Subject Code	ENGL4015
Subject Title	Designing Courses for TESOL
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This subject is designed to help students develop the ability to plan, implement and evaluate English courses for speakers of other languages. The subject seeks to provide students with an informed understanding of the theoretical principles and practical issues involved in developing curricula and materials for proficiency-oriented courses in English for general and specific purposes. It also aims to develop students' ability to evaluate, adapt and supplement commercially produced TESOL materials and to plan and produce language-learning tasks and activities.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: **Category A: Professional/academic knowledge and skills** a. analyse and evaluate curricula reflecting current approaches to the teaching of English to speakers of other languages (TESOL); b. design general- and specific-purpose English courses using their knowledge of the key principles and procedures in TESOL curriculum development; c. critique commercially produced teaching/learning materials (e.g. coursebooks, worksheets, videos, websites) designed for course in English for general and specific purposes; d. adapt and supplement teaching materials to meet the needs of particular groups of learners; e. produce and justify task-based materials which would supplement a published coursebook or contribute to a resource of standalone materials. **Category B: Attributes for all-roundedness** f. display critical and creative thinking; g. use a range of strategies for learning autonomously and collaboratively.
Subject Synopsis	• Basic concepts in TESOL course design • Course planning and design models • Needs analysis

	• Designing and evaluating courses: objectives, outcomes, content selection and organisation, assessment, methods of evaluation • Materials evaluation: procedures and processes for the selection of materials, in-use and post-use evaluation • Materials adaptation and supplementation • Materials design: using authentic materials, developing task-based materials, grading and sequencing tasks
Teaching/Learning Methodology	Teaching and learning will be interactive, and students are expected to participate actively both in class and online. Students will be introduced to key principles and procedures in TESOL course and materials development and given the opportunity to analyse and discuss a range of courses and materials. They will also have the chance to create tasks and materials for particular teaching-learning contexts.
Assessment Methods in Alignment with Intended Learning Outcomes	

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
		a	b	c	d	e	f	g	
1. Materials review	50%	✓	✓	✓	✓	✓	✓	✓	
2. Materials development	50%	✓	✓	✓	✓	✓	✓		
Total	100 %								

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students will be required to work on materials review and materials development. The first assessment is a materials development project. It will require them to analyse and evaluate textbook/published materials that are used as the core component of a course in English for general or specific purposes (e.g., by a secondary school, university language centre). On the basis of their evaluation, the students will make a set of recommendations to improve or modify part of the course and the materials. This will take the form of a short written report. The materials development assessment will be in the form of a test. Students will be required to demonstrate their understanding of all the topics and concepts covered in the course. They will need to design a set of task-based materials and explain the principles underpinning the design.

Student Study Effort Required	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Seminars	0 Hrs.
	Other student study effort:	
	▪ Private study	58 Hrs.
	▪ Take-home assignments	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	**Recommended reading** Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle and Heinle. Harwood, N. (Ed.) (2010). *English language teaching materials: Theory and practice.* Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT.* Oxford: Blackwell. McGrath, I. (2002). *Materials evaluation and design in language teaching.* Edinburgh: Edinburgh University Press. Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge. Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. Tomlinson, B. (Ed.) (2008). *English language learning materials: A critical review.* London: Continuum. Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for language classrooms.* Cambridge and New York: Cambridge University Press. **Further reading** Dudley-Evans, T., & St John, M. (1998). *Developments in ESP: A multi-disciplinary approach.* Cambridge: Cambridge University Press.	

	Leaver, B. L., & Willis, J. (2004). *Task-based instruction in foreign language education: Practices and programs*. Washington, D.C.: Georgetown University Press. Long, M. H. (Ed.). (2005). *Second language needs analysis*. Cambridge: Cambridge University Press. Tomlinson, B. (Ed.) (2003). *Developing materials for language teaching*. London: Continuum. Van den Branden, K. (Ed.). (2006). *Task-based language education: From theory to practice*. Cambridge: Cambridge University Press. Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press. Relevant journals: *English for Specific Purposes, TESOL Quarterly, ELT Journal, Journal of English for Academic Purposes, Asian Journal of English Language Teaching, RELC Journal*

Revised by Clarice Chan, April 2017