

## School of Linguistics and Applied Language Studies

### **BEd(TESOL)/SLE Programme** **ALIN 201-2012-T1** Language Teaching Methodology

**TRIMESTER 1 2012**  
**5 March to 4 July 2012**

#### **Trimester dates**

Teaching dates: 5 March to 8 June 2012

Mid-trimester break: 6–22 April 2012

Study week: 11–15 June 2012

Examination/Assessment Period: 15 June to 4 July 2012

#### **Withdrawal dates**

Information on withdrawals and refunds may be found at

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

#### **Staff**

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#### **ALIN 201 Course Administrator**

Anette Klaassen  
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**LALS main office**

VZ210, 2<sup>nd</sup> 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**

Tuesday	13:10 – 14:00	HMLT001
Thursday	13:10 – 14:00	HMLT001

**Tutorials/Workshops**

Tuesday	14.10 – 16:00	KP24202
Tuesday	14:10 – 16:00	KP24201
Thursday	14.10 – 16:00	KP24202
Thursday	14:10 – 16:00	KP24201
Friday	10:00 – 11:50	VZ108
Friday	10:00 – 11:50	VZ107

Enrol in your workshop stream on-line. Follow the link in Blackboard. Workshops start in Week 2 of the trimester. Depending on class numbers, we may cancel a workshop time, but we will let you know in advance.

**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. An ALIN courses noticeboard is located on the third floor of the Von Zedlitz Building across from room VZ 309.

**Course content**

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. 70% internal assessment; 30% examination.

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.

### **Course 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;
- 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.

### **Expected 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.

### **Readings**

#### **Essential texts:**

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.

Nation, I.S.P. (2009) Teaching ESL/EFL Reading and Writing. New York: Routledge. 171 pages. ISBN 978-0-415-98968-8

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 4 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 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

Lecture number	Date	Lecture topic	Reading
<b>Week 1: Introduction &amp; overview</b>			
1	Tues 6 March	Introduction to the course  <i>The big picture</i> : Language teaching methods over the past 100 years	Adamson (2006)
2	Thurs 8 March	<i>The broad picture</i> : Global perspectives on language teaching and learning	
<b>Week 2: The four strands in a programme</b>			
3	Tues 13 March	<i>Weaving class</i> : Language teaching across the four strands	TLS Chapter 1
4	Thurs 15 March	<i>Inside the black box</i> : Learning and listening processes	TLS Chapter 3 & 4 Task One due 16 March
<b>Week 3: Learning through meaning-focused listening and speaking</b>			
5	Tues 20 March	<i>"Hear, hear"</i> : Learning through listening	TLS Chapter 2 & 3 Palmer (1982)
6	Thurs 22 March	<i>Taking the plunge</i> : Learning through speaking	TLS Chapters 6 & 7
<b>Week 4: Language focused learning</b>			
7	Tues 27 March	<i>Fiddling with the engine</i> : Language teaching and grammar	TLS Chapter 8

<b>8</b>	Thurs 29 March	<i>Away with words</i> : Language teaching and vocabulary	
<b>Week 5: Pronunciation and fluency (unlikely bedfellows)</b>			
<b>9</b>	Tues 3 April	<i>Tongue time</i> : Pronunciation teaching	TLS Chapter 5
<b>10</b>	Thurs 5 April	<i>Speed bumps</i> : Developing fluency	TLS Chapter 9
<b>Easter Break: Friday 6 to 20 April inclusive</b>			

