**Course Outline**

**Reflection tasks** are not assessed and do not require you to post – although you are welcome to do so if you wish (in which case you should post into the space intended for discussion forum three). I won’t normally provide any further commentary on reflection tasks, except in cases where there is the task is a closed one – i.e. where there is a single correct answer (for example the second reflection task in unit three). You are nonetheless encouraged to work through these tasks whenever possible as they should add significantly to your understanding (and your ideas about) the topics at hand.

Your participation on **Discussion Forums** is assessed (see the section on Course Assessment).

*The references in the* **Essential Reading** *column are of two kinds. Those which are in normal type are readings which are necessary in order to complete a discussion forum. Those which are in reduced type (and smaller print) are important readings, often required in order to complete a reflection activity.*

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| **Unit** | **Start Date** | **Discussion forum 1**  |  **Discussion forum 2** | **Reflection tasks** | **Essential Readings** |
| **Unit ONE**Curriculum Design | 18th July | Sharing your Contexts: providing us all with info about your teaching context | The purpose of Education: Noam Chomsky discusses the purpose of education | Three sets of beliefs for language curricula: read article (Finney) and respond | **1)** [**Finney, D.**](http://www.library.auckland.ac.nz/subjects/linguistics/course-pages/langtch741.htm)2002. *The ELT Curriculum: A Flexible Model for a Changing World. In Richards and Renandya (Eds).* Methodology and Language Teaching (extract available as on-line file) |
| **Unit TWO**Syllabus Design  | 25th July | Which is which?: identifying different syllabus types. | Creativity and constraint; a case for creativity. Video of Ken Robinson | 1. The 'rich syllabus' (1): critical examination of the Australian English Language syllabus | **1. Rahimpour, M.** 2010. Current Trend in Syllabus Design. *Social & Behavioural Sciences* 2.2. Prabhu, N.S. 1987. Second Language Pedagogy (extract available as on-line file)Current trends on syllabus design in foreign language instructionAuthor links open the overlay panel. Numbers correspond to the affiliation list which can be exposed by using the show more link. Opens overlay [Massoud Rahimpour](http://www.sciencedirect.com/science/article/pii/S1877042810002946) |
| **Unit THREE**Methodology | 1st Aug | Two Forms of Interaction: listen to a tutor guiding a learner (compare and analyse) | Read the article by Wette and respond to the questions raised by it, referring it to your own experiences  | 1. Assessing historical trends in language teaching2. Are these tasks inductive or deductive?2. Examples of Learner Centredness?: decide and justify | **1) Wette, R**. 2011. Product–process distinctions in ELT curricula. *ELT Journal* 65 (2): 136-144)**2) Knight, P.** 2001. The Development of EFL Methodology (copy available as online file) 3. **Erlam, R., Ellis, R., & Batstone, R.** (2013). Oral corrective feedback on L2 writing: Two approaches compared. *System, 41* (2), 257-268.  |
| **Unit FOUR**Teaching and Language Use | 8th Aug | Pedro: listen to learner doing a simulation and analyse his use of language (especially in terms of (im)politeness  | Read the article by Ren and Han and respond to the questions raised by it,referring it to your own experiences  | Read Liddicoat and Crozet and consider its relevance  | 1) **Thomas, J.** 1995. Meaning in Interaction (extract) **2) Ren , W.** and **Z. Han (**2016). The representation of pragmatic knowledge in recent ELT textbooks. *ELT Journal* published online April 20, 2016 **3) Liddicoat, A.J ., & Crozet, C.** (2001) Teaching French interactional norms (copy available as on-line file) |
| **Unit FIVE**Teaching and Language Learning  | 15th Aug | 1. Restructuring: examines examples of learner language and sequence | Listen to learners doing task repetition and analyse | 1. Consider Thornbury’s case for reflection and reconstruction tasks 2. Interpreting learner language errors 3. Task Repetition: read article by Hawkes  | 1) **Thornbury, S.** 1997. 'Reformulation and Reconstruction: Tasks that promote 'noticing' (available as on-line file).2) **Hawkes, M. L.** 2011. Using Task Repetition to focus on form3) **Batstone** (2012). Language form, task-based teaching & classroom context  |
| **Unit SIX**Evaluation and innovation  | 22nd Aug  | A role for coursebooks in innovation: read/discussion article by Hutchinson & Torres | Your experiences of innovation  | A Case Study of Innovation: for you to analyse and critique | **1) Hutchinson and Torres** (1994) Textbooks as agents for Change 2) **Markee, N.** 1993. Innovation in Language Teaching3) **Hayes, D.** 2000. ‘Cascade training and teachers' professional development' |
| **BREAK/ASSIGNMENT ONE** |
| **Unit SEVEN**Assessing teaching materials | 5th  Sept  | Assessing how well coursebooks provide for development of fluency  | Assessing teaching materials in terms of cultural assumptions and bias | 1. Considering the distinction between Source and Target Culture Materials2. Examining coursebooks in terms of form/function links and 3. the given to new principle  | 1) **Alptekin** (1998). Target Language Culture in EFL Materials2) **K Ming-Yuen** (2011) The Representation of Cultures in English Textbooks |
| **Unit EIGHT**The Spread of English | 12th Sept | The ownership of English: a) read two articles and discuss; b) listen to BBC doco and respond | Video of David Crystal: Which form of English should be taught? | 1. English as an International Language: Matsuda’s views 2. English as a Lingua Franca: chart to complete | 1) **Quirk, R.** 1990. Language Varieties and Standard English (copy available as on-line file)2) **Widdowson, H.G.** 1994. The Ownership of English (copy available as on-line file)3**) Matsuda, A.** 2003. Incorporating World English's in Teaching English as an International Language. *TESOL Quarterly* 37/4: 719-729.4. **Seidlhofer, B.** 2004 Perspectives on Teaching ELF 5. **Jenkins, J.** 2012. Teaching ELT (ELT Journal) |
| **Unit NINE**Linguistic Imperialism | 19th Sept | The mythical superiority of the native speaker?: read Phillipson and respond | Pedagogy through an Ideological Lens: read Auerbach and respond  |  | **1) Block, D.** 2004. Globalization and language teaching (brief outline of key concepts). *ELT Journal* 58 (1): 75-772) **Phillipson, R.** 1992. 'ELT: a Native Speaker's Burden?' *ELT Journal* 1992 46 (1): 12-183**) E. Auerbach** 1992. The Politics of the ESL Classroom (copy available as on-line file) |
| **Unit TEN** Cultural Differences & methodology | 26th Sept | Confucian values and western pedagogy: read and discuss Littlewood | Potential ‘cultural clashes’ when asking learners to negotiate a syllabus (McDevitt 2004)  | 1) Confucian versus western values?2) Postmethod Pedagogy: Kumaravadivelu | **1) Kumaravadivelu** 2001.Towards a postmethod pedagogy2) **Littlewood, W.** 2000. 'Do Asian Students Really want to Listen and Obey?'. *ELT Journal* 54/1: 31-36.**3) McDevitt, B.** 2004. Negotiating the syllabus: a win-win situation? *ELT Journal* 58 (1): 3-9 |
| **Unit ELEVEN** Critical Language Pedagogy | 3rd Oct  | Representation of China in Headway: A Fair Representation?: Critique coursebook material  | Should we be making more of Critical Pedagogy?: read Akbari’s and Sowden articles and respond  |  | Point & Counterpoint (*ELT Journal* 62/3: 276-293): **1. Akbari, R.** 2008. Transforming lives: introducing critical pedagogy in ELT (pp 276-283)2. **Sowden, C.** 2008. There's more to life than politics (pp. *284-291)*2. **Akbari, R.** 2008. Education is filled with politics. (pp. 292-293) |
| **Unit TWELVE**Culture of Language Teaching Organizations  | 10th Oct | Identifying Different Organizational Cultures | Questionnaire on your experiences of organizational cultures: analysing how you Responded  |  | **Manetje, A.** 2009. Organizational Cultures  |