



## School of Linguistics and Applied Language Studies

### ALIN/SLE Programme

### ALIN 201: Language Teaching Methodology

#### Trimester 1, 2010

1 March to 4 July 2010

#### Trimester dates

Teaching dates: 1 March 2010 to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

Study week: 7 June to 11 June 2010

Examination/Assessment period: 11 June to 4 July 2010

#### Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

#### Staff

##### Dr. John Macalister

(Course Coordinator)

VZ 203

(04) 463-5609

Fax (LALS) 463-5604

Office hours: as posted on door

[john.macalister@vuw.ac.nz](mailto:john.macalister@vuw.ac.nz)



##### Dr. Jonathan Newton

(Lecturer)

VZ 418

(04)463-5622

Fax (LALS) 463-5604

Office hours: as posted on door

[jonathan.newton@vuw.ac.nz](mailto:jonathan.newton@vuw.ac.nz)



#### ALIN 201 Course Administrator

Anette Klaassen, B.Ed TESOL/SLE administration, Tel: 463-5627, Fax: 463-5604 e-mail:

[anette.klaassen@vuw.ac.nz](mailto:anette.klaassen@vuw.ac.nz)

#### LALS main office

VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade, Ph 463-5600

## Course delivery

There are two ALIN 201 lectures each week, and one two-hour workshop.

Attendance at all workshops is a **mandatory** course requirement. Workshops are two hours long and involve the following activities:

- experiencing and analysing language teaching tasks and activities
- understanding key concepts
- problem-solving
- responding to and applying set readings
- assignment support discussions.

You are expected to have read set readings and often to have completed short tasks in preparation for workshops. Completion of these tasks is a **mandatory** course requirement (see below).

## Class times and locations

Lectures:	Mon & Tues 3.10 – 4.00pm	HU 119
Workshop streams	1. Wednesdays, 12.00 – 1.50pm	KK 201
	2. Wednesdays, 2.10 – 4.00pm	KP24 201
	3. Thursdays, 3.10 – 5.00 pm	KP24 201
	4. Thursdays, 3.10 – 5.00 pm	KP22 104
	4. Fridays, 2.10 – 4.00pm	KP24 201

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

## Announcements

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. A BEd TESOL/Second Language Education noticeboard is located on the third floor of the Von Zedlitz Building across from room VZ 309.

## Course content

The course is composed of two modules: (1) Listening and Speaking, (2) Reading and Writing. The material in the modules includes information relating to: the mode of teaching/learning under review (L & S or R & W); examples of good practice; workshop tasks; and study and discussion opportunities based on professional reading, teaching practice and reflection on experience.

Each module contains work on the following topics:

- curriculum development
- principles underlying the design and use of language teaching techniques and tasks
- production and use of language teaching materials.

**Aims:**

This course aims to introduce students to:

- a. basic principles of language teaching methodology
- b. a range of teaching and learning techniques designed to assist language development across the four skills of listening, speaking, reading and writing
- c. the range of research and professional literature available in applied linguistics and TESOL.

**Learning objectives:**

Students passing the course should be able to:

- a. explain the principles behind the four strands in a language programme and the learning conditions that correspond to each strand
- b. identify the learning goals of a range of classroom activities
- c. critically evaluate classroom activities and materials using principles derived from (a) and (b) above
- d. design, select and adapt simple learning activities to meet various learning goals
- e. suggest principled solutions to teaching and learning problems frequently encountered in the teaching of a foreign/second language.

**Models of professional development**

Various models of professional development will be used during the course:

- micro-teaching sessions and associated reflective accounts
- application of work in applied linguistics and other allied disciplines to materials development, classroom practice and course design
- study of cases of learners and teachers in a variety of language learning situations.

**Workload**

Course members are expected to spend around 13 hours a week on ALIN 201. Course members are encouraged to study cooperatively by forming study and discussion groups and sharing ideas and resources with one another. Course members must prepare for classes by completing set readings in advance of the classes.

**Required texts**

ALIN201 Language Teaching Methodology Module 1 2010                      approx. \$15 - 18

ALIN201 Language Teaching Methodology Module 2 2010                      approx. \$15 - 18

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

### **Additional Resources**

The Language Learning Centre is a rich source of materials for language learning – see <http://www.victoria.ac.nz/lhc/>

### **Journals**

- ELT Journal (English Language Teaching)
- English Teaching Forum ML
- Guidelines
- IATEFL Issues
- Many Voices
- Modern English Teacher ML
- System
- TESOL Journal ML
- TESOLANZ Journal

### **Internet resources**

There are a huge number of internet sites providing resources and discussions in ESOL issues. Following is a small sample:

#### **The Internet TESL Journal**

Articles, research papers, lesson plans, classroom ideas for teachers of English as a second language.

<http://www.aitech.ac.jp/~teslj/>

#### **Language Learning & Technology**

Free refereed journal for second and foreign language educators.

<http://llt.msu.edu/>

#### **TESOL-EJ**

TESL-EJ, a freely-distributed fully refereed academic journal, is a source of research and information in English as a Second or Foreign Language.

<http://www-writing.berkeley.edu/TESL-EJ/>

#### **TESOL Matters**

Selected articles from the publication.

<http://www.tesol.org/pubs/articles/tm0006.html>

#### **WWW Resources For Language Teachers**

Sites gathered for foreign language teachers and sponsored by the Foreign Language Teaching Forum. Has links for specific languages.

<http://www.cortland.edu/www/flteach/flteach-res.html>

#### **Yamada Language Guides**

Guides to language resources on the world wide web from the Yamada Language Center at the University of Oregon.

<http://babel.uoregon.edu/yamada/guides.html>

## Your Dictionary.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.

<http://www.yourdictionary.com/>

### Schedule of classes and readings

ALIN 201 is divided into two modules. The first module, *Listening and Speaking*, is five and a half weeks long, and the second, *Reading and Writing*, is six and a half weeks long. Both modules will include elements of *Computer-Assisted Language Learning* (CALL). The separation of the 'four skills' of listening, speaking, reading and writing is not intended to imply that language teaching anymore than language itself is so easily carved up. Indeed, quite the opposite is the case. Overlaps and integration of the skills are not only inevitable and unavoidable, they are desirable in most second language teaching contexts.

#### MODULE 1: LISTENING AND SPEAKING

Date	Lecture topic	Required reading
<b>WEEK 1</b>		
<b>INTRODUCTION</b>		
(1) Mon 1 March	(i) Introduction to the course (ii) Global perspectives on language teaching and learning	Readings for topics 1 & 2
(2) Tues 2 March	Parts and goals of a language teaching programme	Reading for topic 3
<b>WEEK 2</b>		
<b>LISTENING</b>		
(3) Mon 8 March	Listening and language learning	Readings for topic 4
(4) Tues 9 March	Teaching and learning through meaning-focused listening	
<b>WEEK 3</b>		
<b>FOCUS ON FORM</b>		
(5) Mon 15 March	Language teaching and grammar	Readings for topic 5
(6) Tues 16 March	Language teaching and vocabulary	
<b>WEEK 4</b>		
<b>CONVERSATIONAL INTERACTION</b>		
(7) Mon 22 March	Language learning through interaction	Readings for topic 6
(8) Tues 23 March	Developing fluency	
<b>WEEK 5</b>		
<b>PRONUNCIATION</b>		
(9) Mon 29 March	Factors affecting pronunciation in a second language	Readings for topic 7
(10) Tues 30 March	Responding to pronunciation problems	
<b>Mid-trimester break 5 – 18 April 2010</b>		

## MODULE 2: READING AND WRITING

Date	Topic	Required Reading	Recommended further reading
<b>WEEK 6</b>			
(11) Mon 19 April	What is reading?	Nuttall, 1996 (ch. 3) Chia, 2001 de Debat, 2006	
(12) Tues 20 April	The 3 –abilities	Nuttall, 1996 (ch. 10) Day, 2003 Murray, 2001	Carrell, 1978
<b>WEEK 7</b>			
(13) Mon 26 April	Extensive and intensive reading	Renandya, 2007 Day & Bamford, 2002 Green, 2005	Mohd Asraf & Ahmad, 2003
(14) Tues 27 April	Reading fluency development	Millett, 2008	Chung & Nation, 2006
<b>WEEK 8</b>			
(15) Mon 3 May	The use of graded readers	Hill, 2001	Nation & Ming-tzu, 1999 Hseuh-chao & Nation, 2000
(16) Tues 4 May	Making reading materials	[Palmer, 1982; in Module 1 readings]	
<b>WEEK 9</b>			
(17) Mon 10 May	Assessing and monitoring reading	Alderson, 1996	
(18) Tues 11 May	Designing a reading programme	Buckmaster, 2005 Harvey, 2006	
<b>WEEK 10</b>			
(19) Mon 17 May	What is writing? Approaches to writing	Miller, 2001 Cullen, 2008	Chau, 2003
(20) Tues 18 May	The role of input	Hyland, 2003 (ch. 4)	
<b>WEEK 11</b>			
(21) Mon 24 May	(i) Review of module 1 (ii) Looking at the future of language learning and teaching	Carrier (2006) – in Module 1 readings	
(22) Tues 25 May	The role of feedback  Connecting with an audience	Lee, 2005 Hansen & Liu, 2005 Casanave, 2004 (ch. 5) Hoelker, 2002	
<b>WEEK 12</b>			
(23) Mon 31 May	Linking reading and writing	Lao and Krashen, 2000 Krashen, 2004 Abu Rass, 2001	Tsang, 1996
(24) Tues 1 June	Literacy instruction & CALL	Egbert, 2005	

## Mandatory Course Requirements

To meet Mandatory Course Requirements, each course member is required to do the following work:

- a. Participate in all of your group's micro-teaching sessions and lead one of these sessions.
- b. Attend all workshops and lectures.
- c. Complete and submit for feedback short non-assessed tasks set in workshops.
- d. Complete all assessment requirements.

You must attend all workshops unless alternative arrangements have been made in advance. An attendance register is kept in workshops. We also expect course members to attend all lectures.

## Assessment

This following table outlines the assessment requirements for ALIN 201. Each of the components of assessment is detailed in the following pages, and additional information will be provided in class.

Component		Objectives	Value	Word limits	Due date
<b>1<sup>st</sup> Assignment</b>	Responding to an issue in second language classroom pedagogy	a, b, c, e	30%	2500 wds	Thursday 1 April
<b>2<sup>nd</sup> Assignment</b>	Materials design and micro-teaching (with commentary)	a, b, c, d	40%	1500 wds (Commentary)	Friday 21 May
<b>Final exam</b>	- Key principles - Solving problems	a, b, c, e	30%	2 hours	Exam period: 11 June – 4 July

**As well as submitting a hard copy of each assignment, you must upload an electronic copy through Blackboard. Turnitin will be used on this course.**

## Deadlines and Penalties

In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

Unless you have a valid extension granted for your assignment, the following penalties will apply:

For assignments handed in within a week after the due date, the maximum grade possible is C and no personal comment will be provided. Assignments handed in after this time receive no mark.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. See General University Policies.

**N.B.** Note that if no work is submitted for assessment before the last two weeks of teaching, there will be nothing on which to base an aegrotat consideration.

### **Details of each assessment component**

#### **1<sup>st</sup> Assignment: Addressing an issue in second language pedagogy**

Word limit: 2500 words

For this assignment you are required to write a report addressing an issue of second language pedagogy. Topics may include (though will not be restricted to):

- use of L1 in the classroom
- error correction
- encouraging reading in a second language
- learner autonomy
- teaching absolute beginners

You will be provided with a handout detailing topics, references and procedures for carrying out this assignment.

#### **2<sup>nd</sup> Assignment: Materials design and micro-teaching sessions**

Design a short unit of work for a language classroom. Trial the resource in a micro-teaching session and provide a short commentary in which you comment on the resource and on the trial.

##### a. Making the 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. Micro-teaching sessions

You are required to participate in a series of self-managed micro-teaching sessions in groups of five students. In these sessions, each group member will trial a classroom resource (or a part thereof) that they have made or adapted as well as participating as pseudo-language learners in the trialling of resources by other group members. These sessions will be scheduled during May.

##### c. Writing a commentary

You will submit a commentary which discusses the resource and the micro-teaching sessions and which includes the resource in an appendix. Word limit for commentary: 1500 words.

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



## **The final exam**

The final exam will be comprised of two sections:

1. Short answer questions on key principles of second language teaching and material from set readings
2. Discuss options to solve a problem commonly encountered in second language classrooms (more than one option will be supplied)

A sample exam paper will be provided during the course.

## **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. 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 be able to explain your ideas concisely and coherently.

## **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 3cm or more
- Set line spacing to 1.5 or 2.0
- Set font size to 12 point
- Include page numbers
- Use standard fonts such as Times Roman, Arial, Garamond
- Provide a word count at the end of the assignment (not including the Reference section)
- Type on one side of A4 paper
- 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 clearfile sleeves.

Should you need to post an assignment or task, it should be addressed as follows:

John Macalister  
School of Linguistics and Applied Language Studies  
Victoria University of Wellington  
PO Box 600  
Wellington 6012

## 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. The purpose of these steps is to help you develop a strategy for doing assignments or writing articles.

- Identify the important parts of the assignment, label these parts, and weight their importance.
- Read a number of articles that report and discuss the type of topic you are interested in. 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.

## Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

## Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff

- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:  
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

### **GENERAL UNIVERSITY POLICIES AND STATUTES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx)