School of Education

EDST5440
Advanced TESOL Methodology

Term 1, 2019

Contents

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

6. COURSE CONTENT AND STRUCTURE

Week	TOPIC
Week 1	**Overview** • Getting to know you

	Lesson planning
Week 9	• Why plan lessons? • The components of effective lesson plans • Analysing lesson plans • Evaluating lessons
	Adapting course materials and materials development
Week 10	• 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

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%**

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