

This course outline is to be read in conjunction with A Companion to Course Outlines, available on the School of Languages and Linguistics website at: <http://languages.arts.unsw.edu.au/undergraduate/>

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Languages and Linguistics		
COURSE CODE	LING5002		
COURSE NAME	Language Teaching Methodology		
SEMESTER	1	YEAR	2011

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3. Staff Contact Details			
Name	Dr Barbara Mullock	Office	Morven Brown 250
Phone	9385 1617	Email	b.mullock@unsw.edu.au
Contact Time and Availability	Office hours Mondays 2.30-3.30. or by appointment		
OTHER TEACHING STAFF			
Name	-	Office	
Phone		Email	
Contact Time and Availability			

4. Course Details	
Credit Points	6
Summary of the Course	This course presents an overview of a range of methodological approaches to the teaching of spoken and written language skills in relation to historical and sociocultural contexts and to theoretical considerations. Although there is a special focus on TESOL, the teaching of languages other than English is also considered, as appropriate to course participants. The course analyses and reflects on aspects of classroom practice, including teacher and learner roles, the use of teaching materials and language teaching technology. The course draws on the collective knowledge and experience of the class.

Aims of the Course	1.	To critically examine different language teaching methods in relation to their theoretical underpinnings and their appropriacy for the teacher's own teaching context.
	2.	To provide teachers with the opportunity to articulate their current practice, to reflect critically upon it, and to formulate alternative types of practice.
	3.	To help teachers understand the theoretical underpinnings of current models of teaching listening, speaking, reading, writing, and vocabulary, and to draw consequences for their own practice.
Student Learning Outcomes	<p>Course participants will</p> <ul style="list-style-type: none"> • Define and demonstrate an understanding of general language teaching methodology terminology and principles. • Demonstrate an understanding of the major trends in language teaching methodology, including their identifying features and theoretical principles, origins, strengths and weaknesses • Differentiate between different language teaching methodologies • Interpret and compare methodologies appropriate for their own teaching situations • Critically evaluate the different methodologies and their attendant techniques and strategies in the light of theoretic and research considerations presented during the course, and in terms of their own teaching situations, and experience • Demonstrate an understanding of the major contemporary trends in teaching grammar, vocabulary and pronunciation, and in teaching the four macroskills (speaking, listening, reading and writing), including their theoretical principles, origins, strengths and weaknesses • Critically examine, analyse and evaluate the implications of modern theories of teaching the macroskills (reading, writing, speaking and listening) and language elements (grammar, vocabulary and pronunciation) with particular relevance to their teaching context. 	
Graduate Attributes	<ol style="list-style-type: none"> 1. The skills involved in scholarly enquiry in Linguistics 2. An in-depth engagement with disciplinary knowledge in Linguistics 3. The capacity for analytical and critical thinking and for creative problem-solving in Linguistics 4. The ability to engage in independent and reflective learning in Linguistics 5. Information literacy in Linguistics 6. The capacity for enterprise, initiative and creativity in Linguistics 7. An appreciation of, and respect for, diversity in language and culture 8. The skills involved in collecting, documenting, organising, and systematically analysing language data 	

		<p>9. A capacity to contribute to, and work within, the international community</p> <p>10. The skills required for collaborative and multidisciplinary work</p> <p>11. A respect for ethical practice and social responsibility</p> <p>12. The skills of effective communication.</p> <p>13. Experience in research-led teaching and learning.</p> <p>14. The capacity and enthusiasm to continue developing intellectually.</p> <p>15. Individual responsibility and effective collaboration.</p> <p>16. Ethical, social and professional sophistication, including respect for social, cultural and individual diversity in language.</p>
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5. Course Timetable

Class Type/Number	Day	Time	Location
Lecture/3882	Mondays	4.00-6.00 pm	Webster 250
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au .			

6. Rationale for the Inclusion of Content and Teaching Approach

This course is one of the required courses for the MA (TESOL) programs, and is one of the many optional courses for the MA (Applied Linguistics) programs. It approaches the issue of methodology for language teaching from both theoretical and practical standpoints, though the emphasis is on the theoretical. It is designed for those with a background in language teaching and learning and is not intended as an introductory course in language teaching.

