TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

School of Linguistics and Applied Language Studies

Second Language Education (SLE) Programme
ALIN 201 Language Teaching Methodology
(20 points)

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015
Teaching dates: 2 March to 5 June 2015
Easter/Mid-trimester break: 3–19 April 2015
Last assessment item due: 5 June 2015

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
Monday	12:00 – 12:50	Kirk Building KK204
Wednesday	12:00 – 12:50	Kirk Building KK204

Workshops (2 hrs.)

Day	Time	Room
Wednesday	4:10-6:00 p.m.	Alan MacDiarmid Building AM102

Follow the link in Blackboard to enrol in the workshop on-line. Workshops start in Week 2 of the trimester.

Names and contact details

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

Communication of additional information

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

Prescription

ALIN 201 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

ALIN 201 introduces students to:

    a.   principles of language teaching methodology;

    b.   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 language teaching is carried out in various contexts;

    d.   the professional literature in applied linguistics and TESOL.

The course focuses primarily on English as a second/foreign language (ESL/EFL) although it is relevant to teaching other second/foreign languages.

The course begins with an overview of the field and a brief history of language teaching methods (lectures 1 & 2). It is then divided into two modules: (1) *Reading and Writing* and (2) *Listening and Speaking*. 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. Module 2 also touches on general issues in language teaching such as teaching vocabulary and grammar. These topics are dealt with in more detail in 300-level ALIN courses.

Schedule of lectures

Lecture	Date	Lecture topic	Readings
Week 1			
1	Monday 2 March	Introduction to the course *The 'broad' picture:* Global perspectives on language teaching and learning	Adamson (2006)
2	Wednesday 4 March	*Historical context:* Language teaching methods over the past 100 years	Waters (2012)
MODULE 1: READING AND WRITING			
Week 2			
3	Monday 9 March	Teaching reading: Understanding reading	Nuttall (1996) (Ch. 3)
4	Wednesday 11 March	Intensive reading	Macalister (2011)
Week 3			
5	Monday 16 March	Reading faster	Millett (2008)

6	Wednesday 18 March	Extensive reading	Renandya (2007); Day & Bamford (2002); Green (2005)
Week 4			
7	Monday 23 March	Assessing and monitoring reading	Alderson (1996)
8	Wednesday 25 March	Teaching writing: Understanding writing	Cullen (2008)
Week 5			
9	Monday 30 March	The writing process	Miller (2001)
10	Wednesday 1 April	The role of feedback	Lee (2005); Hansen & Liu (2005);
Mid-trimester break 3 April – 19 April			
Week 6			
11	Monday 20 April	Assessing writing	Casanave (2004) (Ch. 5); Hoelker (2002)
12	Wednesday 22 April	Reading, writing & technology	Egbert (2005) (Ch. 1)
MODULE 2: LISTENING AND SPEAKING			
WEEK 7			
13	Monday 27 April	ANZAC DAY – NO CLASSES	
	Wednesday 29 April	*Hear, hear": Language learning through listening*	*TLS Chapter 1, 2 & 3 (pp. 47-58) Palmer (1982)*

WEEK 8			
14	Monday 4 May	*Inside the black box:* Developing listening sub-skills	TLS Chapter 3 (pp. 37-46) & 4
15	Wednesday 6 May	*Taking the plunge:* Learning through speaking	TLS Chapters 6 & 7
WEEK 9			
16	Monday 11 May	*Fiddling with the engine:* Language teaching and grammar	TLS Chapter 8 Ellis (1999)
17	Wednesday 13 May	*Away with words:* Language teaching and vocabulary	Joe, Nation & Newton (1996)
WEEK 10			
18	Monday 18 May	*Tongue tied:* Pronunciation teaching	TLS Chapter 5

19	Wednesday 20 May	*Speed bumps:* Developing fluency	TLS Chapter 9
WEEK 11			
20	Monday 25 May	Guest lecture	
21	Wednesday 27 May	Guest lecture	
WEEK 12			
22	Wednesday 1 June	QUEEN'S BIRTHDAY – NO CLASSES	
23	Friday 3 June	*Gazing into the crystal ball:* Technology, innovation and future directions in language teaching and learning	On-line links to be provided

Course learning objectives (CLOs)

Students who pass this course should be able to:
   a. understand the main characteristics of different language teaching methods as well as the strengths and weaknesses of these methods;
   b. understand and apply the four strands approach to a language programme to teaching the four skills of listening, speaking, reading and writing;
   c. 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.

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.

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.

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

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 catch-up tasks for any workshop you miss.

c. attend all of your group's micro-teaching sessions and teach a lesson (or part of a lesson) in one of these sessions.

Workload

You 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. You are encouraged to study cooperatively by forming study and discussion groups and sharing ideas and resources with one another. Please complete set readings *in advance* of the classes for which they are set.

Assessment

This following table summarises the assessment requirements for ALIN 201.

Assessment type	Focus	Words	Due date	%	CLOs
Test	Language teaching Methods	600	Friday 20 March	10	a
Assignment 1	Teaching L2 reading & writing	1500	Friday 24 April	30	b, c, e
Assignment 2	Analysis of teaching materials	800	Friday 15 May	20	c
Assignment 3	Micro-teaching	1500 (commentary)	Friday 5 June	40	c, d, e

Details of assessment

Below are outlines of each assessment task. Additional information will be provided in class and on Blackboard.

Short answer test (via Blackboard)

This short answer test will be based on the content of lecture 2, the first workshop and related readings. You will complete the test on-line via Blackboard.

Assignment 1: Teaching L2 reading and writing

Think back to your experience of activities and materials that were used to teach you reading and/or writing in an additional language.

Drawing on the lecture topics addressed in Module 1 of this course, identify a type of activity or materials that you find notable for some reason (e.g. you now recognise it as a model of effective/ineffective teaching practice). Examples of aspects to consider include: the guidance given by the teacher; the selection and sequencing of activities within a reading or writing lesson; the balance of activities in a textbook unit; the type of feedback you received; the instructional approach used by the teacher; and the balance of intensive and extensive reading in a course.

Briefly describe your experience and say why it is notable to you. Then, drawing on relevant readings and research, critically evaluate the aspect of pedagogy you describe, noting the extent to which research and scholarship on this topic supports or contradicts your understanding of the value (or otherwise) of this experience.

Where appropriate, identify what your reading suggests could be done to address any negative aspects of this aspect of pedagogy that you experienced.

Assignment 2: Analysis of teaching materials

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.

Assignment 3: Micro-teaching (Designing materials, micro-teaching and reflection)

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.

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;
- 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 Course readings for Module 1: Reading & Writing

ALIN 201 Lecture and workshop notes for Module 2: Speaking and Listening

Course notes must be purchased from VicBooks.

You will also need to purchase or access via the library the following textbook for module 2:

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.

Additional Resources

The [Language Learning Centre](#) is a rich source of materials for language learning.

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 Victoria University 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

Many internet sites provide ESOL resources as well as resources for teaching other languages. The ALIN 201 Blackboard site contains links to a sample of these sites.

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

Student feedback on University courses may be found at
www.cad.vuw.ac.nz/feedback/feedback_display.php.

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

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-progess (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-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz