Course Outline (Higher Education)

School:	School of Education
Course Title:	TESOL METHODOLOGY, LANGUAGE TEACHING AND TECHNOLOGY
Course ID:	HENAE6114
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070115

Description of the Course:

This course introduces students to methodologies and theories for English language teaching in the TESOL context. Students will explore current and well-researched TESOL methodologies and practices addressing teaching the macro skills of reading, writing, speaking and listening, as well as micro skills such as vocabulary, grammar, pronunciation, and spelling. Students will also examine the implications of socio-cultural influences facing learners.   Contemporary theories of TESOL pedagogy will be taught and the findings from technology assisted language research/CALL will be covered in depth. Students will become familiar with current research relating to language teaching and technology from applied linguistics, corpus linguistics and computer assisted language learning. The course also explores disciplinary language, English for Academic Purposes and English for specific and academic purposes.

Furthermore, students will explore how computer technology can support language teaching and research. Students will learn how to conduct computer-aided analysis of vocabulary and grammar and how to use this information to plan and implement curriculum. Students will learn to use a range of user-friendly applications to measure language proficiency and understand the English language needs of learners. Consideration for appropriate forms of assessment for ESL learners, and how technology can be used to inform assessment will also be covered.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)
Placement Component:	No
Supplementary Assessment:	Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a

final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced				✔		

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

K1. Apply the affordances of technology for analysing vocabulary, grammar and discourse in the TESOL classroom

K2. Examine the main theories of vocabulary and their relationship to computer-aided analysis

K3. Become familiar with tools commonly used for language teaching and research

K4. Evaluate language learning apps and curriculum materials drawing on current research

K5. Recognise and understand the key theories of teaching English as a second language

Skills:

S1. Use a range of technologies to conduct language research and support teaching

S2. Identify language learning outcomes based on computer-assisted analyses of students' needs.

S3. Critically evaluate apps for language learning based on current research

S4. Analyse and evaluate TESOL methodologies and practices

S5. Implement TESOL methodologies using evidence-based research

Application of knowledge and skills:

A1. Use technology to support language development

A2. Produce pedagogical materials using technology

A3. Apply the skills and knowledge of Corpus Linguistics and Computer Assisted Language Learning to curriculum design and evaluation

A4. Synthesise and apply TESOL methodologies and practice

A5. Articulate understanding of appropriate strategies and interventions to facilitate language learning

Course Content:

This course will cover the following topics:

- Key TESOL methodologies and practice
- Assessment for ESL learners
- The application of technology to English language pedagogy
- Apps and tools for language teaching and research

- Corpus Linguistics and Computer Assisted Language Learning
- Vocabulary, English for Specific Purposes, English for Academic Purposes

Values:

V1. Recognise the importance of TESOL methodology and practice

V2. Recognise how technology can enhance pedagogical practice and professional development

V3. Value innovation in pedagogy, in particular the role of ICT

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5 S1, S2, S3, S4, S5 A1, A2, A3, A4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K5 S2, S5 A3, A5	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5 S3, S5 A4, A5	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K5 S1, S2, S3, S5 A1, A2, A3, A4, A5	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K2, K3, K5 S3, S5, A1, A2, A3, A4, A5	AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, K5 S2, S3, S4, A4, A5	Annotated Bibliography researching TESOL methodologies and/or language teaching and technology	Annotated Bibliography	10-20%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S2 A1, A2, A3	Research paper: English language teaching and/or language teaching technology	Research Paper	40-60%
K1, K2, K3, K5 S1 S5 A1, A4, A5	Lesson plan and rationale implementing a relevant TESOL methodology, and justifying pedagogical choices	Lesson plan and rationale	40-60%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool