Unit Outline 2013
Faculty of Arts and Design

Unit Title: Language Teaching Methodology G
Unit Number: 8095

This Unit Outline must be read in conjunction with:

a) *UC Student Guide to Policies,* which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at *(scroll to bottom of page)*
http://www.canberra.edu.au/student-services

b) *UC Guide to Student Services*, and is available at *(scroll to bottom of page)*
http://www.canberra.edu.au/student-services

c) Any additional information specified in section 6h.

1: General Information

1a   **Unit title:** Language Teaching Methodology PG

1b   **Unit number:** 8095

1c   **Teaching period and year offered:** Semester 1, 2013

1d   **Credit point value:** 3

1e   **Unit level:** PG

1f   **Name of Unit Convener and contact details (including telephone and email)**

Dr Jeremy F. Jones. Office: 20C6, Ph: +61 2 6201-2907
Email: Jeremy.Jones@canberra.edu.au

1g   **Administrative contact details (including name, location, telephone and email)**

Heather Mueller, 20C4, Ph: +61 2 6201-2475, email:
Heather.Mueller@canberra.edu.au

2: Academic Content

2a   Unit description and learning outcomes
This unit is an introduction to the principles of language learning and teaching. The unit introduces students to different contemporary approaches to language learning. It engages students in a discussion of the cultural and social contexts of language learning and teaching. It focuses on the teaching of the macroskills: speaking, writing, listening and reading, and the sub-skills: functions, grammar, vocabulary and pronunciation.

On completion of the unit students will have:
(1) developed an understanding of the key concepts and terminology in the field of language teaching methodology;
(2) achieved important insights into the learning and teaching of the macroskills and subskills in different teaching contexts; and
(3) developed a range of effective workplace skills including problem-solving, team work, and lifelong learning.

2b   Generic skills
In addition to meeting the specific academic requirements of a particular degree, all graduates are expected to acquire a range of generic skills or graduate attributes through their program of study. Employers value these highly, and it is important for your future career that you are able to identify your generic skills, and point to the learning experiences that produced them. The table at 5a indicates which of the generic skills in the University's complete list this unit addresses. The full description of UC generic skills and attributes can be accessed at:
https://guard.canberra.edu.au/policy/policy.php?pol_id=3030

2c Prerequisites and/or co-requisites: n/a

3:   Delivery of Unit and Timetable

3a   Delivery mode: Lecture and workshop on campus at the University of Canberra. There will also be time for independent study.

Timetable:
Monday lecture, 16.30-17.30, 2B4
Tuesday tutorial, 16.30-18.30, 2A6
Wednesday tutorial, 11.30-13.30, 7A52

3b   Timetable of activities

The schedule below gives only a broad outline of what will be covered each week. The topic for each week indicates the focus of the lecture and workshop. Content may also vary with the agreement of the participants.

Unit participants are expected to have read in advance the chapters in the core texts relating to the topics to be covered each week.

Week	Topic	Reading	Lecture	Tute
1	Introductions; participant profile; overview of subject; needs analysis		yes	no
2	Contemporary approaches to language learning	Harmer (2007) Chs. 3 & 4; Richards & Rodgers (2001) Ch. 14	yes	yes
3	Language Skills (1): Overview Language Skills (2): Listening	Prabhu (1990); Harmer (2007) Ch. 16	yes	yes
4	Language Skills (3): Speaking	Harmer (2007) Ch. 18	yes	yes
5	Language Skills (4): Reading	Harmer (2007) Ch. 17	yes	yes
6	Public holiday (Canberra Day)/Independent Study		no	no
7	Language Skills (5): Writing	Harmer (2007) Ch. 19	yes	yes
8	Mid-semester break	-	no	no
9	Public holiday (Easter Monday)/Independent Study		no	no
10	Teaching the language (1): Introduction	Harmer (2007) Ch. 12	yes	yes
11	Teaching the language (2): Pronunciation Teaching the language (3): Vocabulary	Harmer (2007) Ch. 15; Harmer (2007) Ch. 14	yes	yes
12	Teaching the language (4): Grammar	Harmer (2007) Ch. 13	yes	yes
13	Teaching the language (5): Topics, situations, notions, and functions	Ur (1996) Module 7	yes	yes
14	Another contemporary approach to language learning: Independent Language Learning Review & Evaluation	Harmer (2007) Ch. 23	yes	yes

Note: This schedule may vary according to degree of student interest

4:   Unit Resources

4a   Lists of required texts/readings

Unit textbook:
Harmer, J. (2007). *The practice of English language teaching*. (4th ed.). Harlow: Longman.

Other texts:
Prabhu, N.S. (1990). There is no best method – why? *TESOL Quarterly, 24*, 2, 161-176.
Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. (2nd ed.). Cambridge: CUP.
Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: CUP.

Other recommended texts (on 3-hour loan)
Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed.). Longman: New York.
Carter, R. & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: CUP.
Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. (3rd ed.). Boston, MA: Heinle & Heinle.
Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: OUP.
Hess, N. (2001). *Teaching large multilevel classes*. Cambridge: CUP.
Hutchinson, T. & and Waters, A. (1987). *English for specific purposes*. Cambridge: CUP.
Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. (2nd. Ed). Oxford: OUP.
Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: CUP.
Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle.
Richards, J.C. (1998). *Beyond training*. Cambridge: CUP.
Richards, J.C. & Renandya, W.A. (Eds.). (2002). *Methodology in language teaching: an anthology of current practice*. Cambridge: CUP.

Further useful teaching resources (7-day loan)
Brown, J.D. (Ed.). (1998). *New ways of classroom assessment*. Alexandria, VA: TESOL.
Grundy, P. (1994). *Beginners*. Oxford: OUP.
Morgan, J. & Rinvolucri, M. (1986). *Vocabulary*. Oxford: OUP.
Pennington, M.C. (Ed) (1995). *New ways in teaching grammar*. Alexandria, VA: TESOL.
Ur, P. (1981). *Discussions that work*. Cambridge: CUP.
Ur, P. (1988). *Grammar practice activities*. Cambridge: CUP.
Ur, P. & Wright, A. (1992). *Five-minute activities*. Cambridge: CUP.
Woodward, T. (2001). *Planning lessons and courses*. Cambridge: CUP.

Note: You will find the Pearson *How to Teach Series* useful*:* look for the titles *How to Teach ... Business English, for Exams, Grammar, Pronunciation, Speaking, Vocabulary Writing*

Additional material is available on e-reserve (accessed through the library catalogue or the unit website). Further readings will be suggested by the lecturer.

For Unit readings and resources in the University of Canberra Library
        Link to search page for Unit Readings (print materials)
        Link to search page for eReserve (electronic materials)

Journals of particular interest
Participants are encouraged to become familiar with journals in the fields of language teaching and applied linguistics. It is expected that students demonstrate their ability to research these journals in their assignments. Most of these journals are either accessible via the UC library website or freely available online. Journals of particular interest are e.g.

Annual Review of Applied Linguistics
Annual Review of Applied Linguistics
Applied Linguistics
Asian Journal of English Language Teaching http://www.asian-efl-journal.com/index.php
Australian Review of Applied Linguistics
EA Journal (English Australia) http://www.englishaustralia.com.au/
English for Specific Purposes
English Today
ELT Journal
Internet TESL Journal http://iteslj.org
IRAL (International Review of Applied Linguistics in Language Teaching)
Language Learning
Modern English Teacher
RELC Journal
TESOL in Context
TESOL Quarterly

Relevant Internet sites for teachers
The Internet TESL Journal http://iteslj.org/
English Teaching profession http://www.etprofessional.com
Humanising Language Teaching http://www.hltmag.co.uk/
Dave's ESL Café http://www.eslcafe.com/
Oxford Teachers' Club http://www.oup.com/elt/teachersclub/?cc=global
English Teaching profession http://www.etprofessional.com
British Council resources for ELT http://www.britishcouncil.org/english/resources.htm
International Association for Teachers of English as a Foreign Language http://www.iatefl.org

4b   Materials and equipment
Participants are urged to bring examples of tests or other assessment materials with them to the classes, particularly those used in their institutions. Also note e-reserve as a source for references: URL https://docutek.canberra.edu.au/eres/coursepage.aspx?cid=1305

4c   Unit website
Access to the unit website URL: http://learnonline.canberra.edu.au/course/view.php?id=5371 is a requirement for students enrolled in the unit. Students are required to access the unit website at least twice a week to read important notices, points of discussion or e-mails. To find your unit site online, login to LearnOnline(Moodle) using your student ID.

