGE through school councils
Week 6  Teaching CGE through mock elections
Week 7  Teaching CGE through community projects
Week 8  Learning CGE
Week 9  Assessing CGE
Week 10 Conclusions
Course details

Week 2
What are the overarching pedagogical issues?
If CGE is so contested, how is it possible for teachers to act intelligently and professionally and not be criticised? What sort of pressures are acting upon teachers and what are the boundaries within which they can operate?

Week 3
Avoiding indoctrination, embracing bias?
One of the main obstacles to accepting the need for CGE has been the fear that unscrupulous or unthinking teachers will indoctrinate pupils. In this session we will explore what is meant by indoctrination, evaluate the power of teachers to force views upon their students and to discuss the ways in which pluralistic perspectives can be adopted.

Week 4
Teaching CGE through ‘mainstream’ subjects
Some claim that so-called mainstream subjects like history, language and science can be vehicles for CGE. On what are these claims based, how do teachers take action and is success achieved?

Week 5
Teaching CGE through school councils
Many schools in different parts of the world involve students in the governance of their own institution. This session will explore why and how this is done and whether positive outcomes are achieved.

Week 6
Teaching CGE through mock elections
Schools find it especially difficult to promote understanding and action in relation to political matters. In this session we will review the ways in which some schools act to promote political participation. The aims and practices regarding mock elections will be emphasised.

Week 7
Teaching CGE through community projects
If communitarianism is a concept that is relevant to CGE then there is a need to explore what schools do in order to break down barriers between the institution and its wider connections. What do schools consider constitute the key elements of a community (local, national, global) and how do they act to promote involvement?

Week 8
Learning CGE
This session will attempt to shift the emphasis from goals and aspirations towards what students actually learn. We will review a number of ways of reviewing students’ progress and focus on the use of textbooks in several countries.
Week 9
Assessing CGE
We will discuss and explore the difficult issues associated with assessment of CGE. For some, CGE should be 'caught not taught'. It is claimed by some that CGE is not a subject at all and should avoid the machinery of tests, examinations and certificates. For others, CGE would lose status and coherence by avoiding assessment.

Week 10
Conclusions
This session will pull together the threads of work undertaken throughout the term. We will not seek to establish a single consensus but each student should have a reasonably clear idea of the issues associated with the complex questions we have been investigating. In short, students should not know the 'answer' but rather be able to discuss cogently and coherently their response to the challenge of how CGE may be taught, learned and assessed.
Teaching and Learning in Schools

Credits 20
Timetable Autumn Term
Tutor Chris Kyriacou
Module Number EDU00039M
Core/Option Option

Aims
This course will explore some key features of teaching and learning in schools.

Objectives
To introduce students to key psychological ideas that have been applied to teaching and learning in schools. The module will provide students with:
• an understanding of these key ideas;
• an understanding of how these ideas provide a framework to consider and evaluate teaching and learning; and
• an awareness of recent research making use of these key ideas.

Assessment
An essay of 4,000 to 5,000 words in length on a topic covered in the course.

Reading
The key text for this course is:

Two other useful texts that can be consulted as preparatory reading are:

Course outline
Week 2 Models of teaching
Week 3 Effective teaching
Week 4 Pupil learning
Week 5 Learning activities
Week 6 Pupil differences
Week 7 Teaching skills
Week 8 Teacher-pupil relationships
Week 9 Pupil misbehaviour
Week 10 School improvement
Course details

Week 2
Models of teaching
This session outlines the programme and the theoretical frameworks used to explore teaching and learning in schools. Particular attention will be paid to the context-process-product model of effective teaching.

Week 3
Effective teaching
This session considers the nature of effective teaching and the key concepts and processes involved. Particular attention will be paid to the notions of attentiveness, receptiveness and appropriateness.

Week 4
Pupil learning
This session considers the nature of the learning process and the developmental, cognitive, and affective issues involved. Particular attention will be paid to constructivist models of learning, cognitive processes, and theories of motivation.

Week 5
Learning activities
This session considers how the different types of learning activities used by teachers can promote effective learning. Particular attention will be paid to differences between teacher-centred and pupil-centred models of teaching and learning.

Week 6
Pupil differences
This session considers the key ways in which pupils differ and their implications for effective teaching and learning. Particular attention will be paid to ability, social class, gender, motivation, race and special educational needs.

Week 7
Teaching skills
This session considers the key skills that underpin effective teaching and how they provide a basis for effective classroom practice. Particular attention will be paid to how such skills relate to the qualities involved in effective teaching.

Week 8
Teacher-pupil relationships
This session considers the nature of sound teacher-pupils relationships. Particular attention will be paid to the humanistic approach to teaching and learning.

Week 9
Pupil misbehaviour
This session considers how teachers can deal effectively with pupil misbehaviour. Particular attention will be paid to pre-emptive strategies and the use of assertive discipline.
Week 10
School improvement
This session will focus on how schools can change to provide more effective
teaching and learning. Particular attention will be paid to the use of teacher
appraisal, performance management, school inspections, and external measures of
standards.
Teaching and Learning Language

Credits 20
Timetable Spring term
Tutor Zoe Handley, Emma Marsden, Andrej Cirocki
Module Number EDU00043M
Core/Option Core for MAALLT, MAALELT

Aims
- To improve your understanding about different language learning theories and their (potential) implications for language teaching.
- To provide an overview of how approaches to second and foreign language teaching have evolved over the last few decades.
- To enable you to develop informed opinions about the challenges and tensions involved in language teaching practice, both generally and in your own context.
- To enable you to develop a critical appreciation of research in language teaching and learning.

