

TESOL METHODOLOGY: COURSE OUTLINE

Instructor: Le Van Canh, PhD

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Credit Numbers: 04

The course aims to enable students to achieve their career goals by developing their relevant knowledge base and critical thinking skills and to develop a context-based pedagogy for their own students. The course input includes the most current issues in the field of English language teaching such as the interaction between language, culture and identity and how this interaction is reflected in English language teaching methodology. Other issues include English as an international language and the impact of this paradigmatic change on English language teaching methodology. Finally, students will have an opportunities to explore the possibilities of using new developments in cognitive linguistics and corpus linguistics as well as new perspectives on second language acquisition theories, particularly the emergentist perspective and chaos/complex theory, in designing more learner-centered and usage-based language pedagogy.

I. EXPECTED LEARNING OUTCOMES

By the end of the semester, students in this course will be expected to demonstrate their ability to:

1. Explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.
2. Understand the development of ELT as a discipline and show critical awareness of areas of conflict and congruence between competing theories of ELT and Applied Linguistics and ELT practice.
3. Provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials.
4. Explore and critique intellectual issues and analytical methods in the fields of ELT research and, where relevant, Applied Linguistics.
5. Convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research.

II. INSTRUCTOR-STUDENT AND STUDENT-INSTRUCTOR COMMUNICATION

Communication will be largely via email. Please make an effort to check your email frequently. If you have an urgent question or would like to discuss an assignment or content, you can contact me by phone or make an appointment to meet with me during the regular office hours.

III. ASSESSMENT

- Attendance and Participation: 20%

- Oral presentation (as assigned): 20%
- Portfolio : 60%

The portfolio should include a reflective narrative (i.e. what you gained by taking the course, how your beliefs about language teaching and learning changed, etc.) and a literature review on a certain topic chosen the student himself/herself. The literature review should be up-to-date and critical. The review should be approximately 20 pages (double spacing).

Evaluation Criteria for Papers

Written papers will be evaluated on the basis of:

1. Clarity of presentation and development of ideas.
2. Accuracy of information, logic, and consistency of argument.
3. Relevance of criticism, analysis, and rationale.
4. Correct grammar, spelling, and syntax.
5. Appropriate and accurate citations.
6. Punctuality. (Grades will be deducted for late papers.)

IV. GRADING SCALE

All written papers and performances will be evaluated on a scale of scores (0-10). I view each course as a developmental process and each draft of each assignment as a step in that process.

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| 94% or above is a 10.0 | The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course. |
| 88% to 93.9% is a 9.00 or 8.00. | The student met all requirements for this course and demonstrated his or her learning very well. |
| 82% to 87.9% is a 7.00 or 6.00 | The student met most of the requirements for this course and demonstrated his or her learning relatively well. |
| 76% to 81.9% is a 5.00 | The student did not fulfill all requirements for this course. Learning was demonstrated adequately. |
| 70% to 75.9% is a 4.00 or below | The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately. |

At the end of the semester, I reserve the right to adjust final averages based on the distribution of grades in the class. If I do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

V. COURSE INPUT

Module 1: Introduction: Linguistic theories (structural, transformational-generative, functional and cognitive linguistics) and second language teaching methodology

Module 2: Current theories of second language acquisition: From behaviourism to sociocognitivism

Module 3: Complex/chaos theory and second language learning

Module 4: The second language learner: motivation, investment and identity

Module 5: Form-focused instruction

Module 6: Teaching language skills: Listening and Reading

Module 7: Teaching language skills: Speaking & Writing

Module 8: English as an international language: An intercultural approach to second language teaching

Module 9: Values and Ideologies in second language pedagogy

Module 10: Classroom-based assessment

Module 11: From a second language teacher to a second language teaching theorizer: Action Research

Module 12: Wrap up

Required Readings:

1. Akbari, R. (2008). Postmethod discourse and practice. *TESOL Quarterly*, 42(4), 641-652.
2. Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32.
3. Bell, D. M.(2003). Method and post method: Are they so incompatible? *TESOL Quarterly*, 37(2), 325-336.
4. Brindley, G. (2001). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, 18(4). 393-407.
5. Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York: Longman.

6. Canagarajah, A. S. (2006). TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), 9-34.
7. Celik, M. (2003). Teaching vocabulary through code-mixing. *ELT Journal*, 57(4), 361-369.
8. Davison, C., & Leung, C. (2009). Current issues in English language teacher-based assessment. *TESOL Quarterly*, 43(3), 393-415.
9. Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
10. Grabe, W. (2002). Dilemmas for the development of second language reading abilities. In Richards and Renandya (2002).
11. Holme, R. (2012). Cognitive linguistics and the second language classroom. *TESOL Quarterly*, 46(1), 6-29.
12. Howatt, A. P. R. with Widdowson, H. G. (2004). *A History of English language teaching* (2nd ed.). Oxford: OUP
13. Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81.
14. Larsen-Freeman, D., Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford: Oxford University Press.
15. Norton Peirce, B. (1995). Social identity, Investment, and Language Learning. *TESOL Quarterly*, 29(1), 9-31.
16. Richards, J. C., & Renandya (Eds.) (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
17. Skehan, P. (1996). A framework for the implementation of Task-based Instruction. *Applied Linguistics*, 17(1), 38-62.
18. Spada, N., & Lightbown, P. M. (2008). Form-focused Instruction: Isolated or Integrated? *TESOL Quarterly*, 42(2), 181-207.
19. Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363.