

Faculty of Education and Social Work

The University of Sydney

EDGU3000

Teaching English Internationally

Unit of Study Outline

Session 2, 2016

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Unit of Study Details

Credits: 6

Prerequisites: Successful completion of EDGU2000

Preparation: Read the required readings for session one (Available through Fisher Library reading list). Have a copy of the core text: Harmer, J. (2015). *The practice of English language teaching* (5th ed.) with DVD . Harlow, Essex: Longman.

Teaching Staff Details

Unit of study coordinator: [REDACTED]

Room and building: 512 G01

Phone number: 9036 7921

Email: [REDACTED]

Arrangements for student consultation:

Please email to make an appointment

What is the unit about

Rationale

The field of teaching English as a second or foreign language is an expanding one. Each year many students enroll in ELICOS centres and other institutions in Australia, as well as equivalent institutions overseas. The teaching of English is growing worldwide with ongoing expansion in teaching English in the primary, secondary and tertiary sectors.

The goal of this course is to build on the pedagogic content provided in EDGU 2000 and provide students with a deeper exploration of the tenets of successful teaching of English as a second or foreign language. The course will focus on:

- Providing students with the methodology and skills to be able to make informed decisions about and critiques of TESOL approaches, methodologies and techniques
- Enhancing the language and classroom strategies covered in EDGU 2000
- Exploring areas of pronunciation, language construction, emergent grammar and lexis
- Investigating the importance of cross-cultural communication and “World Englishes” in TESOL
- Providing insights into current debates within the field of TESOL

The course includes a practicum component, which provides students with practical teaching experience.

The textbook for the unit is:

Harmer, J. (2015). *The practice of English language teaching* (5th ed.) with DVD . Harlow, Essex: Longman.

All students are required to purchase a copy before the first session. Copies are available at the University Bookshop.

All students are expected to prepare for classes by doing assigned reading every week, and by preparing assignments as set out in the assessment section of this document. Students are also encouraged to extend their reading outside of the core text.

Desired outcomes

As a result of successfully completing this unit of study students should be able to:

1. Demonstrate an understanding of ELT provisions in Australia and abroad; the backgrounds of these learners and the social and educational needs of these learners.
2. Demonstrate an understanding of the systems of English and second language development and the implications of this for teaching and learning.
3. Demonstrate an understanding of the language strengths and diverse needs of ESL and EFL learners and the language demands of respective learning contexts.
4. Demonstrate the ability to develop programmes and lesson plans reflecting the principles of TESOL curricula and current methodological approaches.
5. Demonstrate the ability to design tasks that enhance communicative competence, as well as linguistic competence.
6. Demonstrate the ability to plan and design lessons and learning activities for the development of learners' spoken language.
7. Demonstrate the ability to plan and design learning activities, sequences and lesson plans to develop reading and writing.

Topics

- Cross-cultural issues in TESOL
- English language and lexis, and the emergent language perspective
- Feedback, testing and evaluation
- Mobile Assisted Language Learning
- Adapting to learning styles and different learner levels
- Understanding and teaching pronunciation and prosody
- The TESOL context in the 21st Century – English as a Lingua Franca (ELF)

Timetable and Teaching Mode

The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study. Further details are provided in the Little Blue Book.

IMPORTANT INFORMATION ABOUT PRACTICUM

All students will be required to be available for **TWO additional sessions of 60 minutes** for the practicum component of the course *outside of usual class times*. Students will sign up for their two additional 60-minute sessions in Week 1.

Please note: It is essential that all students read the required chapters from the core text before each session.

