

School of Linguistics and Applied Language Studies

BEd(TESOL)/SLE Programme

ALIN 201-2011-T1

Language Teaching Methodology

TRIMESTER 1 2011 (28 February to 3 June 2011)

Trimester dates

Teaching dates: 28 February to 3 June 2011; Mid-trimester break: 18 April to 1 May 2011

Study week: 6–10 June 2011; Examination/Assessment period: 10 June to 2 July 2011

Withdrawal dates

Information on withdrawals and refunds may be found at

www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

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LALS main office

VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade, Ph 463-5600

Course delivery

Two lectures each week and one two-hour workshop.

Class times and locations**Lectures**

Monday	14:10 – 15:00	MCLT101
Tuesday	11:00 – 11:50	COLT122

Tutorials/Workshops

Monday	15:10 – 17:00	CO216
Tuesday	14:10 – 16:00	KP24101
Wednesday	12:00 – 13:50	MY632
Wednesday	14:10 – 16:00	MY632
Thursday	10:00 – 11:50	VZ103
Friday	12.10 – 1400	AM102

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. An ALIN courses 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*; and (2) *Reading and Writing*. The first module also focuses more broadly on trends in language teaching that apply to all these language skill areas.

Weekly course content typically includes:

- a. information on principles and approaches to language teaching;
- b. examples of good practice;
- c. study and discussion opportunities based on course-related reading;
- d. workshop tasks incorporating and applying points a-c above.

Workshops are two hours long and involve the following activities:

- a. experiencing and analysing language teaching tasks and activities;
- b. understanding key concepts;
- c. problem-solving;
- d. responding to and applying set readings;
- e. discussing assignment work.

You are expected to have read set readings and often to have completed short tasks in preparation for workshops.

Aims

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;
- 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.

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 must prepare for classes by completing set readings in advance of the classes.

Required texts

ALIN201 Language Teaching Methodology, Selected Readings, Module 1 (Listening and Speaking) 2011 approx. \$15 - 18

ALIN201 Language Teaching Methodology, Selected Readings, Module 2 (Reading and Writing) 2011 approx. \$15 - 18

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from Vicbooks on Level 3 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

Schedule of classes and readings

ALIN 201 is divided into two modules: *Listening and Speaking* (five weeks) and *Reading and Writing* (seven weeks). This 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 teaching and will be emphasized throughout the course.

Module 1: listening and speaking

	Date	Lecture topic	Reading Topics
CLASS	WEEK 1	INTRODUCTION	
1	Mon 28 Feb	(i) Overview of language teaching methods (ii) Global perspectives on language teaching and learning	Topics 1 & 2 readings
2	Tues 1 March	Language teaching across the four strands	Topic 3 readings
	WEEK 2	LISTENING	
3	Mon 7 Mar	Listening and language learning	Topic 4 Flowerdew & Miller (2005)
4	Tues 8 Mar	Meaning-focused listening and the information transfer technique	Topic 4 Palmer (1982)
	WEEK 3	FOCUS ON FORM	
5	Mon 14 Mar	Language teaching and grammar	Topic 5 Hinkel and Fotos (2002), Ellis (2002)
6	Tues 15 Mar	Language teaching and vocabulary	Topic 5 Joe, Nation and Newton, (1996)
	WEEK 4	PRONUNCIATION	
7	Mon 21 Mar	Factors affecting pronunciation in a second language	Topic 7 readings
8	Tues 22 Mar	Responding to pronunciation problems	
	WEEK 5	CONVERSATIONAL INTERACTION	
9	Mon 28 Mar	Meaning-focused speaking in the language classroom	Topic 6 Folse (2006) Murphey (2001)
10	Tues 29 Mar	Developing fluency	Topic 6 Nation & Newton (2009)

