

The David Nunan TESOL Institute's TESOL Certificate Program



Prepared by: Professor David Nunan

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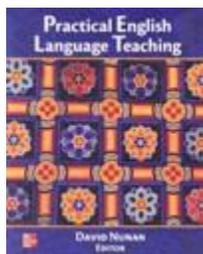
About Dr. Nunan:

Dr. David Nunan is a world-renowned linguist and acclaimed author of texts for both teachers and students of the English language. He is a former President of TESOL, the world's largest language teaching organization. Dr. Nunan is the world's leading textbook author with textbook sales exceeding 2.5 billion. He has authored textbooks for many of the world's leading publishers including Oxford University Press, Cambridge University Press, Thomson Publishing, Heinle & Heinle, and Cengage Learning. He has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies and the University of Hong Kong.

Course Content

This program is designed for language teachers, teachers in preparation or intending teachers. It offers a practical introduction to language teaching and links practice to theory and research. The program offers students the opportunity of developing a solid pedagogical foundation through instruction in the following areas:

- Language teaching methodology
- Listening
- Speaking
- Reading
- Writing
- Pronunciation
- Vocabulary
- Grammar
- Discourse
- Content-based instruction
- Using coursebooks
- Computer assisted language learning
- Learning styles and strategies
- Learner autonomy in the classroom
- Classroom-based assessment
- Cross-cultural communication

Course Text: Practical English Language Teaching

Author: David Nunan
Publisher: McGraw Hill Companies
Published: 2003
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Description

The Practical English Language Teaching Series offers a thorough yet practical overview of language teaching strategies and methodology. Newer teachers seeking background and guidance as well as experienced professionals looking for refreshing new ideas will find a wealth of helpful teaching strategies and techniques. Ideal for classroom study or personal use, the series is written by leading teacher trainers and authors of successful student textbooks. Each contributor addresses key teaching challenges in their area of expertise.

Article:

Judd, Elliot. 2002. *Cross-Cultural Communication: An ESL Training Module*. Chicago Public Schools Office of Language and Cultural Education.

Grading:

A grade of Pass or Fail is awarded at conclusion of the program. Those who have successfully completed this non-credit course will be awarded a TESOL Certificate. A pass is considered to be 80%.

Weekly Study Format:

2.5 hours	Video lecture and notes (watching lecture, reviewing, taking notes, reflecting on notes)
2.5 hours	Background reading
2.0 hours	Preparation of responses to online discussion forum tasks
1.5 hours	Participation in the online discussion forum
.5 hours	Online quiz
9 hours	Total time per week

Plagiarism

All work submitted must represent your original work. Outside sources used as references must be documented to reveal the source and the extent to which that source has been used. Plagiarism and/or falsification are serious matters, and may result in complete resubmission of the assignment, a grade of F for the assignment or failure of the course.

E-classroom Etiquette

Since this is an internet-based course, there are several “rules” that are necessary to discuss in order to keep the focus on the topic and the course moving toward its desired objectives.

1. There will be NO personal attacks, sarcasm, or other activities that might affect the conduct of the class. Any such action will mean immediate dismissal from the course.
2. Students will be expected to participate in all class discussions.

3. Use of Title and Names. Since this is an e-learning class environment, experience has taught us that a degree of formality is necessary to keep the class moving in the desired direction. One way to keep classroom decorum is the use of titles and names in the e-class environment. Please specify how you wish to be addressed during the e-class environment.

Unit 1: Language teaching methodology

Objectives:

At the end of this unit, you should be able to:

- write your own definition of methodology
- explain how methodology is related to curriculum development and syllabus design
- describe the “methods” debate
- explain the basic principles of communicative language teaching
- state why communicative language teaching is important at the present time
- discuss some of the research findings that have influenced language teaching methodology
- create instructional sequences that incorporate the pretask, task, and follow-up cycle

Set Reading

Nunan, D. 2003. Methodology. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw Hill.

Video Lecture Outline Notes [*Note: Video Lectures are available in the course*]

Subcomponents of a curriculum

Curriculum component	Focus	Defining Questions
Syllabus design	Content	<ul style="list-style-type: none"> → What content should we teach? In what order should we teach this content? → What is the justification for selecting this content?
Methodology	Classroom techniques and procedures	<ul style="list-style-type: none"> → What exercises, tasks, and activities should we use in the classroom? → How should we sequence and integrate these?
Evaluation	Learning outcomes	<ul style="list-style-type: none"> → How well have our students done? → How well has our program served our students' needs?

Defining methodology

1. . . . the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them:
 - a. Methodology includes:
 - i. the study of the nature of language skills (e.g. reading, writing, speaking, listening and procedures for teaching them)
 - ii. the study of the preparation of lesson plans, materials and textbooks for teaching language skills
 - iii. the evaluation and comparison of language teaching methods (e.g. the audiolingual method)
2. such practices, procedures, principles and beliefs themselves. (*Longman Dictionary of Applied Linguistics*)

The Methods Debate

- Grammar-translation
- Audiolingualism
- “Designer” methods
- Communicative language teaching
- Task-based language teaching
- Second language acquisition research

Principle 1: Focus on the learner

- Make instructional goals clear to the learner
- Help learners to create their own goals
- Encourage learners to use their second language outside of the classroom
- Help learners to become more aware of learning processes and strategies
- Help learners to identify their own preferred styles and strategies
- Give learners opportunities to make choices between different options in the classroom
- Teach learners how to create their own learning tasks
- Provide learners with opportunities to master some aspects of their second language and then teach it to others
- Create contexts in which learners investigate language and become their own researchers of language

Principle 2: Develop your own personal methodology

Identify your own preferred teaching style

Principle 3: Build instructional sequences

- The pre-task, task, follow-up cycle
 - Pre-task: creates interest, helps build students’ schema, introduce key vocabulary, revise grammar.
 - Task: activating language in the classroom
 - Follow-up: teacher feedback on the task, student reflection on what they achieved and how well they are doing

Online Discussion Forum: Questions and Tasks

1. What is the relationship between Communicative Language Teaching and Task-based Language Teaching?
2. What is learner-centered instruction? What are some of the challenges to implementing learner-centered instruction? How might these be overcome?
3. Review Figure 2 (page 9). Which of these strategies might be difficult to implement? Why? Which strategies might only be feasible to introduce to more advanced learners?
4. List 3 – 4 of your own favorite teaching strategies. What do they say about your own teaching style?
5. Review the pre-tasks on page 12. Which would be suitable for beginners? Which for more advanced students? Which would be more suitable for listening/speaking and which for reading/writing?
6. Study a course book and create an inventory of pre-tasks.
7. Study the information gap task on page 13. What level of proficiency do you think that the task is designed for? What language do you imagine that the students will need to use? What language functions are the students practicing?
8. What are the aims of the reflection tasks on page 14? Study a coursebook and find examples of 3 – 4 reflection tasks. If the coursebook doesn't have reflection tasks, see whether you can design some.
9. Carry out a websearch on any of the topics, terms, principles, techniques, or tasks presented in Unit 1. Evaluate one site and share the results of your research.

Online Quiz [Note: Online Quizzes are available in the course]