COURSE INFORMATION

School/Faculty:	Education / Social Sciences and Humanities	Page:	1 of 5	
Program name:	Master of TESL			
Course code:	MPPZ1353	Academic Session/Semester:		2020/2021/2
Course name:	Seminar	Pre/co requisite (course name and code, if applicable):		Nil
Credit hours:	3			

Course synopsis	This course focuses broadly on the current and relevant issues in teaching English as a second language (ESL). The class discussion will centre on issues that are of research/pedagogical interests to the ESL profession, locally and internationally. Students will be given a choice to concentrate on reading intensively relevant literature on issues related to one specific skill (reading, listening, speaking or writing), or a combination of skills of their choice. With the guidance of the instructor, students will focus, select and read pertinent and current literature in the area in which they will develop and annotated bibliography and write a critical literature review. This seminar course aims to encourage students to think critically, read intensively and develop a focused interest in an area on which they intend to concentrate for their future studies.
Course coordinator	

Course lecturer(s)	Name	Office	Contact no.	E-mail
	Assoc. Prof. Dr. Hanita binti Hassan	D06-316D	019-7749070	m-hanita@utm.my

Mapping of the Course Learning Outcomes (CLO) to the Programme Learning Outcomes (PLO), Teaching & Learning (T&L) methods and Assessment methods:

No.	CLO	PLO (Code)	Weight (%)	*Taxonomies and **generic skills	T&L methods	***Assessment methods
CLO1	Identify and discuss issues pertaining to the teaching of ESL.	PLO1 (KW)	20%	C4	Active Learning	Online Reflection
CLO2	Critically synthesise and evaluate important points within a topic of interest which is relevant to the ESL profession.	PLO2 (CG)	30%	C5	Lecture/ Group Work	Annotated Bibliography
CLO3	Coherently develop, argue and present topic of interest in an acceptable academic format.	PLO5, PLO11 (ETS)	20% 10%	CS1 EM2	Lecture / Group Discussion	Critical Literature Review
		PLO5 (CS)	20%	CS5	Active Learning	Seminar Video

Refer *Taxonomies of Learning and **UTM's Graduate Attributes, where applicable for measurement of outcomes achievement ***T – Test; Q – Quiz; HW – Homework; Asg – Assignment; PR – Project; Pr – Presentation; F – Final Exam

Prepared by:	Certified by:
Name: Associate Prof. Dr. Hanita Binti Hassan	Name: Associate Prof. Dr. Mahani Binti Mokhtar
	PROF. MADYA DR. MAHANI BINTI MOKHTAR Pengarah (Asas Pendidikan & Sains Sosial) Sekolah Pendidikan Fakulti Sains Sosial dan Kemanusiaan 81310 UTM Johor Bahru
Signature:	Signature:
Date: 13 March 2021	Date: 13 March 2021

School/Faculty:	Education / Social Sciences and Humanities	Page:	2 of 5	
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Details on Innovative T&L practices:

No.	Type	Implementation
1.	Active Learning	Peer instruction, discussion groups, and collaborative problem solving
2.	Audio and Video	Interactive visual sharing of learning concepts

Weekly Schedule:

Week 1 - 2	1.0 Introduction to the Course 2.0 The Future of ESL Education Online Reflection begins.
Week 3 - 4	3.0 Overview of the current issues in ESL research **Submission of Online Reflection (20%)**
Week 5 - 6	4.0 Teaching ESL in the 21st Century Annotated Bibliography begins
Week 7 - 8	5.0 The application of Blended learning in ESL teaching
Week 9	**MID-SEMESTER BREAK**

Week 10 - 11	6.0 Writing a critical literature review
	   6.1 Search for the area of interests
	   6.2 Extensive reading and gathering of information
	   6.3 Write a literature review
	
	Submission of Annotated Bibliography (30%)

