



School of Linguistics and Applied Language Studies Course Outline

LALS 518 Special Topics: Critical Pedagogy in TESOL

Staff

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Availability: *Office hours: by appointment*

Dates of course: 28th June – 11th July 2007
Time: Mon, Tues, Wed, Thurs, Fri 4:10-6:00 pm
Room: MY 403

Notices will generally be sent to students by email.
There is also an MA noticeboard on floor 2 of the Von Zedlitz building near the kitchen.

NOTE: *Students who are studying other MA courses at times which clash with this course should consult the course coordinators of those courses to see if distance study can be undertaken on days where classes clash.*

Aims

This course explores developments in TESOL pedagogy in the “post-method” era, where the utility and appropriacy of different teaching methods have been critiqued in the light of – among other factors – the diversity of contexts in which English is now taught, and a shift of focus from teaching onto *learning*. As an alternative to the technical-rational view of education, embodied in the “method” concept, we will be looking in particular at what are termed “critical approaches”, approaches that aspire, not just to transmit knowledge about language, but to empower, and even transform, learners through processes of dialogue, inquiry, critical thinking, and resistance. In this short and necessarily selective survey of some of the key developments in this area we will be looking at the influence of transformative educationalists, such as Paulo Freire; the contribution of Critical Discourse Analysis; the effects on teaching of the globalization of English; and the influence of identity politics and of progressive movements in education generally.

Objectives

By the end of the course students should

- (i) be able to discuss and comment critically on topics covered in the course schedule;
- (ii) be familiar with the educational traditions and principles that underpin transformative and critical teaching approaches;
- (iii) be able to defend their personal stance with regard to post-method and critical pedagogies, and to evaluate their current practice in the light of this position;
- (iv) be able to evaluate current materials and approaches from a critical perspective.

Workload

This course is taught intensively over a two-week period. You are expected to prepare for the course by doing the required background reading. In order to make satisfactory progress in this course you should expect to devote a total of 120 hours to it. This includes attendance at classes, background reading, and work on written assignments.

Assessment

Assignments should be handed in to the administrative assistants in VZ 210 by the specified dates. Alternatively, they can be emailed as an MS Word attachment to the course email, LALS-518@vuw.ac.nz (note: do not email assignments to the lecturers' email).

Materials evaluation:

Review a published coursebook (or any other example of current ELT material) from a “critical” perspective (taking care to define this perspective). Include a discussion of the material’s appropriacy in a teaching context you are familiar with, and mention ways that the material could be exploited, improved or adapted.

Max 1500 words.

Due date: 19-07-07

Assessment rating: 30%

Position paper:

Over the duration of the course, keep a reflective journal that records your personal response to the issues that are raised. Present an edited summary of this journal, which should include a statement and rationale of your own stance on critical and post-modern pedagogy, taking into account your teaching experience, your reading, and discussions with your peers.

Max 3000 words.

Due date: 16-08-08

Assessment rating: 70%

Keep a backup copy of all assessed work.

Mandatory requirements:

- Students must attend classes, participate in class discussions, and complete all in-course written work by the specified dates.
- Please let the teacher know IN ADVANCE if you will be unable to attend a particular class. Where a student misses a class, they will be required to submit a written assignment to compensate.

Relationship of objectives to assessment and course requirements

Objectives (i) and (ii) will be achieved by preparation for and attendance at classes

Objective (iii) will be achieved by attendance at classes and the “Position paper” assignment

Objective (iv) will be achieved by attendance at classes and the “Materials evaluation”

Penalties

In line with Linguistics programme policy, assignments handed in after the due date will receive a reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. See below for penalties for plagiarism.

Assessment and illness

Students affected by illness or other personal circumstances should advise the course co-ordinator as soon as possible if there are any difficulties in completing written work, and preferably provide medical certificates or other documentary evidence. All reasonable efforts will be made to reschedule dates or provide substitute assessment tasks under such circumstances. Note that applications for aegrotat passes are possible if assessment tasks due in the last three weeks of the course are not completed because of illness or certain other personal circumstances, but only if "no alternative item of assessment could reasonably be substituted or extension of time granted". Special assessment arrangements will be made if necessary for students with disabilities (see below).

Core texts:

A reading pack of core texts will be provided.