Objectives/learning outcomes
Students who complete the module successfully should:
- Understand the main recent ideas about language teaching and learning, plus their rationale;
- Be able to evaluate the strengths and weaknesses of these language teaching ideas, in terms of a) the main assumptions underlying them b) the theories of learning underpinning them c) the research evidence which is related to them d) their practical implications for the classroom;
- Be able to assess the relevance of issues covered in the module to their own teaching situation.

Module content
The module will comprise nine sessions, involving presentations by the tutor, group discussions and small-group activities. The handouts will be given out in advance, and students will be expected to read them before each session. Students will be required to participate in activities such as group discussions and pair work, and may be asked to make short presentations at times. Preparatory reading for the following session will be given out at the end of each session.

Assessment
Assessment is by 4,000-5000 word assignment which will reflect the aims and learning objectives of the module.

Reading

http://subjectguides.york.ac.uk/e-resources


---

**Course Outline**

Week 2 Communicative competence and assessing language competence

Week 3 An introduction to methods of language teaching

Week 4 Exploring methods of language teaching

Week 5 Classroom interaction for teaching and learning

Week 6 Vocabulary teaching and learning

Week 7 Learning strategies

Week 8 Teaching grammar

Week 9 Individual differences and motivation

Week 10 An introduction to Computer-Assisted Language Learning
Course details

Week 2
Communicative competence and assessing language competence
Fundamental in any discussion of language learning and teaching is defining what we actually mean by ‘language’ – what is it, exactly, we want learners to learn? Building on aspects of the core module, Language for Education from term 1, this session will review how the notion of communicative competence has developed. We will consider several examples of how this has important implications for practical decisions, such as curriculum design and the measures we use to say how well a learner uses the language.

Week 3
An introduction to methods of language teaching
The session will begin by briefly introducing the concepts of approach and method. Criteria for critically examining approaches and methods of language teaching will then be introduced, with a particular emphasis on the theories of (language) learning which under-pin the different approaches and methods. The session will conclude with a brief introduction to the history of language teaching and the examination of some of the earliest approaches to language teaching.

Week 4
Exploring methods of language teaching
In this practical session, we will continue to explore the history of language teaching through practical demonstrations of the most significant developments in the field. In week 2, students will be put into groups and each group will be assigned a method of language teaching which they will be asked to demonstrate to the rest of the group in this session. Each of the demonstrations will be followed up with a reflection on the theoretical underpinnings of the method, the roles of teacher and students in the method, and its strengths and limitations, with an emphasis on considering what is worth retaining or developing from the methods discussed.

Week 5
Classroom interaction for teaching and learning
This session will focus on language classroom interaction. It will begin with an exploration of general patterns of interaction typically observed in the classroom such as initiation-response-follow-up (IRF) sequences. The interaction hypothesis and negotiation of meaning will then be introduced and possible implications for classroom interaction will be discussed. The discussion will particularly focus on the types of error correction associated with IRF sequences and negotiation of meaning.

Week 6
An introduction to vocabulary teaching and learning
In this practical session, working in groups, based on pre-class readings students will be asked to devise their own checklist for the evaluation of ELT vocabulary materials. Following a discussion of possible criteria for the evaluation of vocabulary materials, students will engage in the critical examination of some ELT vocabulary teaching materials. Suggested improvements will be discussed in light of the findings of research introduced in the pre-class readings. Finally, issues in vocabulary testing will be briefly introduced.
Week 7
Exploring learning strategies
This session will explore foreign language learning strategies within three broad categories, metacognitive strategies, cognitive strategies, and social and affective strategies. Using examples from research into a specific skill, practical application for the language teacher and the language learner will be examined in further detail.

Week 8
Teaching grammar
This session will explore what sort of grammar can and should be taught, and the different approaches to teaching it that have been researched in the last couple of decades. The theoretical rationale and practical implications of some of these approaches to teaching and assessment will also be discussed.

Week 9
Individual differences and motivation
This session will begin by broadly exploring the concept of individual differences and consider a range of individual difference variables that might have an impact on language learning. It will then focus in on one of these variables, namely motivation and critically examine the main theories of motivation which have been proposed in the literature. The session will conclude with a discussion of motivational teaching practices.

Week 10
An introduction to Computer-Assisted Language Learning (CALL)
This session will begin by briefly introducing the main developments in CALL. This will be followed by a discussion of approaches to CALL evaluation and research. The session will conclude with a critical examination of the affordances of a range of different technologies which have been proposed for use in language teaching and learning and language testing.
Teaching English for Academic Purposes

Credits 20
Timetable Spring term
Tutor Florentina Taylor
Module Number EDU00009M
Core/Option Option

Aims
- To develop a critical awareness of linguistic features typical of academic contexts and an understanding of how these can be taught and evaluated
- To develop the ability to identify learner needs and design appropriate programmes of language-related support
- To develop the ability to analyse and evaluate academic tasks and teaching materials with reference to specific learner needs

Module content
The module will consist of 9 two-hour sessions. Each session will involve a mixture of tutor input, group discussion and small-group practical activities. Students will be expected to read selected parts of the core texts or selected articles before each session and come to class prepared to participate actively in discussions building on this reading.

