School of Education

EDST5440
Advanced TESOL Methodology

Term 2 2021

Contents

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5440 Advanced TESOL Methodology (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	A/Prof Andy Gao
Office Location:	Morven Brown, G22
Email:	xuesong.gao@unsw.edu.au
Availability:	Email for appointment

3. COURSE DETAILS

Course Name	Advanced TESOL Methodology
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5440T2

SUMMARY OF COURSE

This course provides qualified, practising teachers who possess relevant background knowledge with the opportunity to gain new or updated skills in the specialist TESOL field. Students will learn about advanced language teaching methodology and its practical applications. Topics cover different approaches to English language learning and teaching, including effective teaching strategies and techniques for teaching reading, writing, listening and speaking. The role of ICT and the Internet is addressed as an integral element of the course.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Has increased the content for online asynchronous delivery
- Ensure that face-to-face meetings are focused on challenging issues in English language teaching

STUDENT LEARNING OUTCOMES

	Outcomes	Assessment/s
1	Identify, describe and critique the underlying principles of TESOL methodology	1, 2
2	Demonstrate a thorough understanding of key theoretical and practical issues and debates around contemporary TESOL teaching methods and techniques	1, 2
3	Demonstrate the ability to critically analyse the strengths and weaknesses of different methodological approaches to TESOL and the implications for your own teaching situation	1, 2
4	Demonstrate an ability to evaluate and adapt teaching and learning materials to suit your own teaching context, based on your understanding of the relevant research literature	1, 2

PROGRAM LEARNING OUTCOMES

	Outcomes	Assessment/s
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments	1, 2
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1, 2
3	Demonstrate advanced critical thinking and problem-solving skills	2
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

As language is constantly evolving, practising TESOL teachers and other professionals closely involved in the field need to constantly reflect upon and re-evaluate their understandings of language and how best to teach it. The course thus aims to critically analyse, revise and extend students' understanding and practice of the core approaches and techniques of TESOL methodology.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.
Thus, teaching strategies used during the course will include:

- Weekly online asynchronous lectures
- Plenary discussions around core methodological issues and debates
- Bi-weekly, face-to-face or online contact sessions.
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals
- Structured occasions for students to reflect critically on and improve teaching practice
- Opportunities for whole group and small group dialogue and discussion online/face-to-face, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and other useful web links.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Topic
1 (June 2ⁿᵈ) 1ˢᵗ face-to-face workshop	**Overview** • Getting to know you • Key assumptions • The historical development of TESOL methodology • Current approaches **Textbook:** Chapter 1 (The meaning of methods), Chapter 2 (Learning theories and methods) **Additional readings:** Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly*, *40*(1), 109-131. Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly*, *40*(1), 59-81. Nunan, D. (2003). Methodology. In D. Nunan, (Ed). *Practical English Language Teaching*: New York. McGraw-Hill/Contemporary. (Chapter 1)
2 (June 9ᵗʰ)	**Classroom management and lesson planning** • Contemporary issues in classroom management • Considerations and techniques • The components of effective lesson plans • Analysing lesson plans • Evaluating lessons **Textbook:** Chapter 3 (The learner in the methods) **Additional readings:** Wright, T. (2012) Managing the classroom. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press. (Chapter 6) Brown, H.D. (2007). Classroom management. In *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Longman. (Chapter 15)