Highly recommended texts (available on CR in Library)

- Ashton-Warner, S. 1966. *Teacher*. Harmondsworth: Penguin Books.
- Block, D., and Cameron, D. (eds.) 2002. *Globalization and Language Teaching*. London: Routledge.
- Canagarajah, A.S. 1999. *Resisting Linguistic Imperialism in English Teaching*. Oxford: Oxford University Press.
- Fairclough, N. (ed.) 1992. *Critical Language Awareness*. Harlow: Longman.
- Freire, P. 1970, 1993. *Pedagogy of the Oppressed*. Harmondsworth: Penguin.
- Holliday, A. 1994. *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Kumaravadivelu, B. 2003. *Beyond Methods: Macrostrategies for Language Teaching*. New Haven, Mass.: Yale University.
- Kumaravadivelu, B. .2006. *Understanding Language teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum.
- McNaughton, S. 2002. *Meeting of Minds*. Wellington, NZ: Learning Media.
- Norton, B. 2000. *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow: Longman.
- Norton, B., and Toohey, K. (Eds.) *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.
- Pennycook, A. 1994. *The Cultural Politics of English as an International Language*. Harlow: Longman.
- Pennycook, A. 2001. *Critical Applied Linguistics: A Critical Introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Wells, G. 1999. *Dialogic Inquiry: Toward a Sociocultural Practice and Theory of Education*. Cambridge: Cambridge University Press.

Class schedule: TOPICS & READINGS

There will be ten classes of 2 hours each.

1. Thursday 28th June

The method concept; CLT and its discontents; the “post-method” era; the concept of appropriate methodology. (Readings: **1.** Pennycook A. 1989. The Concept of Method, Interested Knowledge, and the Politics of Language Teaching. *TESOL Quarterly*, 23/4: 589-618. **2.** Kumaravadivelu, B. 2006. TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40/1, 59-81).

2. Friday 29th June

Progressive/transformational education: a brief history: Neill, Montessori, etc; (Reading: Ashton-Warner, S. 1966. *Teacher*. Harmondsworth: Penguin Books, pp. 37-54)

3. Monday 2nd July

Freire and critical/dialogic pedagogy; (Readings: **1.** Freire, P. 1973, Education and conscientização. In Freire, P., *Education for Critical Consciousness*, NY: Continuum, pp. 41-58; **2.** Thornbury, S. 2001. The unbearable lightness of EFL, + Clemente, A. On Thornbury’s ‘Unbearable Lightness’ + Thornbury, S. Lighten up: a reply to Angeles Clemente. *ELT Journal*, 55/4, 391- 404).

4. Tuesday 3rd July

Transmission and interpretation: exploratory talk; dialogic inquiry; (Reading: Mercer, N. 1995. *The Guided Construction of Knowledge*. Clevedon, UK: Multilingual Matters, pp. 64-88)

5. Wednesday 4th July

Focus on the learner and on learning: learning opportunities and macrostrategies (Reading: Allwright, D. 2005. From teaching points to learning opportunities and beyond. *TESOL Quarterly*, 39/1, 9-30).

6. Thursday 5th July

Critical discourse analysis; critical reading (Readings: **1.** Grady, K. 1997. Critically reading an ESL text. *TESOL Journal*, 6:4, 7-10; **2.** Cots, J. 2006. Teaching ‘with an attitude’: Critical Discourse Analysis in EFL teaching. *ELT Journal*, 60:4, 336-345)

7. Friday 6th July

Post-colonialism, linguistic imperialism and native speakerism. (Readings: **1.** Holliday, A. 2005. *The Struggle to Teach English as an International Language*. Oxford: OUP, 1-16; **2.** Spack, R. 2006. English lessons. *TESOL Quarterly*, 40/3: 595-604.

8. Monday 9th July

The social turn: Identity and second language learning: (Readings: **1.** Norton Pierce, B. 1995. Social identity, investment and language learning. *TESOL Quarterly*, 29/1:

9-31. 2. Nelson, C. 1999. Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, 33/3, 371-391)

9. Tuesday 10th July

Dogme ELT: a case study of an emergent critical pedagogy? (Readings: 1. Thornbury, S. 2000. A Dogma for EFL. *IATEFL Issues*, 153, 2; 2. Thornbury, S. 2005. Dogme: Dancing in the dark? *Folio*. 9/2, 3-5.)

10. Wednesday 11th July

Critiquing the critical: (Readings: 1. Bell, D. 2003. Method and post-method: Are they really so incompatible? *TESOL Quarterly*, 37/2: 325-336; 2. Johnston, B. 1999. Putting critical pedagogy in its place. *TESOL Quarterly*, 33/3, 557-565 (**not in coursebook, available via blackboard**).

Post-course reading: Pennycook, A. 2004. Critical moments in a TESOL praxicum. In Norton, B., and Toohey, K. (Eds.) *Critical pedagogies and language learning*. Cambridge: CUP, pp. 327-345)

General University requirements

Students should become familiar with the University's requirements, particularly those applying to assessment procedures, course of study requirements and formal academic grievance procedures.

Academic Grievances

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances

The University Statute on Student Conduct and Policy on Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct

Plagiarism.

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute.

See the website: www.vuw.ac.nz/policy/StudentConduct

In the School of Linguistics and Applied Language Studies gross plagiarism will automatically mean that you get an E for the assignment. Repetition of plagiarism after a warning can lead to your failing the course and being reported to the University authorities.

Reasonable Accommodation Policy

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email disability@vuw.ac.nz.

If there is any way in which your access to this course might be improved, please discuss your needs and ideas with the School's Disability Liaison Person.