PLEASE NOTE: While your academic English may well improve as a result of taking this module, its main aim is to help you teach (or find out about teaching) English for Academic Purposes.

Assessment
Assessment is by a 4,000-5,000-word written assignment on one of several topics provided. You will be given more information about assessment at the beginning of the module and will have opportunities to ask questions about the assessment (and module content) throughout the term.

Reading
Apart from the bibliographies recommended for each session, you will find the following titles useful:
**Course outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Introduction and overview of the module; introduction to teaching</td>
</tr>
<tr>
<td></td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>Week 3</td>
<td>Critical thinking and argumentation</td>
</tr>
<tr>
<td>Week 4</td>
<td>Grammar and vocabulary</td>
</tr>
<tr>
<td>Week 5</td>
<td>Listening and reading</td>
</tr>
<tr>
<td>Week 6</td>
<td>Speaking</td>
</tr>
<tr>
<td>Week 7</td>
<td>Writing</td>
</tr>
<tr>
<td>Week 8</td>
<td>Assessment and feedback</td>
</tr>
<tr>
<td>Week 9</td>
<td>Needs analysis</td>
</tr>
<tr>
<td>Week 10</td>
<td>Materials and syllabus design</td>
</tr>
</tbody>
</table>

**Course details**

**Week 2**

**Introduction and overview of the module; introduction to teaching English for Academic Purposes**

After an introduction to the module, its aims, assessment methods and the VLE component, the first session will provide a general introduction to ESP (English for Specific Purposes), of which EAP is considered to be a part. We will discuss the role of language and academic literacy, as well as the debatable role of the EAP teacher, with reference to various departmental policies and support channels.

**Week 3**

**Critical thinking and argumentation**

This session will explore ways of helping EAP students identify and build oral and written arguments, and will, therefore, form a basis for the entire module. We will discuss and apply critical reading and writing, as well as principles of critical argumentation in writing (e.g., assignments) and speaking (e.g., presentations). We will return to these concepts throughout the module.

**Week 4**

**Grammar and vocabulary**

In this session we will discuss the specifics of teaching grammar and vocabulary for academic purposes, with reference to the basic skills covered in the next sections. We will also look at issues such as subjectivity and ‘voice’, metadiscourse, coherence and cohesion.

**Week 5**

**Listening and reading**

Listening and reading for academic purposes will be discussed together, as the two basic receptive skills. We will explore principles of selecting materials and teaching listening & reading strategies. Listening to lectures and reading for assignment/dissertation writing will be given special attention. The session will also cover note-taking for higher education purposes.

**Week 6**

**Speaking**

This session will explore developing speaking skills for group discussions, seminar participation, presentations and other higher education purposes. We will refer to
some of the issues covered in session 4 and we will discuss audience awareness in speaking (continuing the discussion in the next session, with respect to writing).

**Week 7**  
**Writing**  
In week 7, we will discuss principles of teaching writing for higher education purposes, continuing our discussion of audience awareness with reference to academic genres and discourse communities. We will also discuss referencing and academic integrity, exploring ways in which these can be taught/facilitated on EAP courses.

**Week 8**  
**Assessment and feedback**  
This session will cover various approaches and types of formal assessment used on EAP courses, as well as informal tutor/peer assessment and principles of meaningful feedback.

**Week 9**  
**Needs analysis**  
Having covered the main aspects of teaching language for academic purposes, in this session we will explore the principles and practicalities of conducting needs analyses with a view to designing EAP materials and syllabi. Using the insights gained in the previous sessions, we will discuss different stakeholders, approaches and methods used or taken into account in the process of needs analysis.

**Week 10**  
**Materials and syllabus design**  
The last session of the module will draw on the content of all the previous sessions, discussing principles of materials and syllabus design with a view to addressing learner needs within given course constraints.
Teaching World English

Credits: 20
Timetable: Autumn term
Tutor: Joe Fagan
Module Number: EDU00024M
Core/Option: Option

In its earliest days English was no more than a local language barely known outside of a small corner of Europe, while in the last two to three centuries it has become a highly influential global language. This module will explore the ways in which English has become a world language and the role English now plays in the modern world. The practical implications for teachers and students in both ESL and EFL contexts of the status English in various contexts will be investigated.

Learning outcomes:
Students who complete the course successfully should be able to:
- articulate the factors that have led to the spread of English and the impact that this spread has had on the English language and how it is taught
- engage critically with the current debates regarding questions of standard and variety in English and how they relate to the construction of national and individual identities, with particular relevance to the implications for teaching and learning
- understand the relevance of culture in language use, both in oral and written contexts
- understand issues relating to national language and educational policies and planning, in particular the role of English within the national framework. Students should be able to reflect on this as it relates to their context of interest
- understand issues relating to the teaching of English as an international language (EIL) and non-native speaking teachers of English

Module content
This module will consist of tutor-led sessions involving presentations, discussion and tasks, plus follow-up activities. Students will be expected to complete a mid-term written assessment of 700-1000 words. This will be assessed but the mark will not be included in the final degree.

