

Liverpool John Moores University

Title: METHODOLOGY AND SYLLABUS DESIGN
Status: Definitive
Code: **7001LATEM** (108381)
Version Start Date: 01-08-2011

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

Team	Leader
Susan Hill	Y

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

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	12.000
Seminar	10.000
Tutorial	14.000

Grading Basis: 40 %

Assessment Details

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

Aims

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

processes.

Learning Outcomes

After completing the module the student should be able to:

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

Learning Outcomes of Assessments

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

observation portfolio	1	2
syllabus design project	3	4

Outline Syllabus

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

Learning Activities

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

References

Course Material	Book
Author	Broeder, P and Murre, J

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

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

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

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

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

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

Subtitle	
Edition	
Publisher	
ISBN	

Notes

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

This article explores the consequences of four models of language learning and acquisition on textbook design, and the sequencing and distribution of lesson activities. The model developed by Levelt (1989) to explain oral speech production, which was later extended to second language learning by De Bot (1992), points to the importance of lexical knowledge and subconscious, automatic processing. Paul Nation (2001) cited ample evidence for the effectiveness of an equal distribution of meaningful input, language focused instruction, meaningful output and fluency practice in his four strands model. Child language acquisition, one of Nature's most fascinating phenomena, is to a large extent still a puzzle. Experimental evidence seems to support the view that early language is highly formulaic, consisting for the most part of frozen items with limited productivity. Fairly quickly, however, children find patterns in the ambient language and generalize them to larger structures, in a process that is not yet well understood. Computational models of language acquisition can shed interesting light on this process. Finally, some of the open questions and possible future research directions related to the computational models of language acquisition are discussed.

View. Show abstract. Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate. Language acquisition involves structures, rules and representation. The capacity to use language successfully requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. Language can be Language Acquisition: Contrasting theoretical approaches. Cambridge: Cambridge University Press. Chomsky, N. (1965). Tense over time: testing the Agreement/Tense Omission Model as an account of the pattern of tense-marking provision in early child English. *Journal of Child Language*, 35(1): 55-75. Rowland, C. F.; & Noble, C. L. (2010).