

# ET9B3-15 Innovations in TESOL Methodology

**21/22**

**Department**

Applied Linguistics

**Level**

Taught Postgraduate Level

**Module leader**

Richard Smith

**Credit value**

15

**Module duration**

8 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module aims, in the first instance, to enhance participants' abilities to consider innovation in TESOL from a critical perspective in relation to their own teaching context. Students learn how to engage in and evaluate innovation by means of practitioner research and how to manage innovation. On this foundation, in the last part of the course students will be introduced to and invited to critically appraise a wide variety of recent proposals for innovation.

### Module aims

The module aims, in the first instance, to enhance students' abilities to consider innovation in TESOL from a critical perspective in relation to their own teaching context (including questioning of the notion / value of innovation from historical and research perspectives). They will also be encouraged to plan small-scale data collection interventions as a basis for innovation. On these foundations, they will be introduced to a wide variety of recent innovations for critical appraisal during the second half of the course. They will also learn how to 'manage' innovation, in the sense of understanding and controlling factors known to increase chances of an innovation being successful.

## 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 will consist of three phases: a first phase in which critical awareness regarding innovation is developed and a second phase in which this is exercised in relation to various recent innovations as identified and kept up to date from within the TESOL community (prototype: <https://richardsmithelt.wordpress.com>: a similar survey can be carried out every year or two).

Phase One: Foundations for innovation

- Your context and experience, and appropriate methodology
- Methodological alternatives (1): Historical foundations
- Methodological alternatives (2): Beyond methods
- Innovation in the hands of teachers (1): Reflective practice
- Innovation in the hands of teachers (2): Practitioner research

Phase Two: Recent innovations in TESOL methodology

- Technology-based innovations e.g. blended learning, flipped learning, mobile learning, MOOCs, Moodle/Edmodo, e-portfolios.
- Values-based innovations e.g. promoting global citizenship/intercultural communication; 21st century skills; critical thinking/critical pedagogy.
- Language-based innovations e.g. bilingual/translanguaging approaches; lexical approach; use of corpora.
- Learning-based innovations e.g. differentiation/inclusion; being learner-centred in general; project-based learning; Dogme/teaching unplugged; task-based learning; CLIL.
- Assessment- and resource-based innovations e.g. assessment for learning, teaching in difficult circumstances, extensive reading.

Phase Three: Consolidation

- Management of innovation
- Reflections, questions, assignment guidance

## Learning outcomes

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

- Demonstrate general understanding of the concepts of innovation and appropriate methodology,
- Develop a principled approach to bringing about change, when desired, in their own teaching
- Critically evaluate various possible ideas for innovation, with reference to their own context
- Understand the complexity of innovation, including needs to 'manage' it

## Indicative reading list

Allwright, D. and Hanks, J. 2009. *The Developing Language Learner: An Introduction to Exploratory Practice*. Palgrave Macmillan.

Burns, A. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge.

- Cook G. 2003. Applied Linguistics. Oxford University Press.
- Crookes, G. 2013. Critical ELT in Action: Foundations, Promises, Praxis. Routledge
- Edge, J. 2002. Cooperative Development. Longman.
- Henrichsen, L.E. 1989. Diffusion of Innovations in English Language Teaching: The ELEC Effort in Japan, 1958–1968. Greenwood Press.
- Holliday, A. 1994. Appropriate Methodology and Social Context. Cambridge University Press.
- Howatt, A.P.R. with Widdowson, H.G. 2004 (2nd edition). A History of English Language Teaching. Oxford University Press.
- Innovations in ... series [various titles]. British Council
- Kuchah, K. and Shamim, F. (eds.) 2017 (forthcoming) International Perspectives on Teaching English in Difficult Circumstances. Palgrave Macmillan.
- Mann, S. and Walsh, S. 2017. Reflective Practice in English Language Teaching: Research-based Principles and Practices. Routledge.
- Kumaravadivelu, B. 2005. Understanding Language Teaching: From Method to Post-method. Routledge.
- Smith, R. and Rebolledo, P. 2018 (forthcoming). A Handbook for Exploratory Action Research. British Council.
- Stern, H.H. 1992. Issues and Options in Language Teaching. Oxford University Press.
- Wedell, M. 2009. Planning for Educational Change: Putting People and Their Contexts First. Bloomsbury.
- Wedell, M. and Grassick, L. 2017. International Perspectives on Teachers Living with Curriculum Change. Palgrave Macmillan.

## **Research element**

Participants are introduced to the notion of practitioner research and plan an appropriate exploratory research or action research intervention as part of their summative assessment. In order to achieve this, they engage in guided analysis of their most recent teaching context, narrowing-down to one issue of concern and conversion of this into appropriate exploratory or action research questions and identification of appropriate methods of investigation. They also benefit from focused dialogue with other experienced teachers in the course of seminars as well as seminar reading and literature review.

## **International**

The module fully takes account of international differences in teaching context by questioning received notions of English teaching methods needing to be based on UK or US academic and commercial interests and showing instead how innovation can be placed in the hands of teachers themselves, on the basis of appreciation of needs in their own context. Teaching approaches which foster intercultural understanding are also highlighted in the course of the module, forming the basis, in some cases, for further more specialist work in Term 2.

## **Subject specific skills**

- Demonstrate general understanding of the concepts of innovation and appropriate methodology,

- Develop a principled approach to bringing about change, when desired, in their own teaching
- Critically evaluate various possible ideas for innovation, with reference to their own context
- Understand the complexity of innovation, including needs to 'manage' it
- Develop principled approaches to change in one's own teaching
- Evaluate past and current innovations in the field of TESOL

## Transferable skills

- 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

Students are expected to read assigned seminar readings and to engage in reading related to their own developing innovation plan. They are also guided to write reflectively after each class, according to a series of provided questions which develop critical awareness in relation to the topics which are introduced.

## Costs

No further costs have been identified for this module.

## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

|                              | Weighting | Study time |
|------------------------------|-----------|------------|
| 3000 word written assignment | 100%      |            |

## Weighting

## Study time

Based on ongoing reflective journal / blog entries, this might consist of (1) Context description / identification of a related area of concern; (2) Review of relevant studies; (3) Description of an action plan and/or practitioner research plan for addressing the area of concern.

## 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.

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## 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
- TETS-X9PS Postgraduate Taught TESOL (Part-time - 2 years)
  - Year 1 of X9PS TESOL (Part-time - 2 years)
  - Year 2 of X9PS TESOL (Part-time - 2 years)

This module is Optional for:

- Year 1 of TIMA-L981 Postgraduate Social Science Research