

Faculty of Humanities and Social Sciences
School of Linguistics and Applied Language Studies
BEEd(TESOL)/SLE Programme

ALIN 201-2013-T1

Language Teaching Methodology

TRIMESTER 1 2013
4 March – 3 July 2013

Trimester dates

Teaching dates: 4 March to 7 June 2013
Easter break: 28 March to 3 April 2013
Mid-trimester break: 22–28 April 2013

Study week: 10–14 June 2013
Examination/Assessment Period: 14 June to 3 July 2013

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds>

Staff

Dr. Jonathan Newton
(Course Co-ordinator and lecturer)
VZ 418
(04)463-5622
Office hours: as posted on door
jonathan.newton@vuw.ac.nz



Dr. John Macalister
(Lecturer)
VZ 211
(04)463-5609
Office hours: as posted on door
John.macalister@vuw.ac.nz



ALIN 201 Course Administrator

Dayna Taramai
(04)463-5255 dayna.taramai@vuw.ac.nz

LALS main office

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

Course 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. 70% internal assessment, 30% examination.

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 two modules: (1) *Listening and Speaking*; and (2) *Reading and Writing*. In each of these modules we will 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.

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.

Course delivery and teaching/learning summary

Face-to-face delivery of the course is via **two lectures** each week and **one two-hour workshop**. 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.

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.

Readings - Essential 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

For module 1 you will also need to purchase the following textbook:

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.

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.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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.

Class times and locations

Lectures

Day	Time	Room
Monday	13:10 – 14:00	AMLT105
Thursday	13:10 – 14:00	AMLT105

Tutorials/Workshops

Tuesday	09:00 – 10:50	VZ510
Wednesday	10:00 - 11:50	MY806

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

Schedule of classes and readings

ALIN 201 is divided into two six-week modules: *Listening and Speaking* and *Reading and Writing*. 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	Date	Lecture topic	Reading
Week 1: Introduction & overview			
1	Monday 4 March	Introduction to the course <i>The 'broad' picture</i> : Global perspectives on language teaching and learning	Adamson (2006)
2	Thursday 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	Monday 11 March	<i>Weaving class</i> : Language teaching across the four strands	TLS Chapter 1
4	Thursday 14 March	<i>"Hear, hear"</i> : Learning through listening	TLS Chapter 2 & 3 (pp. 47-58) Palmer (1982)
Week 3: Learning through meaning-focused listening and speaking			
5	Monday 18 March	<i>Inside the black box</i> : Learning and listening processes	TLS Chapter 3 (pp. 37-46) & 4
6	Thursday 21 March	<i>Taking the plunge</i> : Learning through speaking	TLS Chapters 6 & 7
Week 4: Language focused learning			
7	Monday 25 March	<i>Fiddling with the engine</i> : Language teaching and grammar	TLS Chapter 8 Ellis (1999)
Easter Break: Thursday 28 March to Wednesday 3 April inclusive			
8	Thursday 4 April	<i>Away with words</i> : Language teaching and vocabulary	Joe, Nation & Newton (1996)
Week 5: Pronunciation and fluency (unlikely bedfellows)			
9	Monday 8 April	<i>Tongue time</i> : Pronunciation teaching	TLS Chapter 5
10	Thursday 11 April	<i>Speed bumps</i> : Developing fluency	TLS Chapter 9
Week 6: Future directions			
11	Monday 8 April	Task-based language teaching	Reading tba
12	Thursday 11 April	<i>Gazing into the crystal ball</i> : Technology, innovation and future directions in language teaching and learning	On-line links to be provided
Mid-trimester break 22-28 April			

MODULE 2: READING AND WRITING

Lecture	Date	Lecture topic	Reading
WEEK 7			
13	Monday 29 April	What is reading? The 3 –abilities	Nuttall (1996) (Ch. 3)
14	Thursday 2 May	Intensive reading	Macalister (2011)
WEEK 8			
15		Reading faster	Millett (2008)
16		Extensive reading	Renandya (2007); Day & Bamford (2002); Green (2005)
WEEK 9			
17	Monday 6 May	Assessing and monitoring reading	Alderson (1996)
18	Thursday 9 May	What is writing? Approaches to writing	Cullen (2008)
WEEK 10			
19	Monday 13 May	The writing process	Miller (2001)
20	Thursday 16 May	The role of feedback	Lee (2005); Hansen & Liu (2005); Casanave (2004) (Ch. 5); Hoelker (2002)
WEEK 11			
21	Monday 20 May	Assessing writing	TBA
22	Thursday 23 May	Reading, writing & technology	TBA
WEEK 12			
Monday 3 June Queen’s Birthday holiday			
23	Thursday 6 June	Discussion class on reading and writing; exam overview	N/A

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.

Group work

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

- 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 crisis 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 a micro-teaching lesson in one of these sessions.

Assessment

This following table outlines 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	Midday Friday 22 March
2. Module 1 short answer test (via Blackboard)	Review of module 1	a, b, c	10%	600	During the week 15- 19 April
3. Micro-teaching assignment	Designing materials, micro-teaching and reflection	a, b, c, d	40%	1500 (Commentary)	Midday Friday 31 May
4. Final exam (2 hours)	Reviewing and applying main ideas and key principles from the course	a, b, c	30%	2 hours	Exam period: 14 June - 3 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 (see below).

Deadlines and Penalties

If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. In line with school 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.

Details of assessment

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

Due date: 12 noon, Friday, 22 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 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: During the week 15-19 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: 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.

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.

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
- 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 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.

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.

Additional Resources

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

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)

- ELT Journal (English Language Teaching Journal)
- Language Teaching Research (LTR)
- Modern English Teacher (MET)
- RELC Guidelines
- System
- TESOL Journal
- 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.

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

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

Free refereed journal for second and foreign language educators.

TESOL-EJ

www.writing.berkeley.edu/TESL-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.

TESOL Matters

www.tesol.org/pubs/articles/tm0006.html

Selected articles from the publication.

[WWW Resources For Language Teachers](http://www.cortland.edu/www/flteach/flteach-res.html)

www.cortland.edu/www/flteach/flteach-res.html

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

[Yamada Language Guides](http://babel.uoregon.edu/yamada/guides.html)

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

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

[Your Dictionary.Com](http://www.yourdictionary.com/)

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.

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. You can find out more information on Class Representatives on the VUWSA website.

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>

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 (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/avcademic