## MODULE 2: READING AND WRITING

	Date	Lecture topic	Required Reading	Other readings
<b>CLASS</b>	<b>WEEK 6</b>			
<b>11</b>	Tues 24 April	What is reading? The 3 –abilities	Nation (2009) Chapter One	Nuttall, 1996 (ch. 3) In-class test in workshops this week
<b>11</b>	Thurs 26 April	Intensive reading	Nation (2009) Chapter Three	Renandya, 2007
	<b>WEEK 7</b>			
<b>12</b>	Tues 1 May	Making reading materials	Nation (2009) Chapter Three	TBA
<b>13</b>	Thurs 3 May	Reading Faster	Nation (2009) Chapter Five	Millett, 2008
	<b>WEEK 8</b>			
<b>14</b>	Tues 8 May	Extensive Reading	Nation (2009) Chapter Four	TBA
<b>15</b>	Thurs 10 May	The use of graded readers	Nation (2009) Chapter Four	TBA
	<b>WEEK 9</b>			
<b>16</b>	Tues 15 May	Assessing and monitoring reading	Nation (2009) Chapter Six	Alderson, 1996
<b>17</b>	Thurs 17 May	What is writing? Approaches to writing	Nation (2009) Chapter Seven	Cullen, 2008
	<b>WEEK 10</b>			
<b>18</b>	Tues 22 May	The Writing Process	Nation (2009) Chapter Eight	Cullen, 2008 Task 2 Due on 25 May
<b>19</b>	Thurs 24 May	Designing writing activities	Nation (2009) Chapter Seven	
	<b>WEEK 11</b>			
<b>20</b>	Tues 29 May	The role of feedback	Nation (2009) Chapter Ten	Lee, 2005

<b>21</b>	Thurs 31 May	Assessing writing	Nation (2009) Chapter Ten	
	<b>WEEK 12</b>			
<b>22</b>	Tues 5 June	Teaching reading and writing online	N/A	
<b>23</b>	Thurs 7 June	Discussion class on reading and writing; exam overview	N/A	

### **Mandatory Course Requirements**

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

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

### **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.

<b>Component</b>		<b>Objectives</b>	<b>Value</b>	<b>Word limits</b>	<b>Due date</b>
<b>Task 1</b>	Applying the four strands to a programme	a	20%	800	Midday Friday 16 March
<b>In-class test during workshops (45 minutes)</b>	Responding to an issue in second language classroom pedagogy	a, b, c, e	10%	600	In workshops 23 - 27 April
<b>Task 2</b>	Designing materials, micro-teaching and reflection	a, b, c, d	40%	1500 (Comme ntary)	Midday Friday 25 May
<b>Final exam (2 hours)</b>	Reviewing and applying main ideas and key principles from the course	a, b, c, e	30%	2 hours	Exam period: 15 June to 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.*

**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**

### **Task 1 (20%) Applying the four strands to a programme**

**Due date:** 12 noon, Friday, 16 March 2012

**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.

### **In class test (10%) Responding to an issue in second language pedagogy**

**Due date:** 23 April-27 April

The assessment date for the in-class test is Week 5. These tests will be done in the workshops in the week starting 23 April-27 April.

### **Task 2: Designing materials, micro-teaching and reflection**

**Due date:** 12 noon, Friday, 25 May 2012

**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 is a rich source of materials for language learning – see [www.victoria.ac.nz/llc/](http://www.victoria.ac.nz/llc/)

### **Journals**

ELT Journal (English Language Teaching)  
 English Teaching Forum  
 Guidelines  
 IATEFL Issues  
 Many Voices  
 Modern English Teacher  
 System  
 TESOL Journal  
 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** [www.aitech.ac.jp/~teslj/](http://www.aitech.ac.jp/~teslj/)

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

[Language Learning & Technology](http://llt.msu.edu/) <http://llt.msu.edu/>

Free refereed journal for second and foreign language educators.

<b>TESOL-EJ</b> TESL-EJ, a freely-distributed fully refereed academic journal, is a source of research and information in English as a Second or Foreign Language.	<a href="http://www.writing.berkeley.edu/TESL-EJ/">www.writing.berkeley.edu/TESL-EJ/</a>
<b>TESOL Matters</b> Selected articles from the publication.	<a href="http://www.tesol.org/pubs/articles/tm0006.html">www.tesol.org/pubs/articles/tm0006.html</a>
<a href="#">WWW Resources For Language Teachers</a> Sites gathered for foreign language teachers and sponsored by the Foreign Language Teaching Forum. Has links for specific languages.	<a href="http://www.cortland.edu/www/flteach/flteach-res.html">www.cortland.edu/www/flteach/flteach-res.html</a>
<a href="#">Yamada Language Guides</a> Guides to language resources on the world wide web from the Yamada Language Centre at the University of Oregon.	<a href="http://babel.uoregon.edu/yamada/guides.html">http://babel.uoregon.edu/yamada/guides.html</a>
<a href="#">Your Dictionary.Com</a> 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.	<a href="http://www.yourdictionary.com/">www.yourdictionary.com/</a>

### **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](http://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](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://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](http://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](http://www.victoria.ac.nz/home/about_victoria/avcacademic)