7. Teaching Strategies

The course will consist of classroom lectures and discussion. Course participants will be expected to discuss course content in pairs or small groups during the lecture sessions, and to report back the results of their discussion to the rest of the class. Some demonstration of teaching techniques or activities may be required.

8. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Learning Journal	One page per lecture = 12 pages A4, font 12, 1 ½ - 2 spaced.	50%	All	All	(Monday, 11 th April), and Tuesday 14 th June
Main Assignment	4000 words	50%	All	All	Tuesday 14 th June

Overall rationale for assessment components and their association with course objectives

'My hope was not to teach anybody...but to attempt to bring each one to a clearer sense of what his own voice and range might be, and to give him some standards by which to evaluate his own work' Levertov 1970 cited in Stevick 1976 p. 141)

The course is not concerned with the accumulation of information and knowledge within a

vacuum, or with teaching in an ideal general teaching context. It is concerned with encouraging course participants to critically reflect on their own teaching and learning experiences in the light of material presented during the course so that they may draw consequences for their own practice. However, in order to do this, it is important that course participants clearly understand how language teaching methodologies have developed, and on what principles they are based. It is also important that course participants be able to formulate alternate modes of practice. For course participants to do this effectively, introspection and reflection on their recent teaching and learning behaviour, and on the course content is required. This is the basis of the assessment tasks. In short, the assessment procedures are designed so course participants can provide a clear and well-reasoned articulation of their own practice, or their intended practice.

Two (2) assignments will be required:

- i) Assignment 1 - due Week 7 (Monday 11th April), and Tuesday 14th June), (Worth 50%)
- ii) Assignment 2 - due two weeks after last lecture (Tuesday, 14th June) (Worth 50%).

All Assignments are to be submitted first to TURNITIN, and then submitted in hard copy to the assignment box.

All results are reviewed at the end of each semester and may be modulated to ensure equitable marking across the School.

Details of each assessment component

ASSIGNMENT NO 1 – Due Monday, 11th April, and Tuesday, 14th June (Worth 50%)

Learning Journal

Beginning Week 1, keep a journal in which you discuss your reactions to material presented during that week in the lecture. You should **not** summarise articles, readings, or the lecture, but instead focus on how the concepts, methods, approaches or techniques relate to, differ from, and could be applied to your teaching situation. Consider the implications of the concepts/method/approach/techniques as they pertain to your own ideas, experience, and teaching context.

The length of each week's entry is to be one full page of quality work (Font 12 Times New Roman, 1 ½ -2 spaced). If you are uncertain whether your journal entries are adequate and/or appropriate, please consult the lecturer as early as possible in the semester.

Please be sure to include all references (in standard format) to any article you mention.

If you have no teaching experience, or teaching experience limited to tutoring, this reflective journal can take as its starting point your own experience of being a student of English, or some other foreign language. You should write about your past experience of learning another language, and consider how the content of the unit (both the lecture and the readings) relate to this. What are the implications for your teaching? Would you teach the way you were taught? If so, why? If not, why not? You should briefly discuss the rationale behind the

approach to teaching you would like to take. Are there any other reflections you would like to make? Please give references where appropriate.

You may find it helpful to write a concept map about the topic BEFORE you attend the lecture. In composing a concept map you should answer questions based on the following:

What is your understanding of the topic of the lecture (eg. teacher roles, the reading process, teaching pronunciation)? What does (topic) involve? In the case of teaching a knowledge or skill area (eg grammar, reading, writing etc), how would you do this?

Then, after the lecture and your reading, compose another concept map. You should discuss the differences between the two concept maps in your journal. It is a good idea to include the concept maps in your assignment. (See Farrell, T.S.C. (2001). Concept maps to trace conceptual change in pre-service English teachers. *RELC Journal* Vol 32 (2). (copy in Open Reserve)

ASSIGNMENT NO. 2
Due Tuesday 14th June. Worth 50%
Number of words: 4,000 approx

a) If you have teaching experience

In regard to ONE (1) of the following:

- your own teaching situation,
 - a teaching situation in which you were involved prior to this course,
 - a teaching situation in which you expect to find yourself in the future,
- provide a critical review of the methodology used to teach one of the four skills (reading, writing, listening and speaking), and a consequent rationale for revision. It is advisable for reasons of scope, to focus on a single skill, or perhaps a more integrated view, such as conversational skills (listening and speaking).

Your review should include

1) A brief description of:

- the context of the course (where it is held and other relevant details)
- aims and objectives
- teaching methodology
- materials

2) A rationale for revision. This rationale should justify your approach to the nature of language and language learning, and you should refer to concepts and their application (theories and principles) which have been covered in the lectures and your reading. You may include revised ideas from the journals in Assignment 1.

b) If you have no teaching experience

In regard to a teaching situation in which you expect to find yourself in the future, provide a critical* account of the methodology you expect to use to teach one of the four skills (reading, writing, listening and speaking). It is advisable for reasons of scope, to focus on a single skill, or perhaps a more integrated view, such as conversational skills (listening and speaking).

Your account should include

1) a brief description of:

- the context of the course (where it is to be held and other relevant details)
- aims and objectives of the course
- your intended teaching methodology
- materials

b) A rationale. Your rationale for your approach (your reasons for teaching the way you have described) should be justified with respect to the nature of language and language learning, and you should refer to concepts and their application (theories and principles) which have been covered in the lectures and your reading. You may include revised ideas from Assignment 1.

* Note that 'critical' refers to the WAY you discuss how you mean to teach the skills. This may mean that you discuss critically the way you were taught that skill when you learnt a second language, or you discuss critically how the skill is commonly taught in your teaching and/or learning context. It also means you should not accept uncritically what others say or write about how the skill should be taught.

Submission of Assessment Tasks and Late Assignments (see also under "13 Other Information").

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: www.lc.unsw.edu.au/plagiarism. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here www.unsw.edu.au/studentmisconductprocedures.pdf.

10. Course Schedule		
Topic	Date	Lecture Content
1	28 Feb	Introduction and Overview
2	7 Mar	A Brief History of the Major Methods in Language Teaching
3	14 Mar	Classroom Organisation and Management including group work, pair work, individualisation
4	21 Mar	Classroom Organisation and Management (ctd) Teacher Roles and Learner Roles, questioning and feedback
5	28 Mar	Designing and Using Materials
6	4 April	The Place of Grammar in the Classroom
7	11 April	Teaching Vocabulary
8	18 April	Teaching Reading
9	9 May	Teaching Listening
10	16 May	Teaching Writing
11	23 May	Teaching Speaking
12	30 May	Overflow

11. Expected Resources for Students	
Textbook Details	
One of:	
H. D. Brown.	<i>Teaching by Principles</i> . Prentice Hall.
T. Hedge	<i>Teaching and Learning in the Language Classroom</i> Oxford University Press
D. Nunan	<i>Language Teaching Methodology</i> . Prentice Hall
J. Harmer.	<i>The Practice of English Language Teaching</i> . 4 th Edn Longman
Or BOTH of	
I.S.P. Nation.	<i>Teaching ESL/EFL Reading and Writing</i> . New York: Routledge
I.S.P. Nation	<i>Teaching ESL/EFL Listening and Speaking</i> . New York: Routledge & Newton
Additional Readings	
Bowen, T. and J. Marks (1994) <i>Inside Teaching</i> London: Longman	
Brown, H.D. (2001) <i>Teaching by Principles</i> Boston: Pearson	
Brumfit C.J. and K. Johnson (1979) <i>The Communicative Approach to Language Teaching</i> Oxford: OUP	
Bygate, M., P. Skehan, and M. Swain (eds) (2001) <i>Researching Pedagogic Tasks</i> Harlow: Pearson	
Campbell, C. (1995) <i>Towards Teaching: An exploration of teaching skills</i> . Oxford: Heinemann	
Carrell, P.L., J. Devine and D.E. Eskey (eds) (1988) <i>Interactive Approaches to Second Language Reading</i> Cambridge: CUP	
Carrier, Michael (1980) <i>Take 5: Games and activities for the language learner</i> London: Nelson	
Crookes, G. and SM Gass (1993) <i>Tasks and Language Learning: Integrating Theory and Practice</i> Clevedon: Multilingual Matters	

- Cross, D. (1992) *A Practical Handbook of Language Teaching* New York: Prentice Hall
- Cunningsworth, A. (1984) *Evaluating and Selecting EFL Teaching Materials* London: Heineman
- Cunningsworth, A. (1995) *Choosing your Coursebook* London: Heinemann
- Davies, P. and E. Pearse (2000) *Success in English Teaching* Oxford: OUP
- Doff, A. (1988) *Teach English: A Training Course for Teachers* Cambridge: CUP (Teachers' workbook)
- Doff, A. (1988) *Teach English: A Training Course for Teachers* Cambridge: CUP (Teachers' workbook)
- Flowerdew, J. and L. Miller (2005) *Second Language Listening: Theory and Practice*. Cambridge: CUP
- Grabe, W. and F.L. Stoller (2002) *Teaching and Researching Reading*. Harlow, Essex: Longman
- Grauberg, W. (1997) *The Elements of Foreign Language Teaching* Clevedon: Multilingual Matters
- Harmer, J. (1991) *The Practice of English Language Teaching* London: Longman
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: OUP
- Johnson, K. (1982) *Communicative Syllabus Design and Methodology* Oxford: OUP
- Kelly, G. (2000) *How to teach Pronunciation*. Harlow, Essex: Longman
- Hubbard, P., H.J. Jones, B. Thornton, R. Wheeler (1983) *A Training Course for TEFL* Oxford: OUP
- Johnson, K. (1982) *Communicative Syllabus Design and Methodology* Oxford: OUP
- Johnson, K.E. (1999) *Understanding Language Teaching*. Boston: Heinle and Heinle
- Lewis, M (1985) *Practical Techniques in Language Teaching* Hove: Language Teaching Press
- Lewis, M. (1993) *Source Book for Teaching English as a Foreign Language*. London: Heinemann
- Lewis, M. and J. Hill (1993) *Course Book for Teaching EFL* Oxford: Heinemann
- Littlewood, W. (1992) *Teaching Oral Communication* Oxford: Blackwell
- McDonough J. and C. Shaw (1993) *Materials and Methods in ELT: A teacher's guide* Oxford: Basil Blackwell
- Morgan, J. (2003) *Vocabulary: A resource book for teachers*. Oxford: OUP
- Nation I.S.P. (1990) *Teaching and Learning Vocabulary* New York: Newbury House
- Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge: CUP
- Nunan, D. (1991) *Language Teaching Methodology* New York: Prentice Hall
- Nunan, D. (1999) *Second Language Teaching and Learning*. Boston: Heinle and Heinle
- Richards, J.C, (1990) *The Language Teaching Matrix* Cambridge: CUP
- Richards, J.C. and T.S. Rodgers (1986) *Approaches and Methods in Language Teaching: A description and analysis* Cambridge: CUP
- Rost, M. (1990) *Listening in Language Learning*. Harlow, Essex: Longman
- Rost, M. (2002) *Teaching and Researching Listening*. Harlow, Essex: Longman
- Scrivener, J. (1994) *Learning Teaching* London Heineman
- Slattery, M. (2001) *English for Primary Teachers* Oxford: Oxford University Press
- Stern, H.H. (1983) *Fundamental Concepts of Language Teaching* Oxford: OUP
- Stern, H.H. (1992) *Issues and Options in Language Teaching* Oxford: OUP
- Stevick, E. (1983) *Teaching and Learning Languages*. Cambridge: CUP
- Thornbury, S. (1999) *How to Teach Grammar*. London: Longman
- Thornbury, S. (2005) *How to Teach Speaking*. Harlow, Essex: Longman
- Thornbury, S. (2002) *How to Teach Vocabulary*. Harlow, Essex: Longman

Underhill, A. (1995) *Sound Foundations*. Oxford: Macmillan Heinemann
Underwood, M. (1989) *Teaching Listening* London: Longman
Ur, P. (1996) *A Course in Language Teaching* Cambridge: CUP
Ur, P. and A. Wright (1992) *Five-Minute Activities* Cambridge: CUP
Urquhart, S. and C. Weir (1998) *Reading in a Second Language* Harlow: Longman
Wallace, C. (1992) *Reading* Oxford: OUP

