UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5440
Advanced TESOL Methodology

Term 1, 2019

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2

Summary of Course ..... ***Error! Bookmark not defined.***

Student Learning Outcomes *3*

Program Learning Outcomes ..... ***Error! Bookmark not defined.***

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 3
5. TEACHING STRATEGIES 3-4
6. COURSE CONTENT AND STRUCTURE 5-6
7. ASSESSMENTS 6
8. RESOURCES 10

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 and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5440 Advanced TESOL Methodology (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Geraldine Davies
Office Location: Please Email
Email: gedavies@unsw.edu.au
Office Hours: 9.00 – 5.00

3. COURSE DETAILS

Course Name	EDST 5440 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_T1.html

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:

The feedback from the last course was very positive and helpful. Suggested refinements included using more practical examples of teaching plans and materials from real life classrooms using sample texts from visual sources such as YouTube as well as written sources. This feedback has been implemented in the planning and preparation for the updated 2019 course.

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: 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 documentation 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.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

STUDENT LEARNING OUTCOMES

Outcome		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

Capability		Assessment/s
1	**Advanced disciplinary knowledge and practices** 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	**Enquiry-based learning** 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	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	2
4	**Communication, adaptive and interactional skills** Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	**Global outlook** Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	**Ethics** 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, 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.

6. COURSE CONTENT AND STRUCTURE

Week	TOPIC
Week 1	**Overview** • Getting to know you • The historical development of TESOL methodology • Key language acquisition principles underlying TESOL methodology
Week 2	**Teaching Integrated Skills: Reading as a springboard for integrated skills** • 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
Week 3	**Teaching Integrated Skills: Listening as a springboard for integrated skills** • 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
Week 4	**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.
Week 5	**Teaching grammar** • What is grammar? • How do ESL students acquire grammar? • Form and function • Principles and theories underlying the teaching of grammar
Week 6	**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
Week 7	**Teaching Speaking and pronunciation** • Why is speaking important for language learning? • Strategies for developing speaking skills • Helping students to notice and approximate L2 pronunciation
Week 8	**Classroom management** • Contemporary issues in classroom management • Considerations and techniques

Week 9	**Lesson planning** • Why plan lessons? • The components of effective lesson plans • Analysing lesson plans • Evaluating lessons
Week 10	**Adapting course materials and materials development** • A critique of samples of published course materials. • Adapting materials • Small group tasks and peer teaching if time

7. ASSESSMENTS

Hurdle requirements:

1. Satisfactory attendance at least 80% of university classes (Any absences should be notified via email to the lecturer before the class concerned)

2. Participation in classroom-based activities and completion of set reading/s on each topic.

3. Active membership of an independent study group, which will interact at regular intervals by telephone, email or face to face (at least once a week) and share readings/tasks.

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assignment 1: Identify a specific target group of ESL learners. Select a short reading, listening or viewing text and design a series of 3 or 4 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 tasks would actively engage your chosen learner group in learning and using English.	2000 words	40%	1, 2, 3, 4	1,2,4,5	
Assignment 2: 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.	3000 words	60%	1, 2, 3, 4	1,2,3,4,5,6	

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 no longer need to use a cover sheet. 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/

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment 1	Written	Within 10 Working Days
Assessment 2	Written	Within 10 Working Days

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5440 ADVANCED TESOL METHODOLOGY

Student Name: Student No.:
Assessment Task 1

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response • appropriateness of overall structure of response • clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection					
GENERAL COMMENTS					

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

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task 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 of specific strengths and weakness of specific approach 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 organization of response • appropriateness of 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, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS					

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.**

8. RESOURCES

Required text

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

Uploaded into Moodle

Useful Websites

Writing:

http://owl.english.purdue.edu/owl/section/1/2

http://www.dartmouth.edu/writing/materials

http://www.nwp.org/cs/public/print/resource/922

Grammar:

http://annex.ncwc.edu/writing_lab/ncwc/handouts.htm

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:

http://www.ic.arizona.edu/lsp/IPA/SSAE.html

Vocabulary:

http://corpus.byu.edu/coca

http://www.nottingham.ac.uk/alzsh3/acvocab/index.htm