



School of Education

EDST5440

Advanced TESOL Methodology

Term 2 2021

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	<p>Harmer, J. (2007). Planning lessons. In <i>How to teach English</i> (pp. 156-165). Harlow, UK: Pearson Longman.</p> <p>Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd. ed., pp. 403-413). Boston, MA: Heinle & Heinle.</p>
<p>3 (June 16th) 2nd face-to-face workshop</p>	<p>Teaching grammar</p> <ul style="list-style-type: none"> • What is grammar? • How do ESL students acquire grammar? • Form and function • Principles and theories underlying the teaching of grammar <p>Textbook: Chapter 4(Grammar in methods)</p> <p>Additional readings: Derewianka, B. (2019). A relevant pedagogic grammar for today's classrooms. In: Gao X. (eds) <i>Second Handbook of English Language Teaching</i>(pp. 821-845). Springer.</p> <p>Schlepppegrell, M. (2007). The meaning in grammar. <i>Research in the Teaching of English, 42</i>, 121-128.</p> <p>Bourke, J. (2005). The grammar we teach. <i>Reflections on English Language Teaching, 4</i>, 85-97.</p>
<p>4 (June 23rd) Optional online support meeting</p>	<p>Teaching vocabulary</p> <ul style="list-style-type: none"> • What does it mean to know a word? • How do ESL students acquire vocabulary? • Strategies and underlying theories or teaching and learning vocabulary. <p>Textbook: Chapter 5 (Vocabulary in methods)</p> <p>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, <i>Language Awareness, 20</i>(4), 327-342.</p> <p>Nation, I. S. P. (2008). Testing vocabulary knowledge. In <i>Teaching vocabulary: Strategies and techniques</i> (pp. 141-156). Boston: Heinle Cengage Learning.</p> <p>1st assignment due June 27th, 2021</p>
<p>5 (June 30th) 3rd face to face workshop</p>	<p>Teaching reading</p> <ul style="list-style-type: none"> • 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 <p>Textbook:</p>

- Why and how do we listen?
-

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: K4I3 9IyanessinWh C

Assessment task 2: Lesson plan, evaluation, and assessment 60%

Length:

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EDST5440 ADVANCED TESOL METHODOLOGY

Student Name:
Assessment Task 1: ESL learner activity

Student No.:

SPECIFIC CRITERIA

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Student Name:

Student No.:

Assessment Task 2: Lesson plan, evaluation, and assessment

SPECIFIC CRITERIA

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Understanding of educational research and the key concepts involved