



The University of
Nottingham

School of Education

**MA Teaching English to
Speakers of Other Languages**

**Applied Linguistics
for TESOL**

Module Code XX4027

MODULE GUIDE

Autumn Semester 2010

School of Education, Dearing Building, University of Nottingham
Jubilee Campus, Wollaton Road, Nottingham NG8 1BB

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1. Module Information

Welcome to the MA TESOL

Module: XX4027 - Applied Linguistics for TESOL

Module Tutors: Jane Evison, Julie King, Martha Jones

Duration: Tuesdays 28 Sept – 30 November 2010

Venue: B46 Dearing Building
10.00am – 12.00pm

You will also be expected to take part in a weekly small-group Learning Circle at a time to suit your group.

Please note: You will be asked to contribute to a summative evaluation at the end of the taught sessions.

Sessions: There will be 10 sessions of two hours each.

Learning Circles: Discussion with fellow students outside class time is one of the means through which you can extend your knowledge and clarify and further develop your understanding of course content. Learning Circles (which will be explained in further detail in the first session of the module) are not only an attempt to provide a forum for out-of-class interaction – and the development of reflection and critical thinking – but also an opportunity for the sharing of experience, and a basis for continuing cooperation and support. As part of the course, you will join a 'Learning Circle' which will meet each week in order to discuss/reflect on the week's topic and, and/or prepare for further discussion in class. See Section 4.3 more details.

Tutorial support for assignments:

You will be asked to complete two assignments for this module (see Section 5 for further details). These will be prepared for by discussion in class, a group tutorial and an individual tutorial with an allocated tutor.

You will have two 30-minute group tutorials to discuss approaches to each assignment. For individual tutorials, you can make an appointment with your tutor by signing the tutorial schedule on his/her office door or e-mailing him/her. Your tutor will read part of a draft of your first assignment and offer advice before you submit it for assessment.

You are expected to make good use of the opportunity for tutorial advice. Students who have neglected to keep in contact with their tutor have, in the past, often produced unsatisfactory work.

Please Note: Every face-to-face tutorial will be recorded on a special form and a copy placed in your individual file in the Postgraduate Office. All written exchanges with your tutor will also be copied and put in your file so that your use of tutorial provision can be monitored.

2. Module Programme

AD = Alex Ding JE = Jane Evison JK = Julie King MJ = Martha Jones

Week	Topic	Tutor
1	What is Applied Linguistics?	JE/AD
2	Phonology and Pronunciation Teaching	JE
3	Describing and Teaching Grammar	JE
4	Learning and Teaching Vocabulary	JE
5	Psycholinguistics and the Teaching of Reading	JK
6	Psycholinguistics and the Teaching of Listening	JK
7	Discourse Analysis and the Teaching of Speaking	JE
8	Discourse Analysis and the Teaching of Writing	MJ
9	Pragmatics and Cross-cultural Interaction	JE
10	Sociolinguistics and Language Teaching Student evaluation of module (SEMs) Student evaluation of teaching (SETs)	JE

For academic matters	
Jane Evison (module convenor)	Room C81 Education Building, Jubilee Campus Tel. +44(0)115 951 4516 jane.evison@nottingham.ac.uk
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For administrative matters	
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The School of Education, University of Nottingham, Jubilee Campus, Wollaton Road, Nottingham NG8 1BB

Contact information for the module team

3. Module Aims, Objectives and Transferable Skills

3.1 Aim

The aim of the module is to enable you to relate your specific interests and concerns as English language teachers to theoretical frameworks and recent issues in the field of applied linguistics.

3.2 Objectives

The objectives of the module are to enable you to:

- develop an understanding of the scope of applied linguistics as applied to second and foreign language teaching;
- critically appraise research in applied linguistics;
- develop a critical awareness of issues in applied linguistics,

3.3 Transferable skills

On completion of the module, you will have developed:

- your ability to make a critical analysis and assessment of relevant theory, empirical studies and practical applications;
- the ability and knowledge required in order to engage in independent reflection and enquiry;
- greater confidence and proficiency in oral, written and computer-mediated communication for professional communication;
- your ability to engage in critical thinking.

4. Module Content, Activities and Outcomes

4.1 Content

The following will form the basis for the programme (see also the outline in section 2), but emphases will depend on your needs and interests:

- an overview of the scope of applied linguistics as applied to English language teaching, with particular reference to the following: developments in descriptions of language systems, language processing and language production, and the use made of these; sociolinguistics; psycholinguistics.

4.2 Learning activities

Learning activities will include the following: interactive lectures, independent reading, group discussion, practical tasks, library and internet research, blogging, listening to podcasts (available at <http://www.nottingham.ac.uk/ttfn>), and group and individual tutorials.

NOTE: *Participants will be expected to contribute actively to the sessions.*

4.3 Learning Circles

As part of the module, you will join a 'Learning Circle' which will meet each week in order to discuss/reflect on the content introduced in the previous session, and prepare for an activity to take place at the beginning of the next session.

The aim of these Learning Circles is to help you:

- clarify and further develop your understanding of course content
- develop your ability to reflect and think critically
- share experience with classmates (especially with those from different backgrounds)
- learn in a collaborative and supportive environment

There will be a variety of tasks associated with learning circles. These tasks will be designed so that you can:

- develop the kinds of skills that you need for assignment-writing
- discuss issues relating to topics covered in class
- respond to topics discussed in the TTFN podcasts
- do practical tasks
- discuss topics that you have chosen yourself

After the week's Learning Circle discussion, a representative of each learning circle will be expected to produce a follow-up posting on the module blog site. The content of this blog posting should be agreed by all the members of a learning circle and should represent the views of all the members. After the blogs are posted, individual students will be able to comment on any learning circle's post. Further explanation about the blogs will be given at the start of the course.