Week	Content	Readings & tasks
Week 1	Cross-cultural issues in TESOL Implications of cultural differences on teaching	Required Readings & Tasks Prodromou, L. (1992). What culture? Which culture? Cross-cultural factors in language

	Errors, ‘false friends’ and the mother tongue	learning. <i>ELT Journal</i> , January 46(1). 39 -49. Huang, L. (2010). The potential influence of L1 (Chinese) on L2 (English) communication. <i>ELT Journal</i> , April 64(2). 155 - 16 <u>View Echo Lecture on Slow-release and Emergent Grammar before Week 2 session</u>
Week 2	Understanding and teaching language Flipped mode plus workshop: Understanding language and approaches to describing language Looking at grammar in different ways	Required Readings & Tasks Harmer, J. (2015). Ch 13: ‘Teaching Language Construction’ Thornbury, S. (2009). Slow-release grammar. <i>English Teaching Professional</i> , March 61.4-6.
Week 3	Lesson observation 1	Required Readings & Tasks Lesson observation exemplars and templates (from LMS) Attend scheduled lesson
Week 4	Teaching vocabulary What’s in a word? How words are learned Word parts and word chunks Noticing language	Required Readings & Tasks Harmer, J. (2015). Ch 15: ‘Teaching Vocabulary’ Additional readings Schmitt, N. (2000). Key concepts in ELT: Lexical chunks. <i>ELT Journal</i> , October 54(4). 400-401. Balston, R. (1996) Key concepts in ELT: Noticing. <i>ELT Journal</i> , July 50(3).273.
Week 5	Mini in-class practicum Peer teaching: Practise preparing and delivering lessons to your classmates	
Practicum 1-3pm		
Week 6	Feedback, testing and evaluation	Required Readings & Tasks

Practicum 1-3pm	Assessing student language levels TESOL frameworks for describing language ability	Heyworth, F. (2006). The Common European Framework, <i>ELT Journal</i> , April 60(2). 181 – 183. Harmer, J. (2015). Ch 8: ‘Feedback, mistakes and correction’ Harmer, J. (2015). Ch 22: ‘Testing and Evaluation’
Week 7 Practicum 1-3pm	Lesson Observation 2	Required Readings & Tasks Lesson observation exemplars and templates (from LMS) Attend scheduled lesson
Week 8 Practicum 1-3pm	Teaching Pronunciation and Prosody Different aspects of pronunciation Activities and techniques for teaching pronunciation	Required Readings & Tasks Harmer, J. (2015). Ch 16: ‘Teaching Pronunciation’
Week 9 Practicum 1-3pm	Adapting your teaching approach for diverse contexts Learner autonomy Teaching classes of different levels	Required Readings & Tasks Harmer, J. (2015). Ch 5: ‘Being Learners’ Harmer, J. (2015). Ch 7: ‘Class Size and Different Abilities’
Week 10 Practicum 1-3pm	Technology-enhanced Language Learning Exploring the affordances and constraints of using technology in language learning. Investigating innovative models of technology-enhanced language learning. Taking an in-depth look - Mobile Assisted language Learning (MALL) and collaborative learning spaces	Required Readings & Tasks Stockwell, G., & Hubbard, P. (2013). <i>Some Emerging principles for mobile-assisted language learning</i> . Monterey, CA: The International Research Foundation for English Language Education. Retrieved from http://www.tirfonline.org/english-in-the-workforce/mobile-assisted-language-learning

Week 11	English as a Lingua Franca (ELF) Awareness of <i>English as a lingua franca</i> and pedagogical implications	Required Reading & Tasks House, J. (2012). Teaching oral skills in English as a Lingua Franca. in L. Alsagoff, S.L. McKay, G. Hus & W.A. Renandya (Eds.), <i>Principles and Practices for Teaching English as an International Language</i> . (pp. 73 – 89). New York: Routledge.
Week 12	Applying Theory to Practice Prepare and deliver poster presentation	

Assessment

Assessment policies

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
- Questioning a mark
- Submitting an assignment
- Exams
- Seeking an extension
- Penalties for late submission of work
- Plagiarism and academic honesty
- Seeking special consideration
- Seeking leave of absence
- Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed.

This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:

<http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2012/254&RendNum=0>

Unless otherwise stated in the unit of study outline, word-limit penalties may be applied. These penalties relate to all undergraduate, graded units of study where a word limit for an assignment has been specified. Further details are provided in the [Little Blue Book](#).

Unless otherwise advised by the course or unit of study coordinator/outline, the Faculty of Education and Social Work requires the style guide of the American Psychological Association (APA) to be used for citation and referencing purposes. The library's [Complete Guide to APA 6th style](#) is a comprehensive, self-contained document that should be consulted. Incorrect use of the required style, or the use of another style unless specifically allowed, is likely to result in diminished assessment grades. Further details are also provided in the [Little Blue Book](#).

Assessment tasks in this unit of study

Task	Weight	Word count	Due date	Outcomes	Australian Teaching Standards	ACECQA Curriculum Specifications
Warmer	5%	N/A	Scheduled During Course	2-4		
Practicum	30%	N/A	Scheduled During Course	2-4		
Blog Contribution, Log and Poster Presentation	5% pass/fail	800 words (min)	Weekly blog contributions; Log Due Friday 21 October; Poster Presentation in-class Tuesday 18 October	2-4		
Lesson Observation Report	25%	900 Words (max)	Wednesday 14 September	3		
Portfolio of Activities	35%	2400 words (equivalent)	Monday 31 October	1-7		

1. Warmer

Due date for completion: Scheduled During Course

Submission instructions:

- 1) Download the template from the LMS
- 2) Write up your warmer on the template and email it to your teacher 24 hours before your scheduled warmer
- 3) Be prepared to present your warmer to the class

Detail:

The aim of this task is for you to build on your experience in developing a warmer in EDGU 2000. You will plan and develop a warmer with a specific language focus (ie, grammar and/or vocabulary), which you will be allocated by your EDGU lecturer. Your warmer will be formatively assessed, which means that you will be able to incorporate any feedback and then submit your revised warmer as part of your Portfolio assignment.

Assessment criteria:

Warmer purpose is clear and stated
Warmer is appropriate for target language focus
Warmer is appropriate for level
Warmer has identifiable stages
Clear instructions are provided in lesson plan
Clear instructions are provided in warmer delivery
Modelling is provided in lesson plan
Modelling is provided in warmer delivery
Feedback is provided
An extension activity is provided

2. Practicum

Due date for completion: Scheduled During Course

Submission instructions:

Allocated sessions (total 120 minutes) out of class time, set up in Week 1.

Detail:

The aim of this task is to provide you with real-life teaching experience. You will *prepare and deliver* 2 X 60 minute lessons of face to face teaching, to be carried out over 2 separate sessions under the supervision of a practising teacher. The students you will teach will be current ESL students at CET. Following each 60-minute teaching session, you will receive verbal feedback and written assessment from your supervising teacher. The lessons that you prepare and deliver will be the same lessons that you will need to prepare for your portfolio. You will receive feedback on your lesson plans from your EDGU lecturer before you deliver the lessons. After delivering each of your lessons, your supervising teacher will provide verbal feedback and written assessment (see assessment rubric below). You will then be able to make further changes to your lesson plans, before finally submitting them in your portfolio.

As such, the practicum builds on formative feedback from your EDGU lecturer; it also provides formative assessment for the portfolio task.

Below is the procedure for each 60-minute lesson

1. Write a lesson plan on the “EDGU Lesson Plan” template provided.

2. Show the lesson plan to your EDGU lecturer for feedback.
3. Make any changes to your lesson plan based on the EDGU lecturer's feedback.
4. Practicum: give your lesson plan to your supervising teacher and deliver your lesson.
5. Receive verbal feedback and written assessment of your lesson delivery by the supervising teacher.
6. Make any further changes to your lesson plan. You will make these changes after reflecting on your lesson delivery and incorporating the supervising teacher's feedback. You may also need to adjust to your lesson plan to meet the portfolio specifications.

Assessment criteria:

Criteria	Descriptors
Materials and resources	<ol style="list-style-type: none"> 1. <i>The materials and/or resources were appropriate for the context and for the lesson aim</i> 2. <i>The materials and/or resources were appropriate for the level</i> 3. <i>The materials were presented in a professional style</i>
Core TESOL principles/skills	<ol style="list-style-type: none"> 1. <i>The lesson aim was communicated</i> 2. <i>Instructions were clearly and systematically given</i> 3. <i>Effective modelling was provided</i> 4. <i>Appropriate feedback was provided</i> 5. <i>The lesson was student-centred</i>
TESOL lesson staging	<ol style="list-style-type: none"> 1. <i>There was an appropriate lead-in to the lesson</i> 2. <i>The lesson included the stages appropriate to the lesson type</i> 3. <i>Closure for the lesson was included</i>
Classroom management	<ol style="list-style-type: none"> 1. <i>Demeanour was professional but friendly</i> 2. <i>Pairing/grouping was appropriate for the activities</i> 3. <i>Board work was well-organised</i> 4. <i>Monitoring was effective</i> 5. <i>Any misunderstandings by students were handled appropriately</i> 6. <i>Time management was appropriate</i>

3. Blog Contribution, Log and Poster Presentation

Due date for completion: Weekly blog contributions; Log Due Friday 21 October; Poster Presentation in-class Tuesday 18 October

Submission instructions:

Blog Word Limit: 800 words (minimum) over the course. No penalty for exceeding word limit.

Must be submitted through the LMS:

- 1) Download the assignment template (contribution log) from the LMS
- 2) The assignment must be submitted in Word format.
- 3) The document must follow this naming convention - 'EDGU2000-DiscussionLog-Student name'

Example: 'EDGU3000-DiscussionLog-JohnSmith'

Detail:

The specific aim of this task is for you to reflect on how theory can be translated to classroom practice. This assessment has 3 parts:

1. A minimum of 8 contributions (100 words each; over the course) to the classroom blog 'Putting Theory into Practice'
2. A contribution log. See details above.
3. An in-class poster presentation in the final session. You will work in groups, using ideas and examples from your blog contributions to prepare a poster and to present it. The poster can focus on one theory/concept with several practical applications, or multiple theories/concepts and examples of their practical applications in the classroom.

This assessment requires you to use referencing both in the blog contributions and the poster.

You will be assessed pass/fail after you have submitted the contribution log and completed the in-class poster presentation.

Assessment criteria:

Evidence of reflection and understanding of TESOL theory.
Ability to apply TESOL theory to practice.

4. Lesson Observation Report

Due date for completion: Wednesday 14 September

Submission instructions:

Must be submitted through the LMS:

- 1) Download the assignment template from the LMS (Turnitin).
- 2) The document **must follow this naming convention** - 'EDGU3000-ObReport-Studentname'

Example: 'EDGU3000-ObReport-JohnSmith'

Detail:

The aim of this task is to further your understanding of the purpose, structure and management of TESOL lessons which you were introduced to in EDGU 2000. You will write a 900-word critique on the lesson you observed, reflecting on the successful points and offering suggestions for further development.

In order to complete this assignment, you will have to attend your scheduled observation lesson at CET. Once the observation time has been published, it will not be changed.

Sample lesson critiques will be provided on the LMS.

Assessment criteria:

Assessment Criteria	Descriptors
Organisation & understanding of task	<ol style="list-style-type: none"> Overall, the assignment demonstrates a clear understanding of the purpose. Within each section, the assignment is coherent and logical.
Subject / discipline content & knowledge	<ol style="list-style-type: none"> The assignment demonstrates depth of understanding of the TESOL context. The assignment demonstrates understanding of: <ul style="list-style-type: none"> teacher actions and decisions effective teaching strategies a lesson's stages and steps effective instruction giving student groupings timings Referencing - The assignment uses recommended referencing style consistently and accurately, in text and reference list. Referencing - The assignment effectively integrates ideas and quotations from sources.
Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)	<ol style="list-style-type: none"> Ideas are clearly expressed. Language is appropriate to the task (register). Vocabulary is appropriate, precise, varied and well-collocated. Grammar is accurate. Punctuation is accurate. Attention to detail in all aspects is evident.
Synthesis of theory and practice	

	<ol style="list-style-type: none"> 1. To what extent does the critique show understanding of key concepts in TESOL? 2. To what extent does the critique show understanding of teacher's actions and decisions in lessons? 3. To what extent does the critique show understanding what represent positive and negative teaching strategies?
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5. Portfolio of Activities

Due date for completion: Monday 31 October

Submission instructions:

Must be submitted through the LMS (Turnitin):

1) The document must follow this naming convention - 'EDGU3000-Portfolio–Studentname'

Example: 'EDGU3000-Portfolio-JohnSmith'

Detail:

The aim of this capstone task is to research and create activities/responses which demonstrate an in-depth understanding of some of the intercultural, linguistic, class dynamic and prosodic features found in the TESOL classroom and covered during EDGU 3000.

1. **Activity:** A warmer to target a specific language feature – approx. 10-15 minutes in duration. Your warmer will be the same warmer that you presented during the course. After you have presented your warmer, you will receive feedback. You will then have the opportunity to make changes to your warmer and then include it in the Portfolio. You will present your warmer on the template provided.
2. **Activity:** A skill- and/or language- focused lesson, with the additional aim of developing intercultural understanding with a mixed group of ESOL students – approx. 60 minutes in length. Attach any handouts and instructions for students. This will be the same lesson that you delivered for your practicum. After delivering your practicum lesson, you will be able to make changes based on feedback from your supervising teacher, and then include the lesson in your portfolio. You will present your lesson on the EDGU Lesson Plan template provided.
3. **Activity:** Skill- and/or language- focused lessons, with the additional aim of generating positive class dynamics in the first weeks of an ESOL class – approx. 60 minutes in length. Say why you selected the activity. This will be the same lesson that you delivered for your practicum. After delivering your practicum lesson, you will be able to make changes based on feedback from your supervising teacher, and then include the lesson in your portfolio. You will present your lesson on the EDGU Lesson Plan template provided.
4. **Research:** You have an intermediate class of students of the same language background. Choose the language (not one that you speak). Research the common difficulties that students of this background have in learning English. Write half a page

describing these. Then identify three main features that you would focus on in helping these students - at least one of the features must be at prosodic level. Imagine you spend 10 minutes every day addressing these features - devise and describe one short activity for each feature.

Assessment criteria:

Assessment Criteria	Descriptors
Organisation & understanding of task	<ol style="list-style-type: none"> 1. Overall, the assignment demonstrates a clear understanding of the purpose. 2. Within each section, the assignment is coherent and logical.
Subject / discipline content & knowledge	<ol style="list-style-type: none"> 1. The assignment demonstrates depth of understanding of the TESOL context. 2. The assignment demonstrates understanding of: <ul style="list-style-type: none"> • teacher actions and decisions • effective teaching strategies • a lesson's stages and steps • effective instruction giving • student groupings • timings 3. Referencing - The assignment uses recommended referencing style consistently and accurately, in text and reference list. 4. Referencing - The assignment effectively integrates ideas and quotations from sources.
Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)	<ol style="list-style-type: none"> 1. Ideas are clearly expressed. 2. Language is appropriate to the task (register). 3. Vocabulary is appropriate, precise, varied and well-collocated. 4. Grammar is accurate. 5. Punctuation is accurate. 6. Attention to detail in all aspects is evident.
Materials	<ol style="list-style-type: none"> 1. Activities, worksheets and supplementary materials are consistently presented in a professional style.

	2. <i>Activities, worksheets and supplementary materials are appropriate for stated language level</i> 3. <i>Attention to detail is evident in all aspects</i> 4. <i>Content is aligned with teaching objectives</i>
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Student evaluation

We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.

References and readings

The text for the unit is: **Harmer, J. (2015). *The practice of English language teaching* (5th ed.) with DVD . Harlow, Essex: Longman.**

Available at the Co-Op Bookstore.