

## **MA in Applied Linguistics (TESOL)**

### **List of course summaries:**

#### **TSL 501 Fundamental Aspects of Language Structure**

This course provides students with insights into the key concepts of English grammar and morphology. These concepts are fundamental to an understanding of the salient features of the structure of the English language. Finally, the grammatical analysis of learner language and of local varieties of English is foregrounded and examined in relation to the issue of second language teaching.

#### **TSL 503 Fundamental Aspects of Language Meaning**

This course provides students with an overview of the study of semantics and pragmatics. The core theories and concepts are examined critically, with emphasis on those aspects of meaning of direct relevance to language learning. The course will also examine current trends in research in selected areas of semantics and pragmatics, and consider their implications for language learning and teaching.

#### **TSL 505 Sociolinguistics and Education**

This course explores fundamental concepts and theories in sociolinguistics. Variation in language and language use are considered in relation to the variables of location, class, culture, gender, change and ideology. Special attention is placed on how an understanding of the operation of these variables bears on the issues of language policy, planning and education practice in Singapore and elsewhere.

#### **TSL 507 Second Language Acquisition and Pedagogy**

This course examines critically theories that seek to explain the acquisition of a second language (SLA). These theories focus on different aspects of second language learning: learner's language, difference and strategies; social factors; language transfer; cognitive factors; and classroom interaction. The implications of some of these theoretical insights on language teaching and syllabus design are then considered critically.

#### **TSL 508 TESOL Methods**

This course provides students with an insight into the methodology of teaching English as a second or foreign language in the Digital Age. Firstly, the course gives students an overview of recent language teaching methods and approaches. Secondly, the course examines different methods of teaching grammar and vocabulary, and the six skills of listening, speaking, reading, writing, viewing and representing. Finally, the course considers various methods of assessing the language skills.

#### **TSL 509 TESOL Curriculum**

This course provides students with an insight into the approaches, principles and processes of language syllabus design and curriculum development in the Digital Age. Firstly, the course gives an overview of various approaches, and highlights the distinction between syllabus design and curriculum development. Secondly, the various processes of curriculum development are examined critically. Thirdly, this is followed by a careful consideration and critique of various curriculum documents. Finally, implications for the development of

curriculum documents of direct relevance to course participants' teaching contexts are explored in detail.

### **TSL 551 Global English and Language Teaching**

This course provides students with an insight into the spread of English as an international language (EIL). The course first defines what an international language means and why English is considered as an international language. The course then examines the implications of this for bilingual users and teachers of English, standards for EIL, the role of culture in language teaching, and the appropriate methodology for teaching EIL.

### **TSL 553 Classroom Discourse**

This course provides students with an insight into the communication system of the classroom by a careful study of the patterns of language use found in the classroom. The patterns of language use demonstrate firstly, that spoken language is often the medium used by the teacher to teach, as well as the medium used by students to demonstrate their learning. Secondly, language is used by the teacher to establish and maintain social relationships in the classroom. And thirdly, spoken language is an important part of the speaker's identity as well as the speaker's means to express his/her identity and attitudes.

### **TSL 555 Literacy, Language and Education**

This course provides students with insights into the study of literacy in the Digital Age across a range of disciplines, including: the relation between written and spoken language; the development of pre-school and emergent literacies; and the literacy practices in schools, at home and at work. Special consideration is given to the critical discussion of literacy case studies of relevance to the Singapore education context.

### **TSL 557 Pragmatics and TESOL**

This course examines advanced concepts and theories in pragmatics, and the implications for teaching pragmatic competence in the TESOL context. Selected concepts and theories in pragmatics are examined in relation to the issue of second language or interlanguage pragmatics. Emphasis is placed on analysing and understanding learners' interlanguage. Finally, implications for adopting appropriate teaching methods and for designing suitable materials and tests are considered carefully.

### **TSL 561 Pedagogical Grammar**

This course provides students with an overview of past approaches to teaching grammar in second language classrooms, and the relative strengths and weaknesses of different approaches. More recent conceptualisations of the focus-on-form approach argue that grammar teaching must be part of a broader conception of second language learning that includes both form-focused instruction *and* opportunities for interaction/practice and output. Several focus-on-form methods are then examined critically for their applicability to the TESOL classroom.

### **TSL 563 Materials Development**

This course provides students with an insight into the processes of language teaching, materials evaluation, adaptation and development. These processes are guided by principles grounded in language and language learning theories. In addition to thinking systematically and critically about the selection, evaluation, adaptation and development of materials, students will also be involved in the creative process of developing and evaluating their own

### **TSL 565 Language Testing and Evaluation**

This course provides students with an insight into the fundamental concepts in and principles of language assessment in the Digital Age. The course then provides students with guidelines for evaluating and creating tests for assessing listening, reading, viewing, speaking, writing, representing, grammar and vocabulary, using traditional print, multimodal and digital texts. Finally, the course examines the issue of grading and evaluating.

### **TSL 567 English for Specific Purposes**

This course provides students with theoretical insights into the use of English for specific and specialised purposes (ESP), and discusses the implications for teaching ESP in various situations. The process of course development and the framework for evaluating ESP courses are examined critically. This is followed by the practical concerns of designing and evaluating specific ESP curriculum documents and teaching materials.

### **TSL 571 Academic Discourse: English in a Global Context**

This course provides students with a critical understanding of academic discourse as a type of discourse characterized, in its idealized form, by rational thinking and detached reasoning. The course also examines critically the notion that academic discourse is not only concerned with the dissemination of knowledge, but also with the construction and maintenance of social roles and relationships of academics and students, and their relationships to the global academic community and beyond. The course then explores the privileged status of English as the lingua franca of academia and its impact on the academic practices of ESL/EFL learners. The course ends with a detailed investigation of various types of academic discourses of particular relevance to students.

### **TSL 573 Research Methods in Applied Linguistics**

This course provides students with insights into the process of research from the initial stage of conceptualisation and hypothesis formation to the design, execution, analysis and review stage. Different methods of quantitative, qualitative and mixed research in Applied Linguistics are examined in detail to appraise their purpose and use in a variety of classroom and educational contexts.

### **TSL 699 Research Project**

This course offers students the opportunity to conduct empirically- driven independent research in TESOL or other areas of Applied Linguistics. The Research Project must report original research of a substantial and rigorous nature consistent with work at the MA-level. The maximum length of the Research Project is 10,000 words, excluding references and appendices, if any. The actual research topic will be negotiated between the student and advisor, and must be approved by the advisor and University. The advisor may be a faculty member or an associate to be determined and appointed by the University.