EDST5440

Advanced TESOL Methodology

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	2-4PM Wednesdays, by appointment on Thursdays and Fridays	114 Goodsell Building	93853726

School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

In this course you gain new or updated skills in the specialist TESOL field. You engage with advanced language teaching methodology and its practical applications through a program of seminars and online interactions. Topics cover different approaches to English language learning and teaching, including effective teaching strategies and techniques for teaching reading, writing, listening and speaking, materials development, and the planning and evaluation of individual lessons and units of work. The role of ICT and the internet is addressed as an integral of the whole course.

At the conclusion of this course the student will be able to

1. Identify, describe and critique the underlying principles of TESOL methodology
2. Integrate key theoretical and practical issues and debates around contemporary TESOL teaching methods and techniques in lesson plans
3. Critically analyse the strengths and weaknesses of different methodological approaches to TESOL and the implications for students' own teaching situation
4. Evaluate and adapt teaching and learning materials to suit students' own teaching context, based on their understanding of the relevant research literature

Teaching Strategies

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, face-to-face 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
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, 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.

Rationale:

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.

Australian Professional Graduate Teaching Standards

Standard	Description
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.1.3	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
2.2.1	Organise content into an effective learning and teaching sequence.
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.3.3	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
2.6.4	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Design of a learning task	40%	1,4	n/a	18/04/2 018 05:00 PM
Lesson plan discussion	60%	2,3,4	n/a	06/06/2 018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Design of a learning task

Start date: Not Applicable

Details: Design a learning task targeted to a specific group of ESL learners and provide a rationale for how it would assist those learners to acquire the target language.

Additional details:

Identify a specific target group of ESL learners. Design and develop an authentic communicative language teaching task aimed at these learners. Explain how your task would actively engage your chosen learner group in interacting with and acquiring the target language. (2000 words)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Lesson plan discussion

Start date: Not Applicable

Details: Prepare a detailed lesson plan and a comprehensive assessment of the approach in relation to key theoretical and practical issues and its alignment with various TESOL methodological approaches.

Additional details:

1. Prepare a detailed lesson plan to teach either a language point (grammar, vocabulary or pronunciation) or a specific skill (listening, speaking, reading or writing).
2. Provide an in-depth rationale and assessment of your lesson plan by referring to 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. (3000 words)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	**Overview (Feb. 28th):** Key assumptions underlying the historical development and current approaches to TESOL methodology.
Week 2: 5 March - 11 March	Lecture	**Classroom management and lesson planning (March 7th):** Contemporary issues in classroom management, considerations and techniques, models of lesson planning, lesson aims, and developing, implementing and evaluating lesson plans
Week 3: 12 March - 18 March	Lecture	**Teaching pronunciation (March 14th):** Criteria for evaluating phonological competence.Intelligibility, segmental, suprasegmental and paralinguistic features of English. Implications for teaching and assessment.
Week 4: 19 March - 25 March	Lecture	**Teaching grammar (March 21st):** Form-focused instruction? Issues in planning and carrying out staged presentation and practice of teaching new language. Different types of grammar. Differences between spoken and written modes. The acquisition of grammar. Implications for teaching and assessment.
Week 5: 26 March - 1 April	Blended	**Teaching Listening(Online session):** The relationship between listening and reading. Different types of listening skills. Assessing listening skills. Different approaches to teaching. Jigsaw activities.
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Lecture	**Teaching vocabulary (April 11th):** Lexical vs. grammatical words. The definition of a word. What it means to know a word. Meanings: connotation vs. denotation. Semantic features, sense relations and lexical fields. Cross-cultural differences. The "grammar" of words. Morphemes and morphology. The acquisition of vocabulary. Approaches to teaching vocabulary at a variety of levels.
Week 7: 16 April - 22 April	Lecture	**Teaching Speaking(April 18th):** Teaching speaking in a foreign/second language context. Facilitating learners' communicative competence in a foreign language context. Focus on product and process, form and message. The relationship between spoken and written communication.

		Different types of spoken text. Conversational structures. Cross-cultural differences. Fluency vs accuracy.
Week 9: 30 April - 6 May	Lecture	**Teaching Reading (May 2nd):** The reading process. Schema theory and background knowledge. Assessing reading skills. Different approaches to teaching reading. Critical literacy. The place of literature in the language classroom. Implications for teaching and assessment.
Week 10: 7 May - 13 May	Lecture	**Teaching writing (May 9th):** Planning and carrying out staged development of writing skills. Approaches to teaching writing at a variety of levels. Cohesion. Different types of cohesion: reference, substitution, ellipsis, conjunction, lexical cohesion. Coherence. The acquisition of written genres. The writing process. Product vs. process in writing. Assessing writing skills. The "process" approach. Error correction. Implications for teaching and assessment.
Week 11: 14 May - 20 May	Lecture	**Implementing and adapting course materials, materials development(May 16th):** Examines the role played by materials, both commercial and teacher-produced. Emphasis is placed on selecting appropriate materials for a given learner population, adapting these materials to learners' needs, and supplementing assigned teaching materials with outside sources (including authentic materials). The role of technology in the classroom will also be explored.
Week 12: 21 May - 27 May	Lecture	**The role of ICT(May 23rd):** Advantages and disadvantages of using ICT in the classroom Pedagogical principles of ICT. Integrating ICT in the language classroom
Week 13: 28 May - 3 June	Lecture	**Professional Development for TESOL Teachers (May 30th):** Classroom decision making. Going forward

Resources

Prescribed Resources

- Burns, A. and Richards, J. (Eds). 2012. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching.* Cambridge: Cambridge University Press.

Recommended Resources

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

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

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

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

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

Course Evaluation and Development

Student feedback will be collected through the university survey, mid-term course evaluatoin and interactions (e.g. email exchanges). All the feedback will be carefully examined and reflected upon to improve the course and its delivery.

Image Credit

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