Course Books and Teacher Resources

Carrier, Michael (1980) *Take 5: Games and activities for the language learner* London: Nelson
Cunningham, S. and Redstone, C. (2002) *Cutting Edge* (Starter - Upper Intermediate) Harlow: Pearson
Doff, A. and C. Jones (2001) *Language In Use* (Beginner - Upper Intermediate) Cambridge: CUP
Drury, H. (1992) *English Speech Practice: A pronunciation course for advanced learners of English, Based on Authentic Australian English Dialogues*. Sydney: Learning Assistance Centre, University of Sydney
Forsyth, W. (1996) *Reading and Speaking Advanced*. Oxford: Macmillan Heinemann
Forsyth, W. (1998) *Grammar and Speaking Advanced*. Oxford: Macmillan Heinemann
Hadfield, J. (1999) *Presenting New Language* Oxford: Oxford University Press
Hadfield, J. (1999) *Simple Listening Activities*. Oxford: OUP
Hadfield, J. (1999) *Simple Speaking Activities*. Oxford: Oxford University Press
Hadfield, J. (2000) *Simple Reading Activities*. Oxford: Oxford University Press
Lewis, M. (1993) *Sourcebook for teaching English as a Foreign Language*. London: Heinemann
Morgan, J. (2003) *Vocabulary: Resource book for teachers*. Oxford: OUP
Rinvolutri, M. (1984) *Grammar Games* Cambridge: CUP
Rinvolutri, M. and P. Davies (1995) *More Grammar Games* Cambridge: CUP
Scrivener, J. (2003) *Teaching Grammar*. Oxford: Oxford University Press
Soars L. (2002) *New Headway (Beginner to Upper Intermediate)* Oxford: OUP
Ur, P. and A. Wright (1992) *Five-Minute Activities* Cambridge: CUP
Walcyn-Jones, P. (2000) *Group Work Intermediate*. Harlow: Penguin English
Walcyn-Jones, P. (2002) *Pair Work 1*. London: Penguin
Walcyn-Jones, P. (2002) *Pair Work 2*. London: Penguin
Walcyn-Jones, P. (2002) *Pair Work 3*. London: Penguin
Watson, A. (1994-1995) *Survival English: International Communication for Professional People* Oxford: Heinemann
Watson, A. (2004) *Basic Survival Kit: International Communication for Professional People* Oxford: Macmillan
Wright, A. and S. Haleem (1991) *Visuals for the Language Classroom* London: Longman
Wright, A. *Pictures for Language Learning* Cambridge: CUP
Wright, A., D. Betteridge, and M. Buckley (1983) *Games for Language Learning* Cambridge: CUP

Top class activities: 50 short games and activities for teachers. (1997) London: Penguin. SQ 428.24/117

Top class activities 2: 50 fun games and activities by top ELT writers. (2000) London: Penguin. SQ 428.24/118

A list of other reading materials will be presented at each lecture. Some of the materials listed are available from the UNSW Library, but others may only be available from libraries in

other university. As Applied Linguistics/TESOL is a relatively recent program at UNSW, copies of certain materials may not always be available. Course participants are encouraged to visit the NCELTR library at Macquarie University, Fisher Library at the University of Sydney, and the main library at UTS.

NOTE: A fuller list of references will be provided at each lecture.

Websites

Many Applied Linguistics/TESOL journals are available through the University's Library website. A very useful data base available through the library is LLBA (Linguistics and Language Behaviour Abstracts).

Course participants are warned to exercise caution with Applied Linguistics/TESOL internet sites in general, as many contain material that is not refereed (ie. the material has not been evaluated by a panel of TESOL experts). Many such sites contain unsubstantiated and highly dubious claims. **Course participants are also advised to exercise caution with respect to internet sites and plagiarism**

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

For more detailed information relating to the information below and other important administrative information, see A Companion to Course Outlines, available on the School of Languages and Linguistics website at: <http://languages.arts.unsw.edu.au/undergraduate/> under "Administration".

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <http://languages.arts.unsw.edu.au/undergraduate/> under "Administration". It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au/disabil.html>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.