Module 2: reading and writing

	Date	Lecture topic	Required Reading	Recommended further reading
CLASS	WEEK 6			
11	Mon 4 April	What is reading?	Nuttall, 1996 (ch. 3) Chia, 2001 de Debat, 2006	
12	Tues 5 April	The 3 –abilities	Nuttall, 1996 (ch. 10) Day, 2003 Murray, 2001	Carrell, 1978
	WEEK 7			
13	Mon 11 April	Extensive and intensive reading	Renandya, 2007 Day & Bamford, 2002 Green, 2005	Mohd Asraf & Ahmad, 2003
14	Tues 12 April	Reading fluency development	Millett, 2008	Chung & Nation, 2006
Mid-trimester break 18-29 April 2011				
	WEEK 8			
15	Mon 2 May	The use of graded readers	Hill, 2001	Nation & Ming-tzu, 1999 Hseuh-chao & Nation, 2000
16	Tues 3 May	Making reading materials	[Palmer, 1982; in Module 1 readings]	
	WEEK 9			
17	Mon 9 May	Assessing and monitoring reading	Alderson, 1996	
18	Tues 10 May	Designing a reading programme	Buckmaster, 2005 Harvey, 2006	
	WEEK 10			
19	Mon 16 May	What is writing? Approaches to writing	Miller, 2001 Cullen, 2008	Chau, 2003
20	Tues 17 May	The role of input	Hyland, 2003 (ch. 4)	
	WEEK 11			
21	Mon 23 May	(i) Review of module 1 (ii) Looking at the future of language learning and teaching	Carrier (2006) – in Module 1 readings	
22	Tues 24 May	The role of feedback Connecting with an audience	Lee, 2005 Hansen & Liu, 2005 Casanave, 2004 (ch. 5) Hoelker, 2002	
	WEEK 12			
23	Mon 30 May	Linking reading and writing	Lao and Krashen, 2000 Krashen, 2004 Abu Rass, 2001	Tsang, 1996
24	Tues 31 May	Literacy instruction & CALL	Egbert, 2005	

Mandatory Course Requirements

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

- a. attend all workshops and lectures;
- b. complete all assessment requirements;
- c. participate in all of your group's micro-teaching sessions and lead one of these sessions.

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
Assignment 1	Applying the four strands to a programme	a	10%	800	Midday Thursday 17 th March
Assignment 2	Responding to an issue in second language classroom pedagogy	a, b, c, e	20%	1500	Midday, Thursday 7 th April
Assignment 3	Designing materials, micro-teaching and reflection	a, b, c, d	40%	1500 (Commentary)	Midday Thursday 26 May
Final exam	Reviewing and applying main ideas and key principles from the course	a, b, c, e	30%	2 hours	Exam period: 10 June – 2 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.

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 assessment

Assignment 1 (10%) Applying the four strands to a programme

Due date: 12 noon, Thursday, 17 March 2011

Word limit: 800 words

Drawing on Chapter 1 of Nation and Newton (2009) (in your book of readings), evaluate how well the four strands are covered in a second language programme that you will be provided with.

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

Assignment 2 (20%) Responding to an issue in second language pedagogy

Due date: 12 noon, Thursday, 7 April 2011

Word limit: 1500 words

Choose one of the following topics. In your discussion draw on at least three sources from the reference lists below and in your book of readings for the first module of the course. Critically evaluate your own language learning experience in the light of your discussion.

1. Some language teachers are reluctant to use group speaking activities (i.e. communication tasks) in class.

Explain the likely reasons for this reluctance and, with reference to relevant research and scholarship, discuss the arguments for group work in the language classroom.

2. A 'second language only' policy is sometimes enforced in second language classrooms.

Explain why some schools and teachers adopt this policy and, with reference to relevant research and scholarship, discuss the arguments for the use of L1 in the L2 classroom.

3. Too often primary-age children learning a foreign language at school make little progress and are poorly motivated.

With reference to relevant scholarship, identify some of the likely reasons for this and discuss ways that teachers can motivate and engage children in language learning.

References for assignment 2

You should consult at least three of the references provided on Blackboard for these topics. You should feel free, however, to read more widely. The books and some of the

journal articles are available through the Course Reserve in the VUW Library. You have access to the other journal articles electronically through the Library. You should also, of course, draw on relevant material in your books of course readings.

Assignment 3: Designing materials, micro-teaching and reflection

Due date: 12 noon, Thursday, 26 May

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.

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)
- 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.

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:

- 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.

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.

Additional Resources

The Language Learning Centre (LLC) is Victoria's technology-rich, multimedia centre supporting independent language learning and teaching. At the LLC you can practise and extend your language learning. You can:

- select the materials or activities that you find interesting
- meet your needs: match your level and learning style
- study at a time that suits you

Access a variety of multimedia language resources at the LLC: everything from print, audio materials, foreign language TV and DVDs to comprehensive computer software. The LLC provides access to your digital course material on a server: detailed instructions are in Blackboard on the LLC content page. Drop by the centre to find out more about our services, or check the website. LLC, Level 0 von Zedlitz Building, www.victoria.ac.nz/llc/

Journals

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

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.	www.aitech.ac.jp/~teslj/
Language Learning & Technology Free refereed journal for second and foreign language educators.	http://llt.msu.edu/
TESOL-EJ TESOL-EJ, a freely-distributed fully refereed academic journal, is a source of research and information in English as a Second or Foreign Language.	www.writing.berkeley.edu/TESL-EJ/
TESOL Matters Selected articles from the publication.	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.	www.cortland.edu/www/flteach/flteach-res.html
Yamada Language Guides Guides to language resources on the world wide web from the Yamada Language Centre 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.	www.yourdictionary.com/

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.

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic