



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Education

**EDST5440**  
Advanced TESOL Methodology

Semester 1, 2017

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### **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)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Ms Emily Edwards  
Office Location: TBC  
Email: [emily.edwards@unsw.edu.au](mailto:emily.edwards@unsw.edu.au)  
Office Hours: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EDST 5440 Advanced TESOL Methodology	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Tuesdays 19:00-21:00, Mathews 308	Week 1-3, 5-7, 8-13

### *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:*

Teaching strategies: more use of practical examples, tasks and strategies for teachers to implement, greater class collaboration through reading circles, group activity/lesson plan design and presentations.

### *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
	<b>Advanced disciplinary knowledge and practices</b>	
1	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
	<b>Enquiry-based learning</b>	
2	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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem solving skills	2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
	<b>Ethics</b>	
6	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	READINGS (all required)
<p>Week 1 28<sup>th</sup> Feb</p>	<p><b>Overview</b> Key assumptions underlying the historical development and current approaches to TESOL methodology.</p>	<p><b>Textbook:</b> Bailey, K. M. (2012). Reflective pedagogy. In A. Burns and J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 2) Benson, P. (2012). Learner-centered teaching. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 3)</p> <p><b>Other chapters and articles:</b> Hinkel, E. (2006). Current perspectives on teaching the four skills. <i>TESOL Quarterly</i>, 40(1), 109-131. Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. <i>TESOL Quarterly</i>, 40(1), 59-81. Nunan, D. (2003). Methodology. In D. Nunan, (Ed). <i>Practical English Language Teaching</i>: New York. McGraw-Hill/Contemporary. (Chapter 1)</p>
<p>Week 2 7<sup>th</sup> March</p>	<p><b>Classroom management and lesson planning</b> Contemporary issues in classroom management Considerations and techniques Models of lesson planning Lesson aims Developing, implementing and evaluating lesson plans</p>	<p><b>Textbook:</b> Wright, T. (2012) Managing the classroom. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 6)</p> <p><b>Other chapters and articles:</b> Brown, H.D. (2007). Classroom management. In <i>Teaching by principles: An interactive approach to language pedagogy</i>. New York: Pearson Longman. (Chapter 15) Harmer, J. (2007). Planning lessons. In <i>How to teach English</i> (pp. 156-165). Harlow, UK: Pearson Longman. Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3<sup>rd</sup> ed., pp. 403-413). Boston, MA: Heinle &amp; Heinle. Nunan, D., &amp; Lamb, C. (1996). <i>The self-directed teacher: Managing the learning process</i>. Cambridge, UK: Cambridge University Press. (Chapters 4 &amp; 7)</p>
<p>Week 3 14<sup>th</sup> March</p>	<p><b>Teaching Reading</b> The reading process. Schema theory and background knowledge. Assessing reading skills. Different approaches to teaching reading. Critical literacy. The place of literature in the language classroom. Implications for teaching and assessment.</p>	<p><b>Textbook:</b> Anderson, N. (2012). Reading instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 23) Kern, R. (2012) Literacy-based language teaching. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 20)</p> <p><b>Other chapters and articles:</b> Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching Maus. <i>Journal of Adolescent and Adult Literacy</i> 53(2), 144-153. Gee, J.P. (2001). Reading as Situated Language. A sociocognitive perspective. <i>Journal of Adolescent and Adult Literacy</i>, 44(8) 714-725. Grabe, W. (2008). Reading assessment. In <i>Reading in a second language: Moving from theory to practice</i> (pp. 352-375). Cambridge: Cambridge University Press.</p>

Week 4 21 <sup>st</sup> March	<b>No lecture – reading week and start Assignment 1 preparation</b>	
Week 5 28 <sup>th</sup> March	<p><b>Teaching writing</b></p> <p>Planning and carrying out staged development of writing skills. Approaches to teaching writing at a variety of levels. Cohesion. Different types of cohesion: reference, substitution, ellipsis, conjunction, lexical cohesion. Coherence. The acquisition of written genres. The writing process. Product vs. process in writing. Assessing writing skills. The “process” approach. Error correction. Implications for teaching and assessment.</p>	<p><b>Textbook:</b></p> <p>Ferris, D. (2012). Writing instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 24)</p> <p><b>Other chapters and articles:</b></p> <p>Aguirre-Muñoz et al. (2008). Developing teacher capacity for serving ELLs’ writing instructional needs: A case for Systemic Functional Linguistics. <i>Bilingual Research Journal</i>, 31, 295-322.</p> <p>Ferris, D., &amp; Hedgcock, J. (2005). Classroom approaches to ESL writing assessment. In <i>Teaching ESL composition: Purpose, process, and practice</i> (pp. 299-343). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Sokolik, M. (2003). Writing. In D. Nunan (Ed.), <i>Practical English language teaching</i> (pp. 87-108). New York: McGraw Hill.</p>
Week 6 4 <sup>th</sup> April	<p><b>Teaching grammar</b></p> <p>Form-focused instruction? Issues in planning and carrying out staged presentation and practice of teaching new language. Different types of grammar. Differences between spoken and written modes. The acquisition of grammar. Implications for teaching and assessment.</p>	<p><b>Textbook:</b></p> <p>Cullen, R. (2012). Grammar instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 27)</p> <p><b>Other chapters and articles:</b></p> <p>Derewianka, B. (2007). Changing approaches to the conceptualization and teaching of grammar. In J. Cummins &amp; C. Davison (Eds.), <i>The International Handbook of English Language Teaching</i> (pp. 843-858). Springer.</p> <p>Schleppegrell, M. (2007). The meaning in grammar. <i>Research in the Teaching of English</i>, 42, 121-128.</p> <p>Bourke, J. (2005). The grammar we teach. <i>Reflections on English Language Teaching</i>, 4, 85-97.</p> <p>Schleppegrell, M. et al. (2004). The grammar of history: Enhancing content-based instruction through a functional focus on language. <i>TESOL Quarterly</i>, 38(1), 67-93.</p>
Week 7 11 <sup>th</sup> April	<p><b>Teaching vocabulary</b></p> <p>Lexical vs. grammatical words. The definition of a word. What it means to know a word. Meanings: connotation vs. denotation. Semantic features, sense relations and lexical fields. Cross-cultural differences. The “grammar” of words. Morphemes and morphology. The acquisition of vocabulary. Approaches to teaching vocabulary at a variety of levels.</p>	<p><b>Textbook:</b></p> <p>O’Keefe, A. (2012). Vocabulary instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 25)</p> <p><b>Other chapters and articles:</b></p> <p>McCarten, J. (2007) <i>Teaching vocabulary: Lessons from the corpus, lessons for the classroom</i>. New York: Cambridge University Press.</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>
<b>Mid-semester break</b> <b>*NB – Assignment 1 due 18<sup>th</sup> April</b>		

<p>Week 8 25<sup>th</sup> April ANZAC Day</p> <p><b>*Online lecture and forum discussion</b></p>	<p><b>Teaching pronunciation</b></p> <p>Criteria for evaluating phonological competence. Intelligibility. Segmental, suprasegmental and paralinguistic features of English. Implications for teaching and assessment.</p>	<p><b>Textbook:</b></p> <p>Brinton, D. (2012). Pronunciation instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 26)</p> <p><b>Other chapters and articles:</b></p> <p>Baker, A. &amp; Murphy, J. (2011). Knowledge Base of Pronunciation Teaching: Staking Out the Territory. <i>TESL Canada Journal</i>, 28(2) 29-50.</p> <p>Gilbert, J. B. (2008). <i>Teaching pronunciation: Using the prosody pyramid</i>. New York: Cambridge University Press.</p>
<p>Week 9 2<sup>nd</sup> May</p>	<p><b>Teaching Speaking</b></p> <p>Teaching speaking in a foreign/second language context. Facilitating learners' communicative competence in a foreign language context. Focus on product and process, form and message. The relationship between spoken and written communication. Different types of spoken text. Conversational structures. Cross-cultural differences. Fluency vs accuracy.</p>	<p><b>Textbook:</b></p> <p>Thornbury, S. (2012). Speaking instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 21)</p> <p><b>Other chapters and articles:</b></p> <p>Richards, J. C. (2008). <i>The teaching of speaking: From theory to practice</i>. New York: Cambridge University Press.</p> <p>Zhang, Z., &amp; Head, K. (2010). Dealing with learner reticence in the speaking class. <i>ELT Journal</i>, 64(1), 1-9.</p>
<p>Week 10 9<sup>th</sup> May</p>	<p><b>Teaching Listening</b></p> <p>The relationship between listening and reading. Different types of listening skills. Assessing listening skills. Different approaches to teaching. Jigsaw activities.</p>	<p><b>Textbook:</b></p> <p>Field, J. (2012). Listening instruction. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 22)</p> <p><b>Other chapters and articles:</b></p> <p>Richards, J. C. (2008). <i>Teaching listening</i>. New York: Cambridge University Press.</p> <p>Ling, B. &amp; Kettle, M. (2011). Rethinking comprehension and strategy use in second language listening instruction. <i>TESOL in Context</i>, 21(1), 5-22.</p>
<p>Week 11 16<sup>th</sup> May</p>	<p><b>Implementing and adapting course materials, materials development</b></p> <p>Examines the role played by materials, both commercial and teacher-produced. Emphasis is placed on selecting appropriate materials for a given learner population, adapting these materials to learners' needs, and supplementing assigned teaching materials with outside sources (including authentic materials). The role of technology in the classroom will also be explored.</p>	<p><b>Textbook:</b></p> <p>Tomlinson, B. (2012). Materials Development. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 28)</p> <p><b>Other chapters and articles:</b></p> <p>Edwards, E. &amp; Burns, A. (2016). Action research to support teachers' classroom materials development. <i>Innovation in Language Learning and Teaching</i>, 10(2), 106-120.</p> <p>Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. C. Richards &amp; W. A. Renandya (Eds.), <i>Methodology in language teaching: An anthology of current practice</i> (pp. 80-91). Cambridge, UK: Cambridge University Press.</p> <p>Kang, S. (2004). Using visual organizers to enhance EFL instruction. <i>English Language Teaching Journal</i>, 58(1), 58-67.</p> <p>Waters, A. (2009). Advances in materials design. In M. H. Long &amp; C. J. Doughty (Eds.), <i>The handbook of language teaching</i> (pp. 311-326). Chichester, UK: Wiley-Blackwell.</p>

<p>Week 12 23<sup>rd</sup> May</p>	<p><b>The role of ICT</b> Advantages and disadvantages of using ICT in the classroom Pedagogical principles of ICT Integrating ICT in the language classroom</p>	<p><b>Textbook:</b> Levy, M. (2012). Technology in the classroom. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 29) Reinders, H. (2012). Online and blended instruction. In A. Burns and J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 30) <b>Other chapters and articles:</b> Chun, C. W. (2012). The multimodalities of globalization: Teaching a YouTube video in an EAP classroom. <i>Research in the Teaching of English</i>, 47(2), 145-170. Cope, B., &amp; Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. <i>Pedagogies</i>, 4, 164-195. Morgan, B. (2009). Revitalising the essay in an English for academic purposes course: Critical engagement, multiliteracies and the internet. <i>International Journal of Bilingual Education and Bilingualism</i>, 12(3), 309-324.</p>
<p>Week 13 30<sup>th</sup> May</p>	<p><b>Professional Development for TESOL Teachers</b> Classroom decision making Going forward</p>	<p><b>Textbook:</b> Richards, J. (2012). Competence and performance in language teaching. In A. Burns &amp; J. Richards (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 5) Senior, R. (2012). Class-centered teaching: A framework for classroom decision making. In A. Burns &amp; J. Richards, (Eds.), <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapter 4) <b>Other chapters and articles:</b> Wong, J., &amp; Waring, H. (2009). 'Very good' as a teacher response. <i>ELT Journal</i>, 63(3), 195-203.</p>
<p><b>* NB – Assignment 2 due 2<sup>nd</sup> June</b></p>		