Assessment
Assessment is through an essay of 4,000 to 5,000 words in length on a topic covered in the course, and demonstrating the learning outcomes.

Reading
Course outline

Week 2  Defining World English
Week 3  Standard and variety
Week 4  Teaching English as an international language.
Week 5  English, the non-native speaking (NNS) teacher and Communicative Language Teaching (CLT)
Week 6  Language and identity
Week 7  Language and culture
Week 8  Language planning and language policy: English-medium education and bilingual education
Week 9  Workshop/Review
Week 10 English around the world: student presentations

Course details

Week 2
Defining World English
The first session will examine the historical and cultural context of the spread of English in order to answer two major questions: 1) what does the notion of world English signify? 2) Why has English and not any other language assumed a dominant linguistic role in the contemporary world? Major explanatory frameworks of language spread will be introduced and their claims examined in the light of historical and empirical evidence.

Week 3
Standard and variety
This session examines the process of language standardization in the history of English by focusing on British and American English and the processes that promote uniformity in language use. It also examines the questions of Standard English and intelligibility in English use across cultures.

Week 4
Teaching English as an international language
This session explores the pedagogical implications of the spread of English and its position as an international language. Building on previous weeks, issues of intelligibility will be further explored as they relate to pedagogical considerations and teacher and student attitudes towards varieties of English.

Week 5
English, the non-native speaking (NNS) teacher and Communicative Language Teaching (CLT)
The overwhelming majority of teachers of English worldwide are non-native speakers. In this session we will explore issues connected to the role of the non-native English speaking teacher in the English language class. Communicative Language Teaching (CLT) is a teaching methodology which has been globally
promoted in recent years. The reasons for this, along with the implications of such a methodology for NNS teachers and students will be discussed.

**Week 6**

Language and identity
Arguing for a conception of identity as multiple and subject to change, this session considers the relationship between language use and constructing one’s identity. The session will consider issues of power between language learners and target language speakers, including how our views of English, such as notions of what is ‘good’ or ‘bad’ English, are bound up with views of who the language ‘belongs’ to. Teacher identity will also be explored.

**Week 7**

Language and culture
This session adds another dimension to understanding of identity and language use through an examination of the elements that constitute what we refer to as culture. It considers English language study as social practice at the boundary of two (or more) cultures and interrogates the notion of a ‘third place’ created in the classroom at the juxtaposition of these cultures. The implications for teaching and learning will again be discussed.

**Week 8**

Language planning and language policy: English-medium education and bilingual education
In this session we will examine the goals of national language policy and planning. Issues relating to educational policies in multi-lingual contexts will be explored, and the arguments for and against the provision of English-medium education in such contexts will be critically analysed. Connections will be made to issues of standards and varieties of English, language identity and cultures of teaching and learning.

**Week 9**

Workshop/Review
This session will provide an opportunity to discuss in more detail themes raised in the module and to draw together the main points. Feedback will be given on the mid-term assignment and time will be devoted to discussing the requirements of the end of term assignment.

**Week 10**

English around the world: Student presentations
Student presentations: In groups students will select a country in which they are interested and explore the growth of English as a global language in that context. They will critically analyse the language and educational policies implemented in that country and their practical implications. Presentations will be constructed by students drawing on previous classes however they will be free to focus on local individual nuances where they are pertinent and relevant. This presentation may be used as the basis of an assignment. Note that this presentation should be regarded as an opportunity for students to ‘teach’ their peers about one aspect of the issues discussed in this module.
TESOL Methods

Credits 20
Timetable Spring term
Tutor Irena Kuzborska, Joe Fagan, Leah Roberts, Andrej Cirocki, Norbert Vanek, Cylicia Bolibaugh
Module Number EDU00044M
Core/Option Core for MATESOL

Aims
This module is designed to develop knowledge of and explore the application of the methodology of teaching English as a second/foreign language. It is based on the premise that language use is best understood in a discoursal environment. It aims:

- To examine the nature of each of the four language skills from a discourse perspective;
- To introduce students to the current teaching methods and approaches (genre based, task based, and content based);
- To develop links between what teachers and learners do in class and what applied linguistic research tells us about how second language acquisition takes place;
- To develop an understanding of interactional competence and the means to develop it among L2 learners;
- To develop a reflective approach to teaching through classroom observations.

Learning outcomes
Students who complete the course successfully should be able to:

- exhibit knowledge of the current methods employed in the field of TESOL;
- articulate the rationale, purpose, and strength of various methodological approaches to English teaching;
- apply the methods studied in class to the teaching of both oral and written skills in a language classroom;
- develop materials and curricula that enhance accuracy and fluency in a language;
- analyse their own performance as teachers.

Module content
The module will consist of 1.5-hour large group lecture to give an orientation to the concepts and an overview of each area, followed by one-hour small group seminar to participate in group discussions and exchange ideas with classmates while performing short practical tasks.