	Harmer, J. (2007). Planning lessons. In *How to teach English* (pp. 156-165). Harlow, UK: Pearson Longman. Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3ʳᵈ. ed., pp. 403-413). Boston, MA: Heinle & Heinle.
3 (June 16ᵗʰ) 2ⁿᵈ face-to-face workshop	**Teaching grammar** • What is grammar? • How do ESL students acquire grammar? • Form and function • Principles and theories underlying the teaching of grammar **Textbook:** Chapter 4(Grammar in methods) **Additional readings:** Derewianka, B. (2019). A relevant pedagogic grammar for today's classrooms. In: Gao X. (eds) *Second Handbook of English Language Teaching*(pp. 821-845). Springer. Schleppegrell, M. (2007). The meaning in grammar. *Research in the Teaching of English, 42,* 121-128. Bourke, J. (2005). The grammar we teach. *Reflections on English Language Teaching, 4,* 85-97.
4 (June 23ʳᵈ) Optional online support meeting	**Teaching vocabulary** • What does it mean to know a word? • How do ESL students acquire vocabulary? • Strategies and underlying theories or teaching and learning vocabulary. **Textbook:** Chapter 5 (Vocabulary in methods) **Additional readings:** X. Gao, & Q. Ma (2011) Vocabulary learning and teaching beliefs of pre-service and in-service teachers in Hong Kong and mainland China, *Language Awareness, 20*(4), 327-342. Nation, I. S. P. (2008). Testing vocabulary knowledge. In *Teaching vocabulary: Strategies and techniques* (pp. 141-156). Boston: Heinle Cengage Learning. **1ˢᵗ assignment due June 27ᵗʰ, 2021**
5 (June 30ᵗʰ) 3ʳᵈ face to face workshop	**Teaching reading** • What do we read? • Why and how do we read? • Implications for the classroom • Schema theory and background knowledge • Possible stages for developing reading skills • The purpose and theories underlying each stage **Textbook:** Chapter 6 (Teacher language and the four language skills) **Additional readings:** Anderson, N. (2012). Reading instruction. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press. (Chapter 23) Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching Maus. *Journal of Adolescent and Adult Literacy 53*(2), 144-153. Gee, J.P. (2001). Reading as Situated Language. A sociocognitive perspective. *Journal of Adolescent and Adult Literacy, 44*(8) 714-725. Grabe, W. (2008). Reading assessment. In *Reading in a second language: Moving from theory to practice* (pp. 352-375). Cambridge: Cambridge University Press.
6 (June 7ᵗʰ)	**Teaching listening** • What do we listen to?

	• Why and how do we listen? • Implications for the classroom • Schema theory and background knowledge • Possible stages for developing listening skills • The purpose and theories underlying each stage **Textbook:** Chapter 7 (Methods and principles for integrating the four skills) **Additional readings:** Field, J. (2012). Listening instruction. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press. (Chapter 22) Richards, J. C. (2008). *Teaching listening.* New York: Cambridge University Press. Ling, B. & Kettle, M. (2011). Rethinking comprehension and strategy use in second language listening instruction. *TESOL in Context, 21*(1), 5-22.
7 (July14th) 4th face to face workshop	**Teaching writing** • Why do we write • What do we write? • How do we write • When we write what factors do we need to take into consideration? • Implications of the above for teaching and learning writing • The link between reading and writing • Approaches and underlying theories in the teaching and learning of writing **Textbook:** Chapter 7 (Methods and principles for integrating the four skills) **Additional readings:** Ferris, D. (2012). Writing instruction. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press. (Chapter 24) Ferris, D., & Hedgcock, J. (2005). Classroom approaches to ESL writing assessment. In *Teaching ESL composition: Purpose, process, and practice* (pp. 299-343). Mahwah, NJ: Lawrence Erlbaum. Sokolik, M. (2003). Writing. In D. Nunan (Ed.), *Practical English language teaching* (pp. 87-108). New York: McGraw Hill.
8(July 21st)	**Teaching speaking and pronunciation** • Why is speaking important for language learning? • Strategies for developing speaking skills • Helping students to notice and approximate L2 pronunciation **Textbook:** Chapter 7 (Methods and principles for integrating the four skills) **Additional readings:** Thornbury, S. (2012). Speaking instruction. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press. (Chapter 21) Brinton, D. (2012). Pronunciation instruction. In A. Burns & J. Richards (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press. (Chapter 26) Baker, A. & Murphy, J. (2011). Knowledge Base of Pronunciation Teaching: Staking Out the Territory. *TESL Canada Journal, 28*(2) 29-50. Zhang, Z., & Head, K. (2010). Dealing with learner reticence in the speaking class. *ELT Journal, 64*(1), 1-9.
9 (July 28th) 5th face to face workshop	**The role of ICT** • Pedagogical principles of ICT • Advantages and disadvantages of using ICT in the classroom • Integrating ICT in the language classroom

	Textbook: 　Chapter 8(Multiliteracies) **Additional readings:** Chun, C. W. (2012). The multimodalities of globalization: Teaching a YouTube video in an EAP classroom. *Research in the Teaching of English, 47*(2), 145-170. Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies, 4,* 164-195. Morgan, B. (2009). Revitalising the essay in an English for academic purposes course: Critical engagement, multiliteracies and the internet. *International Journal of Bilingual Education and Bilingualism, 12*(3), 309-324.
10 (August 4th) Optional online support meeting	**Adapting course materials and materials development** 　• A critique of samples of published course materials. 　• Adapting materials 　• Small group tasks and peer teaching if time **Textbook:** 　Chapter 9 (Cultural competencies) **Other chapters and articles:** Edwards, E. & Burns, A. (2016). Action research to support teachers' classroom materials development. *Innovation in Language Learning and Teaching, 10*(2), 106-120. Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 80-91). Cambridge, UK: Cambridge University Press. Kang, S. (2004). Using visual organizers to enhance EFL instruction. *English Language Teaching Journal, 58*(1), 58-67. Waters, A. (2009). Advances in materials design. In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (pp. 311-326). Chichester, UK: Wiley-Blackwell.

7. RESOURCES

Textbook:

Spiro, Jane. (2013). *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press

Online access through UNSW library

General background reading:

Batstone, R. (1994). *Grammar.* Oxford: Oxford University Press.

Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York. Addison Wesley Longman (pp 1-48)

Celce-Murcia (Ed.) (2001). *Teaching English as a second or foreign language* (3rd ed). Boston: Heinle & Heinle (pp 13-28).

Corbett, J. and Thornbury, S. (2010). *Intercultural language activities*. Cambridge: Cambridge University Press

Dalton, C & Seidelhofer, B. (1998) *Pronunciation*. Oxford: Oxford University Press

Harmer, J. (2007) *How to Teach English*. Harlow, Essex: Pearson Education Ltd. Chapter 5.

Harmer, J. (2004). *How to teach writing*. Harlow, Essex: Pearson Education Ltd.

Hinkel, E. (2011). What research on second language writing tells us and what it doesn't. In E. Hinkel (Ed). *Handbook of Research in Second language teaching and learning* volume 2 (pp 523 – 538).

Hunston, S. 2002. *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.

Johnson, K. (2003). *Designing a language teaching task*. London: Palgrave.

Kelly, M. and Topfer, C. (2011). *Reading comprehension: Taking the learning deeper*. ALEA: South Australia.

Kucer, S.B. and Silva, C. (2006). *Teaching the dimensions of literacy*. Mahwah, New Jersey: Lawrence Erlbaum Publishers.

Ling, B. & Kettle, M. (2011). Rethinking comprehension and strategy use in second language listening instruction. *TESOL in Context, 21*(1), 5-22.

Nation, P. and Gu, Y. (2007) *Focus on Vocabulary*. Sydney: National Centre for English Language Teaching and Research

Richards, J. C. and Renandya, W.A. (2002). *Methodology in Language Teaching: An anthology of current practice*. Cambridge, Cambridge University Press.

Savignon, S.J. (2001). Communicative language teaching for the twenty-first century. In Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp.13-28). Boston: Heinle & Heinle

Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan

Thornbury, S & Slade, D (2006). *Conversation. From Description to Pedagogy*. Cambridge: Cambridge University Press.

Thornbury, S. (2005). *Uncovering Grammar*. England: Macmillan Education.

