

MASTER OF ARTS (MA) IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES



TL 6001 TESOL METHODOLOGY AND PEDAGOGY

3 US CREDITS

This course introduces students to methodology and pedagogy in TESOL. It reviews the history of English language teaching and provides an overview of contemporary concepts and trends in TESOL. Approaches and methods are compared, contrasted and evaluated in terms of their implications for teaching practice. Students apply their knowledge of TESOL practice to actual teaching.

TL 6002 LANGUAGE AWARENESS

3 US CREDITS

This course covers the English language system from both a practical and theoretical perspective. It examines differing approaches to language analysis and description and their effect on teaching and materials.

TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION

3 US CREDITS

This course explores the key issues related to the process of learning an additional language, and their relevance for language teaching. It provides students with an in-depth overview of the theory and in the field of second language acquisition (SLA).

TL 6004 EDUCATIONAL TECHNOLOGY IN TESOL

3 US CREDITS

The course critically explores the affordances and constraints of technology and the ways in which educational technology can be applied to language teaching and learning in contexts of interest to the participants. Participants will apply their understanding of educational technology and its theoretical foundations to the evaluation and development of e-materials for language learning and teaching.

TL 6005 TEACHING LANGUAGE SKILLS

3 US CREDITS

This course explores the central concepts, principles and issues surrounding the learning and teaching of the productive and receptive language skills (i.e. writing, speaking, reading and listening). It also provides opportunities for students to evaluate and practice for themselves a variety of relevant teaching methods and techniques.

TL 6006 CURRICULUM AND SYLLABUS DESIGN

3 US CREDITS

The purpose of this course is to provide students with the knowledge, tools and techniques for analyzing, modifying, developing and assessing courses and materials for English language learners. Topics include needs analysis, curriculum and syllabus design, the planning and evaluation of units of work, strategies, techniques, and resources for a variety of learners and contexts, assessment and evaluation, and the design and implementation of the evaluation of TESOL programs.

TL 6007 CRITICAL PERSPECTIVES IN TESOL

3 US CREDITS

This course introduces students to current issues in the TESOL field, developing their ability to engage critically with texts and ideas, and interrogating assumptions that are often unexamined.

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TL 6008 YOUNG LEARNERS AND TEENS

3 US CREDITS

This course addresses the specific needs of young learners and teenagers (5-16 years old) of ESOL and how best to approach teaching them. It covers various aspects of learning and teaching, including how children develop and learn, how they learn second and foreign languages, how teachers can create suitable learning environments, and how they can assess their students and help them develop the life-long learning skills and intercultural communicative competence that are components of the 21st century education. Participants will critically evaluate materials, design their own teaching materials, learning activities and complete lessons.

TL 6009 MANAGEMENT IN TESOL

3 US CREDITS

This course is designed for TESOL professionals who have made, or who are planning to make, the transition into management in a language teaching operation and need to gain expertise in key areas of the academic manager's role. The course provides training and development in clearly defined aspects of management such as customer service, human resources, innovation, marketing and finance. Participants will apply the knowledge they gain to plan an initiative in a language teaching operation (LTO).

TL 6015 LEARNING DIFFICULTIES AND TESOL

3 US CREDITS

This course introduces students to the nature and types of learning difficulties and their impact on learning and acquisition of English as a second language. The students will have the opportunity to explore ways in which learning difficulties could be identified, accommodated and supported effectively in the English language classroom. An overview of instructional modification and inclusion strategies will be offered.

LDT 6025 [THESIS TRACK] ONLINE ASYNCHRONOUS

3 US CREDITS

Prerequisites:

TL 6001 TESOL METHODOLOGY AND PEDAGOGY

TL 6002 LANGUAGE AWARENESS

TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION

TL 6006 CURRICULUM AND SYLLABUS DESIGN

In this course, learners explore the qualitative, quantitative and mixed methods research methodologies commonly used in the learning sciences and training, focusing on the integration of theory and practice, and ultimately drawing on data to arrive at research-informed decisions both as research designers, and as consumers of research. Students delve into a comprehensive exploration of several research paradigms, focusing on the processes and intricacies of research design, from formulating research questions, surveying the literature, and grappling with ethical considerations, to selecting appropriate methodologies, data collection methods, and analysis techniques relevant to the learning sciences. Students gain practical skills in scholarly writing, interpreting, and presenting research findings, with a focus on applying research insights to real-world challenges in educational and training settings. Collaborative projects foster teamwork, ensuring students develop the expertise needed to contribute meaningfully to the field of learning sciences.

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TL 6410 TESOL PRACTICE [PRACTICUM TRACK]

3 US CREDITS

Prerequisites:

TL 6001 TESOL METHODOLOGY AND PEDAGOGY
TL 6002 LANGUAGE AWARENESS
TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION
TL 6006 CURRICULUM AND SYLLABUS DESIGN

This course further prepares students for professional practice in TESOL, and for the requirements of the Trinity Certificate in TESOL. Participants will be introduced to Action Research as a research methodology, and identify an area of their own teaching which they will explore in an action research project in the subsequent capstone course. They will produce a proposal for this project in TL 6410. In addition, students will complete the Learner Profile and Unknown Language modules of the Trinity Certificate, which involve their being taught a new language, observing experienced teachers teaching real learners, and analysing, and subsequently creating and delivering a lesson to meet the learning needs of one individual learner

TL 6512 CAPSTONE PROJECT IN TESOL

3 US CREDITS

Prerequisites:

TL 6005 TEACHING LANGUAGE SKILLS
TL 6410 TESOL PRACTICE

In this capstone course students carry out an Action Research project which contributes to their professional development as a TESOL practitioner. This research will be carried out in the context of the teaching practice requirements of the Trinity Certificate in TESOL, and will be written up in a dissertation of 10,000 words. Students will teach groups of real students using lessons they have prepared, and gather primary data for their research. These lessons will be observed and assessed. Students will reflect on their teaching and the materials they used. They will also do observations of lessons taught by experienced teachers and their peers. Students will be assessed by an examiner from Trinity College, London for the Materials Assignment module, which requires them to explain and reflect on materials they have created and used.

TL 6513 THESIS IN TESOL

3 US CREDITS

Prerequisites:

TL 6005 TEACHING LANGUAGE SKILLS
LDT 6025 RESEARCH METHODS IN EDUCATION AND TRAINING

The thesis is undertaken by students working individually and in consultation with an instructor who acts as their thesis advisor. The thesis must convey scholarly and/or professional analysis informed by appropriate application of methodology. The thesis is a significant analytical piece of work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of TESOL.