## 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
<b>Assignment 1:</b> Identify a specific target group of ESL learners. Design and develop an authentic communicative language teaching task aimed at these learners. Explain how your task would actively engage your chosen learner group in interacting with and acquiring the target language.	2000 words	40%	1, 2, 3, 4	1,2,4,5	Tuesday 18 <sup>th</sup> April, 5pm
<b>Assignment 2:</b> a) Prepare a detailed lesson plan to teach either a language point (grammar, vocabulary or pronunciation) or a specific skill (listening, speaking, reading or writing). b) Provide an in-depth rationale and assessment of your lesson plan by referring to 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	Friday 2 <sup>nd</sup> June, 5pm

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 three weeks
Assessment 2	Written	Within three weeks

**UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5440 ADVANCED TESOL METHODOLOGY**

Student Name:  
Assessment Task 1

Student No.:

<b>SPECIFIC CRITERIA</b>	(-) $\longrightarrow$ (+)				
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 <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organization</li> </ul>					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection</li> </ul>					
<b>GENERAL COMMENTS</b>					

**Lecturer**

**Recommended:**            /20    (FL PS CR DN HD)

**Date**

**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

<b>SPECIFIC CRITERIA</b>	(-) $\longrightarrow$ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in TESOL methodology</li> </ul>					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> <li>• depth of understanding of key TESOL methodological principles, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• depth of analysis of specific strengths and weakness of specific approach and techniques, including theoretical as well as practical issues</li> <li>• clarity and depth of implications/recommendations for improvement</li> </ul>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• range of research and professional literature to support response</li> </ul>					
Structure and organization of response <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</li> </ul>					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS</b>					

**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*

Burns, A. and Richards, J. (Eds). 2012. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

Available from UNSW bookshop: <http://www.bookshop.unsw.edu.au/>

*Limited copies available in UNSW library*

### *General background reading*

Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.

Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York. Addison Wesley Longman (pp 1-48)

Celce-Murcia (Ed.) (2001). *Teaching English as a second or foreign language* (3<sup>rd</sup> ed). Boston: Heinle & Heinle (pp 13-28).

Corbett, J. and Thornbury, S. (2010). *Intercultural language activities*. Cambridge: Cambridge University Press

Dalton, C & Seidelhofer, B. (1998) *Pronunciation*. Oxford: Oxford University Press

Harmer, J. (2007) *How to Teach English*. Harlow, Essex: Pearson Education Ltd. Chapter 5.

Harmer, J. (2004). *How to teach writing*. Harlow, Essex: Pearson Education Ltd.

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: South Australia.

Kucer, S..B. and Silva, C. (2006). *Teaching the dimensions of literacy*. Mahwah, New Jersey: Lawrence Erlbaum Publishers.

Nation, P. and Gu, Y. (2007) *Focus on Vocabulary*. Sydney: National Centre for English Language Teaching and Research

Richards, J. C. and Renandya, W..A. (2002). *Methodology in Language Teaching: An anthology of current practice*. Cambridge, Cambridge University Press.

Savignon, S.J. (2001). Communicative language teaching for the twenty-first century. In Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3<sup>rd</sup> ed., pp.13-28). Boston: Heinle & Heinle

Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan

Thornbury, S & Slade, D (2006). *Conversation. From Description to Pedagogy*. Cambridge: Cambridge University Press.

Thornbury, S. (2005). *Uncovering Grammar*. England: Macmillan Education.

Thornbury, S. (2005). *How to teach Speaking*. Harlow, Essex: Pearson Education

Thornbury, S. (2012). *How to teach grammar*. Harlow, Essex: Pearson Education

Ur, P. (2001). *A Course in Language teaching*. Practice and theory. Cambridge: Cambridge Teacher Training and Development

Wajnryb, R. (2001). *Classroom Observation Tasks*. Cambridge: Cambridge Teacher Training and Development

*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://annex.ncwc.edu/writing_lab/ncwc/handouts.htm)

[http://grammar.ccc.commnet.edu/grammar/quiz\\_list.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](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>