Thornbury, S. (2005). *How to teach Speaking*. Harlow, Essex: Pearson Education

Thornbury, S. (2012). *How to teach grammar*. Harlow, Essex: Pearson Education

Ur, P. (2001). *A Course in Language teaching*. Practice and theory. Cambridge: Cambridge Teacher Training and Development

Wajnryb, R. (2001). *Classroom Observation Tasks*. Cambridge: Cambridge Teacher Training and Development

Useful Websites:

Writing:

https://owl.purdue.edu/owl/purdue_owl.html

https://writing-speech.dartmouth.edu/learning/materials

https://archive.nwp.org/cs/public/print/resource/922

Grammar:

https://english.washington.edu/teaching/materials-teaching-grammar

http://grammar.ccc.commnet.edu/grammar/quiz_list.htm

Listening:

http://www.esl-lab.com/

http://www.englishmedialab.com/listening.html

http://eslpod.com/website/index_new.html

Pronunciation:

https://linguistics.arizona.edu/dpl/links

Vocabulary:

https://www.english-corpora.org/coca/

https://www.norbertschmitt.co.uk/

https://www.wgtn.ac.nz/lals/about/staff/paul-nation

https://www.wgtn.ac.nz/lals/resources/paul-nations-resources

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1: ESL Learner Activity	2000 words	40%	1-4	1-2, 4-5	by 5pm, June 27th, 2021
Task 2: Lesson plan, evaluation, and assessment	2000 words	60%	1-4	1-6	by 5pm, August 11th, 2021

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment task 1: **ESL learner activity 40%**
Length: **No more than 2000 words**
Task description:

Identify a specific target group of ESL learners. Select a short reading, listening or viewing text and design a series of 2 or 4 steps (or tasks) which help the targeted students to

A) understand and talk about the text and

B) extend their understanding and use of English in communicative, authentic ways.

Explain how your activity would actively engage your chosen learner group in learning and using English.

Please note that tasks here are components of your pedagogical activity.

Assessment task 2:   **Lesson plan, evaluation, and assessment 60%**
Length: **No more than 2000 words** (excluding references)
Task description:

A) Prepare a detailed lesson plan using a short listening, reading or viewing text as a springboard for the teaching of a language point (vocabulary and grammar or vocabulary and a functional area)

B) Provide an in-depth rationale and assessment of your lesson plan with reference to theories underlying the teaching of English as a second language, making full use of the relevant literature. Your evaluation should include a discussion of the strengths and weaknesses of the materials and tasks chosen, as well as their suitability for the context in which you would normally teach.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5440 ADVANCED TESOL METHODOLOGY

Student Name: Student No.:
Assessment Task 1: **ESL learner activity**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of educational research and the key concepts involved					
• Clear understanding of the task (e.g. learner activity) and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in TESOL methodology					
Depth of analysis and/or critique in response to the task					
• Depth of understanding of key TESOL methodological principles, concepts and issues explicitly raised during the course and in your follow-up readings • Depth of analysis if specific strengths and weaknesses of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications / recommendations for improvement					
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature to support response					
Structure and organisation • Appropriateness of the overall structure • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation • Clarity, consistency and appropriateness of written expression • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5440 ADVANCED TESOL METHODOLOGY

Student Name: Student No.:
Assessment Task 2: **Lesson plan, evaluation, and assessment**

SPECIFIC CRITERIA	(-)				➤ (+)
Understanding of educational research and the key concepts involved					
• Clear understanding of the task (e.g. lesson) and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts in TESOL methodology					
Depth of analysis and/or critique in response to the task					
• Depth of understanding of key TESOL methodological principles, concepts and issues explicitly raised during the course and in your follow-up readings • Depth of analysis if specific strengths and weaknesses of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications / recommendations for improvement					
Familiarity with and relevance of professional and/or research literature used to support response					
• Range of research and professional literature to support response					
Structure and organisation					
• Appropriateness of the overall structure of response • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions					
• Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation • Clarity, consistency and appropriateness of written expression • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references •					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20   (FL PS CR DN   HD)   Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**