Week 12 - 13	7.0 Special Interest Group Panel Discussion Circle
Week 14 - 15	8.0 Seminar Video Presentation **Seminar Video (20%)** **Submission of Critical Literature Review (30%)**

Transferable skills (generic skills learned in course of study which can be useful and utilised in other settings):

- Advance Knowledge
- Research Skill
- Critical Thinking and Problem solving
- Managerial and Entrepreneur

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Student learning time (SLT) details:

Distribution of student Learning Time (SLT) Course Content outline	Teaching and Learning Activities						TOTAL SLT
	Guided Learning (Face to Face)				Guided Learning Non-Face to Face	Independent Learning Non-Face to face	
	L	T	P	O			
CLO							
CLO1	3h			5h	7h	15h	30h
CLO2	6h			10h	7h	15h	38h
CLO3	3h			15h	9h	25h	52h
TOTAL SLT	12h			30h	23h	55h	120h

Continuous Assessment		PLO	Percentage	Total SLT
1	Online Reflection	PLO1	20	As in CLO1
2	Annotated Bibliography	PLO2	30	As in CLO 2
3	Critical Literature Review	PLO5	20	As in CLO 3
		PLO11	10	
4	Seminar Video	PLO5	20	As in CLO 3
	Final Assessment		Percentage	Total SLT
	Nil			
	Grand Total		100%	120

L: Lecture, T: Tutorial, P: Practical, O: Others

Special requirement to deliver the course (e.g.: software, nursery, computer lab, simulation room):

None

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Credit hours:	3				

Learning resources:

References:

Brown, H.D., & Lee, H., (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy (4th Edition),* USA: Pearson

Callander, R., Gunson, R. & Murray, D., (2018). *The Future is Coming: Ready or Not?: Delivering a Successful 21st Century Skills System for Northern Ireland and Scotland,* Edinburgh: IPPR Scotland

Curtis, A., (2017). Methods and Methodologies for Language Teaching: The Centrality of Context (Applied Linguistics for the Language Classroom). USA: Red Globle Press

Johnson, L.A., (2017). *Cultivating Communication in the Classroom: Future-Ready Skills for Secondary Students*, California: Corwin.

Linton, J., (2018). *The Blended Learning Blueprint for Elementary Teachers,* California: Corwin

Macaro, E., Graham, S., & Woore, R., (2016). *Improving Foreign Language Teaching: Towards a Research-Based Curriculum and Pedagogy,* London: Routledge

Nation, I.S.P., (2009). *Teaching ESL/EFL Reading and Writing*, London: Routledge.

Peto, M., (2018). *My Perfect Year: A Practical Guide for Language Teachers,* USA: Mike Peto

Polat, P., Gregersen, T., & MacIntyre, P., (2019). *Research-Driven Pedagogy: Implications of L2A Theory and Research for the Teaching of Language Skills.* London: Routledge

Tucker, C.R., (2018). *Power Up Blended Learning: A Professional Learning Infrastructure to Support Sustainable Change*, USA: Corwin.

Online

http://elearning.utm.my

21st Century Skills and the English Language Classroom. https://www.english.com/blog/21st-century-skills/

Breakthroughs in English Language Teaching in the 21st Century, 9th International Conference on TESOL, (2018) http://www.vnseameo.org/TESOLConference2018/wp-content/uploads/2018/01/AbstractBiodata.pdf

Academic Honesty and Plagiarism

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Assignments are individual tasks and NOT group activities (UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES)

Copying of work (texts, simulation results etc.) from other students/groups or from other sources is not allowed. Brief quotations are allowed and then only if indicated as such. Existing texts should be reformulated with your own words used to explain what you have read. It is not acceptable to retype existing texts and just acknowledge the source as a reference. Be warned: students who submit copied work will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty. It is also unacceptable to do somebody else's work, to lend your work to them or to make your work available to them to copy.

Other additional information (Course policy, any specific instruction etc.)

Assessments on generic skills will be based on AHIBS' Academic Assessment Rubrics.

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