VIDEO LECTURE OUTLINE INTRO TO TESOL

UNIT 1 – METHODOLOGY

Valda introduces the course and the textbook format:

What is TESOL? Teaching English to Speakers of Other Languages.
TEFL
TESL
TEAL

Dr. Nunan is a world leader in the field of TESOL and the author of our textbook "Practical English Language Teaching."

Textbook format:
Goals for the Unit
1) What is _____?
2) Background on the topic
3) Principles of the topic
4) Classroom techniques and tasks related to the chapter
5) Examples from the classroom related to the topic

- Reflection Tasks

- Action Tasks

6) Conclusion

- Further readings, helpful websites, and references.

- Glossary at the back of the textbook

Dr. Nunan:

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 in important at the present time
• discuss some of the research findings that have influenced language teaching methodology
• create instructional sequences that incorporate the pre-task, task, and follow-up cycle

Subcomponents of a curriculum

Curriculum component	Focus	Defining Questions
Syllabus design	Content	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	What exercises, tasks, and activities should we use in the classroom? How should we sequence and integrate these?
Evaluation	Learning outcomes	How well have our students done? How well has our program served our students' needs?

CURRICULUM

Evaluation

Syllabus design
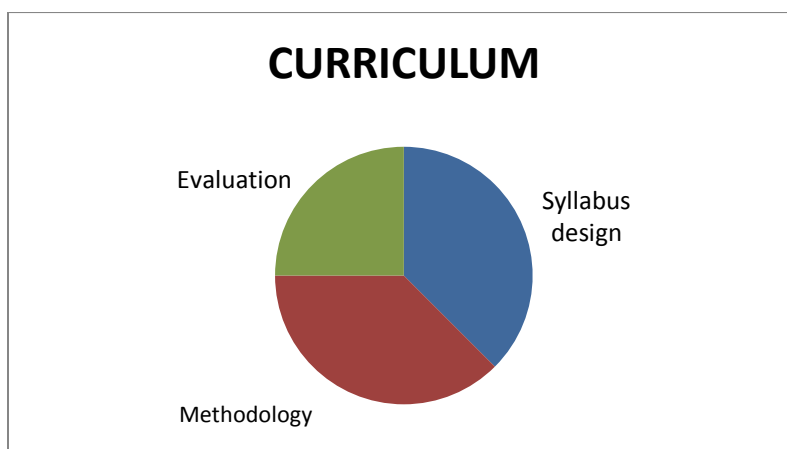
Methodology

Methodology: the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them:

Methodology includes

a. study of the nature of language skills (e.g. reading, writing, speaking, listening and procedures for teaching them)

b. study of the preparation of lesson plans, materials and textbooks for teaching language skills

c. the evaluation and comparison of language teaching methods (e.g. the audiolingual method)

Methodology includes such practices, procedures, principles and beliefs themselves.

Methods debate: Searched for the best method. Abandoned the search for the "right method" or the "perfect method."

• Grammar-translation Method
• Audiolingualism
• "Designer" methods
• Communicative language teaching
• Task-based language teaching
• Second language acquisition research

Comprehensible input: (Krashen) all you need in order to acquire a language is to understand messages in the language in a communicative context.

Comprehensible output: Swain argued that we need opportunities to produce the language.

Principle 1: Focus on the learner
We need language content goals and learning how to learn goals which sensitive and train the learners as learners
Steps:
1) Make instructional goals clear to the learner
2) Help learners to create their own goals
3) Encourage learners to use their second language outside of the classroom
4) Help learners to become more aware of learning processes and strategies
5) Help learners to identify their own preferred styles and strategies
6) Give learners opportunities to make choices between different options in the classroom
7) Teach learners how to create their own learning tasks
8) Provide learners with opportunities to master some aspects of their second language and then teach it to others
9) 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

Follow-up → Pre-Task → Task →
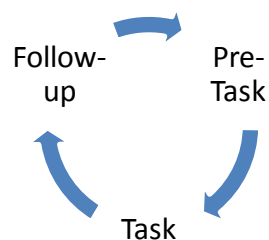
Pre-task: creates interest, helps build students' schema, introduce key vocabulary,

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

Valda:

Pre-Task
For our task, we will ask our learners to arrange a time to see a movie. Before doing the task, it will be helpful to have pre-tasks. "Pre-tasks have several functions: to create interest, help build students' schema in relation to the topic, introduce key vocabulary, revise a grammatical point, etc." (PELT, p. 11). It is crucial that the pre-task connects to the upcoming task.

Pair/Group Work:
What kind of movies to you like? (romance, action, adventure, comedy, science fiction, horror, suspense, etc.)

Task: Activating language in the classroom

Here is an example of an information gap task. This is personalized in that students create their own information gap based on content from their own lives.

Make a note of the things you have to do this week. Leave two spaces free.

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon					
Evening					

Now work with two other students. Arrange a time to see a movie. You might have to change the schedule.

Follow-up
The follow-up also has several functions: "to elicit feedback from the students about their experience, to provide feedback to the students on how they have done, to correct

errors that the teacher might have noticed in the course of the instructional sequence, and to get students to reflect on the task and engage in self-evaluation" (PELT, p. 11).

Review the language functions you practiced in today's lesson. Circle your answers. Can you…

Make an invitation?	Yes	No
Accept an invitation?	Yes	No
Decline an invitation?	Yes	No

Review the language we practiced today. In groups, brainstorm ways to use this language out of class. Imagine you are visiting an English-speaking country. Where and when might you need this language?

Reflection Tasks:
Nunan (1999) lists the "lack of perception of progress" as one factor that leads to unmotivated students (p. 233). Students who have a record of their successes over time will become more confident learners and will develop a sense of ownership over their own learning process. Encouraging learners to reflect upon their learning is crucial because reflective learners are said to demonstrate self-awareness and motivation, awareness of the process of learning and independence.

Communicative tasks:
Required information exchange task: two or more learners working in pairs or small groups and they have access to different information. Each student needs to share the information with the others. Example of a required information exchange task: learners are deciding which candidate they think is best for the job. Students had to negotiate meaning in order to successfully communicate. This is healthy for language development.

Example of a required information exchange task:
David Bracey and Valda reenact Extract 2 on page 17 of PELT (our textbook) which learners are trying to decide which of the three learners would be best for the job. (Please open your books to page 17 of the textbook to following along in the reenactment of the task.)

Learners have listened to two different interviewing committees who discuss the relative merits of three job applicants. Therefore, learners have different information about the applicants. The students' task is to share the information that they have and to decide which of those three applicants would be the best person for the job. The applicants' names are Alan, Geoffrey, and Richards. Let's listen to a reenactment of Extract 2.

David and Valda reenact the Extract 2 on page 17 of the textbook.

Valda discusses how the learners sounded confused and that is the purpose of the activity. By giving the students different information, they had to negotiate with one

another. The negation of meaning is good for language development. By being confused they had to negotiate with one another. In doing so, it was a very communicative task.

Summary