Assessment
Assessment is by 4000-5000 word assignment. This can be a critical study, an empirical investigation, or a materials development project. A materials development project would need to include the rationale, design notes, materials and an evaluation, preferably by users as well as the designer.
Reading
Additional specialist readings will be given during the sessions. The following readings are designed to meet the objectives of the module:


Course outline
Week 2 A Framework for teaching and learning
Week 3 Teaching grammar and vocabulary
Week 4 Task based approaches
Week 5 Reading
Week 6 Writing: product process and genre
Week 7 Speaking
Week 8 Listening
Week 9 Content based approaches
Week 10 The analysis of language teaching materials

Course details

Week 2
A framework for Teaching and Learning: Understanding key concepts, traditional approaches and methods
Materials for language teaching are constantly changing and they reflect an eclectic approach to language learning and methodology. This session reviews traditional methods and approaches in language teaching and considers the implications for teachers of the 'post methods' era. It also presents a discourse-processing framework for language teaching and learning (Celce-Murcia) as an important basis for focus on teaching skills in later weeks of the course. The seminars explore this framework in more depth while also providing discussion of various methods and approaches in the history of ELT.

Week 3
Teaching Grammar and Vocabulary
The somewhat controversial role of grammar teaching has received more attention in recent years. Likewise, there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. This week’s lecture will review different types of grammar and recent research on the teaching of grammar and vocabulary. The link between grammar and vocabulary will be explored, along with systematic and
incidental approaches to teaching vocabulary. The implications of a ‘lexical approach’ in ESOL will be considered. Seminars will look at approaches to teaching grammar in methods and in materials, and will also consider the teaching of key aspects of vocabulary such as compounding and collocation.

Week 4
Task based approach
Task learning creates a natural learning environment and a natural context for L2 language production. This session examines the language learning theory on which this approach is based. Students will have the opportunity to examine its effectiveness across the four language skills (speaking, listening, writing, and reading) throughout the module.

Week 5
Reading
Written texts open up a world of literature and culture for the language learner. The lecture outlines higher- and lower-level processes of reading, assessing their importance to successful reading. It reviews the current state of research relating to “effective reading” and it explores the relationship between reading and vocabulary. Seminar tasks focus on learners’ reasons for reading in a second language, reading skills that different types of texts can develop, and what reading activities can be introduced at certain lesson stages.

Week 6
Writing: process product and genre
This session presents process and product approaches in second language writing, and acquaints students with the theoretical underpinnings of contrastive rhetoric and its pedagogical implications. It examines the critical question: In what ways do rhetorical forms of writing in English resemble those in other languages? There will also be a consideration of the role of teaching grammar in writing classes.

Week 7
Speaking
This session focuses on interactional competence, both its nature and how L2 learners develop it. Interactional competence explains the socio-cultural characteristics of discursive practices and the interactional processes by which discursive practices are co-constructed by participants. The session will analyze samples of conversations and input/interaction in a language classroom. Students will investigate how the concepts of interactional competence help us appreciate language learning in a new light.

Week 8
Listening
The lecture examines the nature of the listening process, paying particular attention to the role of the phonological knowledge in listening. It also discusses effective listening strategies and proposes a pedagogical model for second language listening. The seminar analyzes listening activities in terms of listening skills they develop and how the activities fit into the model proposed in the lecture.
Week 9
Content based approach
Content-based instruction combines language instruction with teaching about other subject matters that might be of interests to students (e.g., from a subject in science to their favourite pop star or film). It mirrors more the process of learning our first language. This session examines the advantages of such language embeddedness. Students will become familiar with a number of content based programs in the US and UK, and they will experiment with designing a content based modules with a specific L2 audience in mind.

Week 10
The analysis of language teaching materials
The lecture looks at materials design and evaluation. It examines how methodology and content of materials can be evaluated in terms of their appropriacy to a specific language teaching context. It aims to provide students with the means to carry out a detailed analysis of language materials as a support for the process of materials design itself. In the seminars, students will apply evaluation frameworks to specific materials and further discuss issues that surround production and evaluation of teaching materials.
Testing and Assessment in ELT

Credits 20
Timetable Spring term
Tutor Bill Soden, Nadia Mifka-Profozic
Module Number EDU00066M
Core/Option Option

Testing and assessment inform language teaching and learning in a number of ways. Teaching is often indirectly influenced by formal testing and more directly influenced by classroom-based assessment, while knowledge of testing is often necessary to understand and carry out research into language teaching. This module provides an introduction to key concepts and principles in language testing and assessment. It covers theoretical approaches to assessment and testing of language skills in the contexts of General English and English for Specific/Academic Purposes (ESP/EAP). It aims to develop understanding of the theory and practice of testing and assessment, providing knowledge and practical skills for students to evaluate tests and to devise their own tests and assessment tasks for the classroom. The module will also refer to the purposes, formats and uses of some widely used tests in English Language Teaching.

Aims

- To provide an overview of theory and practice in ELT assessment ranging from informal classroom assessment to more formal standardised, large-scale tests
- To develop understanding of key concepts and debates in language testing
- To explore recent trends in testing, with reference to the role of technology
- To provide opportunities for students to apply theories of testing as they engage critically with aspects of internationally recognised tests
- To develop an understanding of the issues involved in designing test items and creating tasks for performance tests
- To demonstrate the role of testing in research with reference to relevant research studies

Learning outcomes:

Students who complete the course successfully should:

- be familiar with some of the more important theoretical debates and with current and emerging trends in language testing and assessment
- understand different approaches related to formative and summative assessment, and the types of tests and assessment available according to purposes and contexts
- understand key concepts such as validity, reliability and wash back and how to apply them when designing or critiquing tests
- be more familiar with theoretical and practical issues surrounding communicative language testing and testing in ESP/EAP with reference to established internationally recognised tests
have the knowledge necessary to critique aspects of small and large-scale tests
be better able to adapt or design tests for specific teaching contexts

Module content
This module will consist of tutor-led sessions with workshop style activities and tasks. Students will be expected to actively contribute to discussions each week and demonstrate they have completed homework tasks. Student presentations will also be a feature later in the module.

Week 2: Testing – assessment - teaching: Key concepts and terminology
The session explores the relationship between, testing assessment and teaching, emphasizing formative and summative purposes as the key to understanding this relationship. The session includes a consideration of Dynamic Assessment and standardized testing and deals with the two paradigms of norm referenced and criterion referenced testing. Reference is made to various types of test (e.g. placement, proficiency) related to their purposes and contexts of use.

Week 3: Exploring validity and washback
The session deals with theoretical concepts related to validity, including content, construct, pragmatic and consequential validity. It also covers the important effect of tests on teaching and learning, exploring the complex nature of washback and the debate on aligning tests with content. Reference will be made to international tests (e.g. Cambridge CAE/ IELTS test /the Pearson Test of English).

Week 4: Creating tests-indirect tests and item writing
The various advantages and drawbacks of a range of test methods and item types will be considered. There will be a review of good practice and what to avoid in designing items for MCQ/ cloze/ short answer/editing/matching etc. and the opportunity to practice using some of these item types in small-scale tests.

Week 5: Testing-speaking
The focus will be on direct tests of performance in general, with reference to assessing different spoken genres. Issues around design of rating scales and dealing with inter/intra rater reliability will be discussed. An example of the paired interview approach (Cambridge CAE) will be taken as a means to exploring problems in task design.

Week 6: Testing reading and listening
The discussion will focus on test specifications relating to genre, skills, strategies and performance. A cognitive process approach (Weir) will also be discussed in relation to Cambridge FCE reading examinations.

Week 7: Testing writing
The session takes a critical look at the use of band descriptors in assessment of writing (with reference to IELTS) and speaking (with reference to Cambridge Proficiency examination) and associated feedback processes. Students will use criteria to assess writing to re-visit issues of rater reliability.
Week 8: Technology and online testing
The focus will be on the use of technology in testing. Specific reference will be made to the recent trend towards tests integrating different skills, with examples from the Pearson Academic English Test.

Week 9: Classroom assessment issues
The formative / summative distinction will be revisited, with a focus on alternatives to formal tests, such as portfolio assessment, peer and self-assessment and teacher observed assessment of classroom tasks. The Learners' Blog used throughout the module provides a source for reflection on the experience of this formative approach and its applications in assessment.

Week 10: Testing English for specific purposes
The session will address the difference between testing and assessing general English and ESP/EAP. The importance of target language use and the relationship between language ability, specific purpose/ content knowledge and task design will be discussed.

Module Assessment
A specific mid-term formative assessment task of 1000 words will provide the basis for feedback on key concepts and writing. Summative assessment is by way of a 4,000 to 5,000 word assignment on a topic covered in the course, and demonstrating the learning outcomes. The assessment may take the form of a critical review of a particular test, or the design of a test for a specific group of learners and context.

Module Reading
N.B. The EARL resource list on the VLE will have more details and links to books and resources including journal articles. The underlined book is the principal source relevant to all sessions in the module.

*Key texts - these are available in the ‘key text’ section of the library


The Practice of English Language Teaching

Credits: 20
Timetable: Spring
Tutor: Victoria Jack
Module Number: EDU00063M
Core/Option: Option for MATESOL only

Please note you cannot choose this module if you completed the 12-week pre-sessional Graduate Certificate in ELT course with CELT or if you are taking the Evaluating ESOL or Approaches to ELT option modules.

Aims
This module aims to focus on practical aspects of English language teaching in order to ensure that participants are equipped with essential knowledge and experience that will enable them to prepare for, plan and deliver successful lessons in a real teaching context. Students will have the opportunity to consider aspects of current English language teaching theory and develop their awareness of how these theories translate to the classroom to influence teaching practice. A secondary aim of this module is to provide students who have no or little classroom experience with real life experiences of teaching which they can draw upon when engaged in theoretical study as part of their master’s programme. Participants will take part in a topic focussed seminar/lecture each week and will then be given a related practical peer teaching task which they will prepare, deliver and discuss with the tutor and fellow students. Through these reflection sessions, students will develop the ability to analyse their own and other student teacher’s lesson planning and delivery in light of the principles emphasised in ELT theory. They will develop criteria according to which they can identify successful aspects of their lesson as well as highlight those which require improvement. This experience will also provide students with the knowledge to be able to improve their own performance and advise others as to how they can improve.