4.4 Learning outcomes

By the end of the module (i.e. by the time you have completed the associated reading and written your assignments), you will:

- have an understanding of the scope of applied linguistics and how it relates to your concerns as English language teachers;
- have an understanding of current theories and methodological approaches;
- be able to critically appraise literature and research in this field;
- be able to identify key areas for personal research and development.

5. Assessment

5.1 Deadlines for submission of assignments

This module is assessed by means of two written assignments totalling approximately 4,000 words. The deadline for the first assignment is: **Friday 12 November 2010**

The deadline for the second assignment is: **Friday 17th December 2010**

Note

It is not usual to grant extensions beyond the specified submission date unless there is written evidence of exceptional circumstances. Students who do not meet a submission deadline will incur a loss of **5 marks per working day** unless they have been granted an extension. Similarly, students who do not meet an extension deadline incur a loss of 5 marks per working day. This is a University-wide regulation.

An extension may only be given if you can demonstrate where your academic work is affected by a serious condition e.g. long-term illness or disability, bereavement, major life crisis. Full details of how to apply are contained in your Assessment Handbook, or you can discuss this with Tricia King, Postgraduate Administrator.

5.2 Assignment specifications

For this module, you are required to submit **two** assignments – the first of approximately 2,500 words and the second of 1,500 words.

5.3 Assessment criteria

Assignment 1:

Write a **critical literature review** based on your reading of a selection of **specified texts** relating to one of the topics covered in Weeks 2-4 of this module (i.e. phonology, vocabulary, grammar).

For each possible topic you will be given a range of references, all of which are available online.

Your review should meet the following basic criteria relating to:

- organisation, knowledge and understanding
- application
- presentation

This means that your review should:

- contain an **introduction** explaining its overall organisation (100 words);
- contain an appropriately-organised **critical review** of a minimum of seven of the suggested texts (2,200 words) which:
 1. demonstrates your breadth of understanding and knowledge of your chosen topic;
 2. shows that you have reviewed the chosen works in appropriate detail;
 3. shows that you have evaluated the chosen works by discussing specific aspects of them, indicated clearly the relationship (similarities/differences) between them, identified their strong and weak points;

4. shows that you have supported your discussion of the texts with reasoned argumentation and reference to appropriate sections of the texts;
 5. may also contain discussion of a maximum of three other authoritative sources which you think should be included.
- contain a **conclusion** (200 words) in which you consider the implications of your review;
 - contain referencing which follows academic conventions;
 - contain a list of references which matches the in-text citations and is appropriately laid-out;
 - be clearly and appropriately expressed;
 - be presented appropriately.

This is, in part, an exercise in handling key academic conventions (and a specific academic genre). In marking your assignment, particular attention will therefore be given to such features as the referencing (including the list of references); appropriate use of summary, paraphrase and quotation; style; and the ability to indicate clearly the relationship (similarities/differences) between works on a broadly similar topic.

Assignment 2:

Write a **critical evaluation** of a piece of research. You will be given a choice of research to review. You will be able to choose from research representing all the major topic areas covered in the module. In addition, you can choose a piece of research yourself. If you do this, you will need to get your choice approved by one of your tutors. You will be expected to refer to relevant works on research methodology (key references will be provided).

Your evaluation should meet the following basic criteria relating to:

- organisation, knowledge and understanding;
- application;
- presentation.

This means that your evaluation should:

- contain an **introduction** explaining why you have chosen the particular piece of research (100 words);
- contain a **summary** of the research (300 words);
- contain a critical **evaluation** of specific aspects of the research methodology (900 words) which:
 - refers to relevant published works on research methodology;
 - refers to section/page numbers of the research where appropriate;
 - uses referencing which follows academic conventions;
- contain a **conclusion** reflecting on methodological issues in general (200 words)
- have a copy of the research attached in an appendix (**only** if you choose a piece of research yourself)
- contain a list of references which matches the in-text citations and is appropriately laid out
- be clearly and appropriately expressed
- be presented appropriately

5.4 Submission of written work

Please see the Assessment Handbook section 'Submission of Written Work' for definitive guidance on the presentation and submission of written work.

5.5 Academic offences

It is an academic offence to commit any act whereby a person seeks to obtain for him/herself, or for another, an unpermitted advantage with a view to achieving a higher mark or grade than his/her abilities would otherwise secure. The following are examples of such an academic offence:

(i) Plagiarism

The substantial use of other people's work and the submission of it as though it were one's own (i.e. without acknowledgement) is regarded as plagiarism.

Within the School of Education the concept of plagiarism also applies to the use in an assignment or thesis of material which has previously been submitted as part of an earlier assignment without acknowledgement, even when that work is the student's own. While reference to or summary of earlier work is permissible if acknowledged, wholesale reproduction of paragraphs or passages is unacceptable.

(ii) Fabrication of results

It is an academic offence for a candidate to claim either to have carried out experiments, observations, interviews or any form of research which he/she has not in fact carried out or to claim to have obtained results which have not in fact been obtained.

You will be asked to sign a document to ensure that you understand the definition of plagiarism and this document will be kept on your file.

6. Bibliography

Bold type indicates set texts. Additional readings may be suggested on a weekly basis.

GENERAL

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Widdowson, H.G. 2003. *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.

USEFUL JOURNALS (most recent volumes are available online)

Annual Review of Applied Linguistics (Useful overviews of key areas)

Applied Linguistics

International Journal of Applied Linguistics (Articles on a wide range of themes from around the world)

HISTORY OF APPLIED LINGUISTICS

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TEACHING THE RECEPTIVE SKILLS

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