



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
School of Linguistics and Applied Language Studies
BEEd(TESOL)/Second Language Education (SLE) Programme

Language Teaching Methodology

ALIN 201-2014-T1

(20 points)

TRIMESTER 1 2014

Important dates

Trimester dates: 3 March to 2 July 2014

Teaching dates: 3 March to 6 June 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Study week: 9 – 13 June 2014

Examination/Assessment Period: 13 June to 2 July 2014

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures

Day	Time	Room
Wednesday	12:00 – 12:50	Hugh Mackenzie HMLT001
Friday	12:00 – 12:50	Hugh Mackenzie HMLT001

Workshops (2 hrs.)

Monday	3:10-5:00 p.m.	Murphy MY631
Wednesday	1:10-3:00 p.m.	Fairlie Terrace FT77/306

Enrol in your workshop stream on-line. Follow the link in Blackboard. Workshops start in Week 2 of the trimester.

Names and contact details

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LALS main office

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Communication of additional information

Any changes to the organization of the course, or its requirements, will be communicated to you via e-mail and/or on the ALIN 201 Blackboard site.

Prescription

This course applies principles of language teaching and learning to curriculum planning, teaching listening, speaking, reading and writing, and assessment and evaluation. Course members will develop materials and units of work, solve teaching problems, and participate in and reflect on classroom practice.

Course content

This course provides a broad introduction to the practice of second/foreign language teaching. The course focuses primarily on English as a second/foreign language (ESL/EFL) although the fundamental ideas have common currency across languages. After two introductory lectures providing an overview of the field and a brief history of language teaching methods, the course is

then divided into two modules: (1) *Listening and Speaking*; and (2) *Reading and Writing*¹. In each of these modules we critically examine core principles of language teaching and learning and explore how these are represented in materials and teaching approaches. The first module also provides an introduction to a selection of general issues in language teaching such as teaching vocabulary and grammar. These topics are dealt with in more detail in 300 level ALIN courses.

MODULE 1: LISTENING AND SPEAKING

Lecture	Date	Lecture topic	Reading
Week 1: Introduction & overview			
1	Wednesday 5 March	Introduction to the course <i>The 'broad' picture</i> : Global perspectives on language teaching and learning	Adamson (2006)
2	Friday 7 March	<i>Historical context</i> : Language teaching methods over the past 100 years	Waters (2012)
Week 2: The four strands in a programme			
3	Wednesday 12 March	<i>Weaving class</i> : Language teaching across the four strands	TLS Chapter 1
4	Friday 14 March	<i>"Hear, hear"</i> : Language learning through listening	TLS Chapter 2 & 3 (pp. 47-58) Palmer (1982)
Week 3: Learning through meaning-focused listening and speaking			
5	Wednesday 19 March	<i>Inside the black box</i> : Developing listening sub-skills	TLS Chapter 3 (pp. 37-46) & 4
6	Friday 21 March	<i>Taking the plunge</i> : Learning through speaking	TLS Chapters 6 & 7
Week 4: Language focused learning			
7	Wednesday 26 March	<i>Fiddling with the engine</i> : Language teaching and grammar	TLS Chapter 8 Ellis (1999)
8	Friday 28 March	<i>Away with words</i> : Language teaching and vocabulary	Joe, Nation & Newton (1996)
Week 5: Pronunciation and fluency (unlikely bedfellows)			
9	Wednesday 2 April	<i>Tongue time</i> : Pronunciation teaching	TLS Chapter 5
10	Friday 4 April	<i>Speed bumps</i> : Developing fluency	TLS Chapter 9
Week 6: Future directions			
11	Wednesday 9 April	Task-based language teaching	Reading TBA

¹ The division of course content into these four skill areas is, to some extent, an artificial division for the sake of course organization. In reality, overlaps between, and integration of, these four skill areas is typical of most second/foreign language classrooms.

12	Friday 11 April	<i>Gazing into the crystal ball: Technology, innovation and future directions in language teaching and learning</i>	On-line links to be provided
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MODULE 2: READING AND WRITING

WEEK 7			
13	Wednesday 16 April	What is reading? The 3 –abilities	Nuttall (1996) (Ch. 3)
Mid-trimester break 18 April – 4 May			
WEEK 8			
14	Wednesday 6 May	Intensive reading	Macalister (2011)
15	Friday 9 May	Reading faster	Millett (2008)
WEEK 9			
16	Wednesday 13 May	Extensive reading	Renandya (2007); Day & Bamford (2002); Green (2005)
17	Friday 16 May	Assessing and monitoring reading	Alderson (1996)
WEEK 10			
18	Wednesday 20 May	What is writing? Approaches to writing	Cullen (2008)
19	Friday 23 May	The writing process	Miller (2001)
WEEK 11			
20	Wednesday 27 May	The role of feedback	Lee (2005); Hansen & Liu (2005); Casanave (2004) (Ch. 5); Hoelker (2002)
21	Friday 30 May	Assessing writing	TBA
WEEK 12			
22	Wednesday 4 June	Reading, writing & technology	TBA
23	Friday 6 June	Discussion class on reading and writing; exam overview	N/A

Course learning objectives (CLOs)

This course aims to introduce students to:

- a. fundamental principles of language teaching methodology;
- b. a range of approaches to language teaching and learning designed to assist language development across the four skills of listening, speaking, reading and writing;
- c. examples of the ways that language teaching is carried out in various contexts;
- d. the professional literature in applied linguistics and TESOL.

Learning objectives

Students passing the course should be able to:

- a. understand and apply the four strands approach to a language programme (including the learning conditions that correspond to each strand);
- b. use these principles to identify and critically evaluate the language learning opportunities afforded by classroom activities;
- c. design, select and adapt simple learning activities to meet various learning goals;
- d. suggest principled solutions to teaching and learning problems frequently encountered in the teaching of a foreign/second language.

Teaching format

The course is delivered face-to-face via **two lectures** and **one two-hour workshop** each week. You are expected to attend all lectures and workshops. The lectures will provide a combination of lecture-style content and opportunities to participate in discussions and problem-solving tasks. In the two-hour workshops you will have opportunities to:

- a. understand key concepts;
- b. experience and analyse language teaching materials and techniques;
- c. explore solutions to teaching problems;
- d. respond to and apply ideas from set readings;
- e. discuss assignments.

To get the most out of this course, it is important that you complete set readings and short tasks you are set in advance of the lectures or workshops that they relate to.

Group work for the micro-teaching assignment

As part of your work on the micro-teaching assignment you will work in small groups outside of class time. In these groups you will each present a short segment of a lesson that you have designed and each take the role of language students for other group members when they present their lessons. Group work is not assessed but full participation is a mandatory course requirement (see below.)

Mandatory course requirements

Because of the practical focus in this course, your participation in workshops is essential for developing your experiential understanding of the teaching practices being examined in the course. Your presence and participation also helps maintain the learning community of your workshop group. For these reasons, your attendance and participation at ALL workshops is expected and will be recorded. You should also attend all lectures unless prevented from doing so by illness or other unexpected events. In addition to achieving an overall pass mark of 50%, students must:

- a. Complete all four pieces of assessment

- b. Attend all 11 workshops unless alternative arrangements have been made in advance (an attendance register is kept in workshops). Absences due to illness or other unexpected problems should be discussed with the course coordinator. You will be asked to complete a catch-up class for any workshop you miss.
- c. Participate in all of your group's micro-teaching sessions and lead one micro-teaching lesson in one of these sessions.

Workload

Course members are expected to spend around 15 hours a week on ALIN 201 during the 12 teaching weeks as well as additional time studying for the course during the trimester break and exam period. In total you are expected to spend around 200 hours on the course. Course members are encouraged to study cooperatively by forming study and discussion groups and sharing ideas and resources with one another. Course members are expected to prepare for classes by completing set readings in advance of the classes.

Assessment

This following table summarizes the assessment requirements for ALIN 201. See the following pages for more details. Additional information will be provided in class.

Component	Objectives	Value	Word limits	Due date	
1. Materials analysis	Applying the four strands to a programme	a	20%	800	4.00 p.m. Friday 21 March
2. Module 1 short answer test (via Blackboard)	Review of module 1	a, b, c	10%	600	TBA between 14-16 April
3. Micro-teaching assignment	Designing materials, micro-teaching and reflection	a, b, c, d	40%	1500 (Commentary)	4.00 p.m. Friday 6 June
4. Final exam (2 hours)	Reviewing and applying main ideas and key principles from the course	a, b, c	30%	2 hours	Exam period: 13 June – 2 July

Details of assessment

1. Materials analysis: Applying the four strands to a programme (20%)

Due date: Friday 21 March

Word limit: 800 words

Drawing on Chapter 1 of Nation and Newton (2009), evaluate how well the four strands are covered in a text book unit of work that you will be provided with.

You may use bullet points, diagrams and tables in your writing.

2. Module 1 short answer test (via Blackboard) (10%)

Due date: TBA between 14-16 April

This is a short answer test covering content from Module 1. You will complete the test in electronic form via Blackboard.

3. Micro-teaching assignment: Designing materials, micro-teaching and reflection (40%)

Due date: Friday 6 June

Word limit: 1500 words (commentary)

Design a short unit of work for a language classroom. Use an activity from the resource to teach in a micro-teaching session. Write a reflective commentary on the resource and the micro-teaching experience.

a. *Develop a teaching resource*

Make a short unit of work for use in a language classroom, using techniques, task types and procedures encountered in the course. Model units will be provided in class.

b. *Participate in micro-teaching sessions*

Take part in a series of self-managed micro-teaching sessions in groups of five students. You will each teach one of these sessions using a classroom activity from the unit you have prepared. You will also act as pseudo-language learners when other group members teach their sessions. These sessions will be scheduled during May.

c. *Write a reflective commentary*

Write a reflective commentary which discusses the principles behind the design of the resource and the experience of teaching and participating in micro-teaching sessions. Word limit for commentary: 1500 words.

Further details about these sessions will be provided during the trimester.

4. The final exam (two hours) (30%)

The final exam will be comprised of two sections:

1. A series of short answer questions on key principles of second language teaching and material from set readings. Answer all questions.
2. Two or three essay type questions from which you chose one to answer. Each question will require you to discuss options to solve a problem or address an issue commonly encountered in second language classrooms.

A sample exam paper will be provided during the course.

Submission and return of work

Submitting assignments

All assignments must be submitted in hard copy form to the assignment mailbox at the LALS office (VZ210). Assignments must also be submitted electronically in the 'submit assignments' area on the ALIN 201 Blackboard site. Turnitin will be used on this course (see below). Assignments will be returned in class. We aim to return assignments within two weeks of the submission date.

Length of Assignments

The required length applies to the "body" of the assignment (excluding references and any appendices). Provide a word count of the assignment "body" on each assignment.

Assignment cover sheets

A cover page for each assignment is available on the ALIN 201 Blackboard site. You must attach a filled-in copy of this to the front of your assignment.

Assignment layout requirement

Please follow the following guidelines for presentation of your assignment:

- Set left & right margins to no less than 3cm
- Set line spacing to 1.5
- Set font size to 11 or 12 point
- Include page numbers
- Pages can be printed on both sides
- Provide a word count at the end of the assignment (not including the Reference section)
- Staple pages together (i.e., don't use a paper clip)
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clear file sleeves.

Criteria for assessing assignments

The assignments will be graded with the following criteria in mind:

- understanding of the content of the course;
- application to a teaching context;
- development of teaching material;
- integration of experience, reflection, and input from ALIN 201, including wide reading of relevant literature;
- insights, critical analysis and originality;
- presentation and readability.

Writing an assignment

We recommend the following steps for doing an assignment.

1. Identify the important parts of the assignment, label these parts, and weight their importance.
2. Brainstorm your initial thoughts on the topic (using techniques such as mind-maps and free writing on the topic).
3. Read a number of articles that report and discuss the type of topic you are interested in.

The purpose of these steps is to help you develop a strategy for doing assignments or writing articles. Now plan the stages of your preparation for the assignment giving careful thought to how you will divide the assignment into sections and how much space and time you will give to each of the parts. Discuss your plan with at least one other course member doing this topic and then together in a group with other people doing the same type of topic discuss the plan with your tutor. Look carefully at the formal features (use of subheadings, references etc.) of one of the articles you looked at as a model. Plan the format of your assignment.

Extensions and penalties

Extensions

If you require an extension for good reasons, ask the course coordinator ahead of the due date for handing in the assignment for an extension, providing reasons for the request.

Penalties

In line with School (LALS) policy, assignments handed in after the due date without an extension will receive one grade less (5%) per working day and comments may not be provided. After one week, no grade will be given, but the assignment can still count for mandatory course requirements if submitted by the end of the teaching period for the trimester. Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, the lecturer reserves the right to consider only the first part of the assignment, from the beginning up to the word limit, for assessment purposes. It is important both academically and professionally that you are able to explain your ideas concisely and coherently.

Set texts

You will need to purchase the following two sets of course notes from Vicbooks:

ALIN 201 Lecture and workshop notes for Module 1: Speaking and Listening

ALIN 201 Course readings for Module 2: Reading & Writing

Course notes must be purchased from VicBooks.

You will also need to purchase the following textbook for module 1:

Nation, I.S.P. and Newton, J. (2009) Teaching ESL/EFL Listening and Speaking. New York: Routledge. 205 pages. ISBN 978-0-415-98970-1. \$60.00. approx.

This book can be purchased through in on-line book retailer such as Book Depository or Amazon. It can also be purchased in person or online at vicbooks: www.vicbooks.co.nz.

You will also be required to read a small number of additional readings which will be made available electronically via links to the relevant journals on the ALIN 201 Blackboard site.

Recommended reading

A huge number of books and journals are published on topics relating to applied linguistics, language teaching and learning/TESOL. Here are just a few of these books, published in the last ten years that you will find on the library shelves. Because the field is dynamic and evolving, we recommend that you give priority to more recently published texts.

Brown, H.D. (2006). *Principles of Language Learning and Teaching* (5th ed.), White Plains, NY: Pearson ESL.

Celce-Murcia, M., D. Brinton & M. Snow. (2013). *Teaching English as a Second or Foreign Language*. (4th ed.) Boston: Heinle ELT.

Gordon, T. (2007). *Teaching Young Children a Second Language*. Westport, Conn: Praeger Publishers.

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). London: Longman.

- Johnson, K. (2008). *An introduction to foreign language learning and teaching* (2nd ed.). New York: Pearson.
- Larsen-Freeman, D & M. Anderson. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: Oxford University Press.
- Pinter, A. (2006). *Teaching Young Learners*. Oxford: Oxford University Press.
- Scrivener, J. (2005). *Learning Teaching*. Oxford: Macmillan ELT.
- Spiro, J. (2013). *Changing Methodologies in TESOL*. Edinburgh: Edinburgh University Press.

Journals are another important learning source for this course. A list of relevant journals is provided at the end of this course outline

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

Additional Resources

The Language Learning Centre is a rich source of materials for language learning – see www.victoria.ac.nz/lc/

Journals

A large number of journals are published on topics related to language teaching and in the broader field of applied linguistics. A small selection of those that address practical issues of language teaching follows. You can access most of these journals electronically via the VUW library (use the 'Journal Finder' link to find them)

- English Language Teaching Journal (ELTJ)
- Modern English Teacher (MET)
- RELC Guidelines
- Language Teaching Research (LTR)
- System
- TESOLANZ Journal

Internet resources

There are a huge number of internet sites providing resources and discussions in ESOL issues of which the following is only a small sample.

[British Council/BBC](http://www.teachingenglish.org.uk/) web resources for language teachers <http://www.teachingenglish.org.uk/>

[One Stop English](http://www.onestopenglish.com/)
A wide range of teaching resources and advice <http://www.onestopenglish.com/>

[TESOLANZ](http://www.tesolanz.org.nz/)
The New Zealand Association of teachers of English as another language <http://www.tesolanz.org.nz/>

[Language Learning & Technology](http://lt.msu.edu/)
Free refereed journal for second and foreign language educators. <http://lt.msu.edu/>

[TESOL](http://www.tesol.org/)
The International Association of TESOL teachers. Similar associations exist for other languages. <http://www.tesol.org/>

[Your Dictionary.Com](http://www.yourdictionary.com/)
The Web of On-line Dictionaries is now a part of yourDictionary.com. Includes language dictionaries, multi-lingual dictionaries, specialty dictionaries, and many other types of language resources. www.yourdictionary.com/