ET9B2-15 Foundations of TESOL Methodology

20/21

Department
Applied Linguistics
Level
Taught Postgraduate Level
Module leader
Andrew Davidson
Credit value
15
Module duration
8 weeks
Assessment
100% coursework
Study location
University of Warwick main campus, Coventry

Description

Introductory description

This module provides students with a solid foundation in TESOL theory and practice. It explores both historical and contemporary developments in TESOL in order to give students a broad understanding of the field of English language teaching. Through such exploration, students are encouraged to reflectively engage with and develop their own beliefs about language learning and teaching, particularly in relation to educational contexts they are familiar with and/or will return to as practicing teachers.

Module aims

This module is designed to enable students with little or no English language teaching experience to develop their careers in TESOL and associated fields. The module aims to:

- Deepen students' systematic understanding and critical awareness of the trends and debates in modern TESOL pedagogy by building on students' previous learning, teaching and life experience;
- Facilitate students' awareness and critical evaluation of current practice and research concerning TESOL methodology;

- Develop students' understanding of ways in which TESOL methodologies relate to psychological, socio-cultural and educational theory;
- Apply the insights gained above to areas of concern in their own teaching / learning contexts and their own future professional practice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module begins by inviting the students to critically reflect upon their own language learning and teaching experiences and how they reflect underlying beliefs, theories, sociocultural and pragmatic factors in their own contexts. Students will go on to critically consider the characteristics and rationales associated with principal TESOL approaches and methodologies that have been influential in the post-war years. Particular attention will be given to developing students' understanding of the notion of communicative competence and the development of the communicative approach to language teaching. Approaches such as TBLT and CLIL will be explored in the light of the theoretical and practice based understanding developed of the communicative approach to language teaching (CLT). The module will progress to focus on the teaching and learning of vocabulary and grammar, the skills of listening, speaking, reading writing, and ways in which language lessons can be designed that effectively integrate such focuses. Throughout the module, the effective use of ICT in the teaching of English language will be highlighted. Consideration will be given to methodology and the development of autonomy and motivation.

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate comprehensive understanding of principal methodological approaches relevant to TESOL practice
- Develop awareness of and facility with approaches to the evaluation, design and adaptation of classroom materials
- Select and be able to critically evaluate appropriate methodology which responds to the needs of learners and stakeholders in the students' own teaching and learning contexts.

Indicative reading list

Harmer, J. (2015) The practice of English language teaching. Fifth edition. Harlow, Essex: Pearson Education Limited.
Hedge, T. (2000) Teaching and learning in the language classroom. Oxford: Oxford University Press.
Johnson, K. (2017). An introduction to foreign language learning and teaching (3rd ed.). Harlow: Longman.
McDonough, J., Shaw, C. and Masuhara, H. (2013) Materials and methods in ELT: a teacher's guide. Chichester, West Sussex: Wiley-Blackwell.
Nation, I. S. P. (2013) Learning vocabulary in another language.. Cambridge: Cambridge

University Press. Richards, J. C. (2015) Key issues in language teaching. Cambridge: Cambridge University Press.
Richards, J. C. and Renandya, W. A. (2002) Methodology in language teaching: an anthology of current practice. Cambridge: Cambridge University Press.
Schmitt, N. (2000) Vocabulary in language teaching. Cambridge: Cambridge University Press.
Scrivener, J. (2003) Teaching grammar. Oxford: Oxford University Press.
Scrivener, J. (2011) Learning teaching: the essential guide to English language teaching. 3rd ed. Oxford: Macmillan Education.
Scrivener, J. and Thornbury, S. (2012) Classroom management techniques. Cambridge, UK: Cambridge University Press.
Spiro, J. (2013) Changing methodologies in TESOL. Edinburgh: Edinburgh University Press.
Ur, P. and Ur, P. (2012) A course in English language teaching. 2nd ed. Cambridge: Cambridge University Press.

View reading list on Talis Aspire

Subject specific skills

- Develop principled approaches to managing classroom interaction and activities;
- Demonstrate confidence and skill in selecting and using appropriate methodologies through a thorough understanding of their underlying rationales;
- Critically evaluate, choose and use methodologies that are appropriate to the needs of learners and stakeholders in the students' own teaching and learning contexts.
- Develop a coherent lesson plan and sample set of materials in accordance with methodological approaches studied during the module.

Transferable skills

- Reflect on personal, professional and academic development in order to engage in reflective learning;
- Participate constructively in collaborative tasks and group discussions;
- Structure and communicate ideas effectively in writing;
- Plan and manage time and workload to meet deadlines.

Study

Study time

Type	Required
Lectures	8 sessions of 2 hours (11%)
Seminars	8 sessions of 1 hour (5%)
Private study	126 hours (84%)
Total	150 hours

Private study description

Guided weekly module related study, independent study, and reading for assignment -- equivalent to around 125 hours.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A1

	Weighting	Study time
3000 word written assignment	100%	

Feedback on assessment

Written feedback on the assignment will be provided via a combination of the Centre¿s standard feedback sheets (which conform to Faculty criteria), and electronic annotation of the student¿s assignment (submitted via Tabula). Where appropriate, additional feedback may be provided via personal meetings with module tutors.

Availability

Courses

This module is Core optional for:

- Year 1 of TIES-X3BA Postgraduate Taught Drama Education and English Language Teaching
- TETS-X9PR Postgraduate Taught TESOL
    - Year 1 of X9PR TESOL
    - Year 1 of X9PR TESOL
    - Year 1 of X9PR TESOL
    - Year 1 of X9PR TESOL
- Year 1 of TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research