Learning Outcomes
By the conclusion of this module, learners will have acquired
• a systematic understanding of the relationship between teaching approaches, procedures and techniques and the processes of language learning
• the ability to deal with complex language forms and meanings and use their creativity to make judgments regarding how these forms and meanings might be taught
• a critical awareness of the potential effectiveness of language-teaching interventions in given learning contexts
• the ability to demonstrate originality and autonomy in the planning and execution of English Language lessons
• a comprehensive understanding of action research as it may be applied to English Language Teaching
• the opportunity to continue to advance their knowledge and ability in ELT
Module Content
This module consists of two-hour input sessions followed by two-hour peer teaching sessions which include a series of student lead micro-teaching tasks. Learners will also be expected to participate actively in feedback sessions on their own and their fellow students' performance.

Assessment
A portfolio of lesson plans, micro teaching practical, post lesson discussion and reflection session.

Reading
The key texts for this course are:

Course Outline:
Week 2 Lesson Planning: Lesson aims and Planning Practice
Week 3 Classroom Management: Instruction Giving, Error and Error Correction and Grouping
Week 4 Presenting Vocabulary
Week 5 Presenting Grammar
Week 6 Teaching Listening and Reading
Week 7 Teaching Speaking and using games in ELT
Week 8 Teaching Writing and Integrated Skills
Week 9 Assessed Teaching Practice
Week 10 Assessed Teaching Practice

Week 2
Lesson Planning: Lesson aims and Planning Practice
This initial session will outline the main areas to be considered when preparing a lesson. Students will develop their awareness of how to set realistic, student-centred learning aims and objectives and will learn which aspects of ELT theory underpin the choices a teacher makes when preparing and planning a class.

Week 3
Classroom Management: Instruction Giving, Error and Error Correction and Grouping
In this session, students will encounter techniques that can be used in order to ensure learners have a solid understanding of what is required of them when approaching language learning tasks. Students will learn strategies to assist them in grouping learners appropriately for the task in hand and will consider the concepts of error and mistake, how these inform the teacher as to the rate of progress of the learner. Students will also learn different techniques for dealing with student error.

Week 4
Presenting Vocabulary
In this session students will experience procedures and strategies that can be employed to guide learners through the process of acquiring a wider vocabulary.

**Week 5**
**Presenting Grammar**
This session will focus on learner-centred approaches to teaching grammar in comparison to more traditional, structure and teacher centred methods. Students will develop their awareness of the inductive and deductive approaches and the advantages and disadvantages of these for learners with a variety of learning aims and goals.

**Week 6**
**Teaching Listening and Reading**
This session aims to develop student knowledge of different approaches to reading and listening activities. Participants will develop their awareness of how to prepare their students for reading and listening tasks and how to develop tasks in order to focus on different reading and listening skills and learning strategies.

**Week 7**
**Teaching Speaking and using games in ELT**
As the need for a stronger oral communication in English language classes becomes progressively more apparent, this session aims to inspire students to consider how speaking practice can form an integral part of English language classroom activities complementing other learning aims. The value of using games to this end and how the motivational advantage of games can be part of other skills or grammar and vocabulary focussed lessons.

**Week 8**
**Teaching Writing and Integrated Skills**
This session aims to analyse the pros and cons of produce, process and genre approaches to writing tasks and to consider activities to lead into and out of writing focussed tasks. In addition, this session will also develop student awareness of the advantages of an integrated skills approach and introduce procedures to ensure lessons focus on a range of skills.

**Weeks 9 and 10**
**Assessed Teaching Practice**
Each student will teach a 20 minute lesson on a topic of their choice. This will then be followed by a 15 minute feedback and reflection session where the assessed student will appraise their own lesson before their peers offer their assessment of the lesson identifying successful parts of the class and suggesting improvements for those aspects of the lesson that were less successful.
Theories of Learning and Development

Credits 20
Timetable Spring Term
Tutor Claudine Bowyer-Crane
Module Number EDU00025M
Core/Option Core for MA Education

Aims
To provide the opportunity to reflect critically on key theories of learning and development, and to ground such theories in the actual contexts of teaching and learning.

Objectives/learning outcomes
The objectives of the module are to give students the opportunity to:
• review a number of theories of development in relation to learning
• position the various theories discussed in relation to each other
• apply an understanding of the theories to the actual teaching and learning across a range of educational contexts
• begin to understand the relationship between development, learning and education

Module content
The module will consist of nine sessions corresponding to term weeks 2 to 10, which are devoted to mainly whole-group lectures, with small-group and whole-group discussion.

Assessment
An essay of 4,000 to 5,000 words in length on a topic related to the module content. Students will be also expected to undertake reading as directed and take part in peer-group discussions.

Reading
The key text for this course is:

Reading list can be found on VLE under Course Overview.

Course outline
Week 2 Introduction and overview of learning theories.
Week 3 Behaviourist views of learning
Week 4 Piaget’s theory of cognitive development
Week 5 Bruner’s theory of culture, mind and education
Week 6 Vygotsky’s sociocultural view of learning
Week 7 Gardner’s theory of multiple intelligences
Week 8 Lave and Wenger’s theories of situated and social learning
Week 9 Motivation in learning
Week 10 Bloom’s taxonomy of learning
Overview: from theory to practice
Course details

Week 2
This session will present an overview of learning theories going back to the 20th century.

Week 3
This session will look at behaviourist theory and its applications in education, drawing on the work of Burrhus Skinner.

Week 4
This session considers Piaget’s theory of cognitive development: Particular attention will be paid on how development occurs and key Piagetian terms such as schemes, assimilation, accommodation and equilibration will be explained while Piaget’s four stages of cognitive development will be reviewed. Particular attention will be paid to the educational implications of Piaget’s theory, especially how Piaget’s work is viewed today.

Week 5
This session considers Bruner’s theory of culture, mind and education which see learning and education as cultural processes. Particular attention will be paid to the educational implications of Bruner’s theory.

Week 6
This session considers Vygotsky’s sociocultural view of cognitive development and discusses the social sources of individual thinking, cultural tools and cognitive development and the role of language and private speech. Vygotsky’s and Piaget’s views will be compared. Particular attention will be paid to Vygotsky’s concepts of “Assisted learning” and “scaffolding” and “Zone of Proximal Development (ZPD)”. The classroom applications of Vygotsky’s theory will also be discussed.

Week 7
The session considers definitions of intelligence and discusses Gardner’s theory of multiple intelligences. Particular attention will be paid to the concept of “Emotional Intelligence” and Intelligence as a process. The relationship between intelligence and achievement will be explored and some implications of recognising differences in ability when preparing teaching will be discussed (i.e. between-class and within-class ability grouping).

Week 8
This session considers Jean Lave’s theory of situated learning and Etienne Wenger’s theory of social learning. Particular attention will be paid to the implications of the theories for professional learning in organisations such as schools and universities.

Week 9
This session focuses on theoretical issues and explanations in relation to motivation (i.e. ways of motivating students to learn). Students will also be encouraged to discuss the contrast between the theoretical treatment of the various topics in motivation literature with their personal experiences.
Week 10
This session will provide an overview of the theories discussed in the module and consider their pedagogic implications.
Topics in Second Language Acquisition

Credits 20
Timetable Autumn term
Tutor Irena Kuzborska, Cylcia Bolibaugh
Module Number EDU00041M
Core/Option Option

Aims
- To familiarise students with key topics, concepts, findings and theories in work on second language and development
- To critically evaluate their relevance and implications for language education

Objectives / learning outcomes
By the end of the module, students should:
- develop a good understanding of key areas and issues discussed in work on second language and development
- understand the main methods used to investigate second language and development
- be able to read and critically evaluate some original studies on key topics in second language research
- be able to evaluate the relevance of major research findings for second language learning and instruction, and make informed decisions regarding language teaching methodologies and practice
- be able to carry out small scale second language investigations for their dissertation

Module content
The module will consist of nine sessions. Each session will combine a presentation by the tutor, small group discussions and practical activities. Students will be given preliminary and / or follow-up exercises as homework, and will be expected to read a number of papers related to the topics introduced in the class.

Assessment
Assessment will be by an essay of 4000-5000 words in length. Students can choose to either a) answer a question from a list of topics covered in the course; or b) write a review of an original research article related to one of the areas covered in the class.

Reading (preparatory reading and key texts only)
Course outline

Week 2  Key issues and a short historical overview
Week 3  Logical problem of language acquisition. Nativist and emergentist approaches
Week 4  The role of age in second language learning: The Critical Age Hypothesis
Week 5  The role of transfer in second language learning
Week 6  The role of input, output and interaction in second language development
Week 7  The role of instruction and feedback in second language grammar development
Week 8  L2 vocabulary learning: incidental and intentional
Week 9  Individual differences in working memory and second language learning
Week 10 Overview of the module and assignment preparation

Course details

Week 2  
**Key issues in second language acquisition theory and research and a short historical overview**
This session will sketch the key issues discussed in second language acquisition theory and research. This will be done through a short historical overview of the major research traditions in the field.

Week 3  
**Logical problem of language acquisition. Nativist and Emergentist approaches**
This session will introduce two major (and opposing) explanations of how a language learner comes to know properties of language that go far beyond the input.

Week 4  
**The role of age in second language learning: The Critical Age Hypothesis**
This session focuses on how the age of onset determines the rate and the final outcome of language learning. Is younger necessarily better? Is there a critical age for language acquisition?

Week 5  
**The role of transfer in second language learning**
This session address the question of what constraints (if any) a first language places on the learning of a second language.

Week 6  
**The role of input, output and interaction in second language development**
Is input necessary in SLA, and how much of it do we need? Is it sufficient? Does ‘input enhancement’ enhance language learning? What difference, if any, do interaction and output make? We turn to a rich body of both experimental and classroom SLA research to explore these questions.
Week 7
The role of instruction and feedback in second language grammar development
In this session, the focus will be on the debate concerning the effectiveness of L2 grammar instruction. Can it work in principle? And if so, what is the comparative effectiveness of different types of instruction?

Week 8
L2 vocabulary learning: incidental and intentional
What do we know when we know a word? How is the bilingual mental lexicon organised? How do we learn new words? How difficult is it to learn a new word? How many words do L2 learners need to know? These are some of the questions that this session will explore.

Week 9
Individual differences in working memory and second language learning
This session explores the role of working memory and the role of individual differences in working memory capacity for second language learning.

Week 10
Overview of the module and assignment preparation
In this session we'll pull together various threads covered in the module. The students will also have a chance to discuss various issues related to their assignments.