5:   Assessment

5a   Assessment overview

Assessment item	Due date of assignments	Weighting (total to equal 100%)	Addresses learning outcome(s)	Related generic skills
Personal reflection on approaches	2 March	25	1, 2 and 3	1, 2 and 4
Critical response to reading	2 April	25	1, 2 and 3	1, 2, 3 and 4
Essay	11 May	50	1 and 2	1, 2, 3 and 4

5b   Details of each assessment item

A) Personal reflection on approaches and methods

Length: 1,000 words (+/-10%)

Review the presentation of methods and approaches in Harmer's (2007) Part 2 (Chapters 3 and 4) and other relevant sources. From your reading draw out ideas that you would like to integrate, or have already successfully integrated, into your language teaching. Make this a statement of your personal "philosophy of teaching".

There will be some discussion and guidance on this task in class.

Assessment criteria for Personal reflection on approaches and methods

Demonstrated understanding of concepts	10
Quality and depth of reflection	10
Coherence and appropriate academic style and conventions	5
Total	25

B) Critical response to reading

Length: 1,000 words (+/-10%)

From the list of articles and book chapters available as resources for this unit choose one to write about. Summarise the content and offer a critical review of the text.

Choose from the "Recommended" list and e-reserve. You may choose a text not included in the unit's list, but be sure to gain approval for your choice from the lecturer.

There will be some discussion and guidance on this task in class.

Assessment criteria for Critical response to reading

Quality and depth of summary	10
Quality and depth of argument	10
Coherence and appropriate academic style and conventions	5
Total	25%

C) Essay

Essay length: 1500 words (+/-10%)

Each student will write an essay of his/her choice from the list overleaf (topics 1-10).

Choose **one** topic from the following list:

Methodology:

Topic 1:
Discuss the extent to which Communicative Language Teaching is likely to meet the needs of learners of English in your home country *by referring to your teaching context*. In your answer, address the challenges faced by the teacher as well as the learner.

Topic 2:
Does *your institution* have a policy for language teaching methodology? If so, what is its source (for example, national guidelines, institutional policy document, procedures derived from in-service training of the staff)? What are the main principles of the methodology? What assumptions about language learning do you think they reflect?

Macroskills/ Subskills:

Topics 3, 4, 5, 6, 7, 8, 9 and 10:
Referring to the literature as well as (if applicable) to *your own experience as a language teacher and/or learner*, discuss the *key principles* that you feel are important for developing listening (Topic 3), speaking (Topic 4), reading (Topic 5) writing skills (Topic 6), pronunciation (Topic 7), vocabulary (Topic 8), grammar (Topic 9), **OR** functions (Topic 10). Explain how these key principles can be *applied in your classroom*. You may wish to combine topics; if so discuss the matter with the lecturer.

Assessment criteria for Essay

Technical coherence, and appropriate academic style and conventions	15 %
Quality of discussion (representation and development of the relevant	20 %

concepts in the argument)	
Evidence of sufficient and relevant reading	15 %
Total	50 %

Assignment requirements

- Written assignments need to be typed
- Font: Times or Times New Roman
- Size: 12
- Spacing: 1.5 or double
- Referencing style: APA or Harvard style: *A Guide to Documenting Sources of Information* (2003). University of Canberra Library. (available at the UC coop-bookshop) or the ASC handout
- Use the UC cover page.
- Use page numbering.
- Check your work carefully for spelling and grammatical errors.
- Use standard margins.

Submit a hard copy (with cover page) to Jeremy Jones's mailbox Building 20, Level C, no.30. ***Please make sure that you choose the correct mailbox.***

5c   Special assessment requirements
Students must complete every item of assessment at a satisfactory level in order to pass the unit. Permission to resubmit an assignment is at the discretion of the lecturer.

5d   Supplementary assessment
Supplementary assessment will be offered to students who have failed a single unit in their final semester with a final mark between 45-49%. (The unit must be required for course completion.)

Note: Students who have failed a single unit in their final semester with a final mark between 45-49%, where the unit is required for course completion, are eligible for supplementary assessment. However, a Unit Convenor may seek permission from the Associate Dean (Education) for an exemption from the requirement to offer supplementary assessment to students in the unit if it is impractical or inappropriate to offer supplementary assessment e.g. where the unit involves teaching practicums or professional placements.

5e   Academic Integrity
Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices which contravene academic values.

The Academic Skills Centre is at your disposal: http://www.canberra.edu.au/studyskills

5f   **Text-matching software:** This may be used to check for plagiarism. The software will be drawn from an external source.

6:	Student Responsibility

6a   **Workload**
The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

6b   **Special needs**
Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or UC AccessAbility (formerly the Disabilities Office) as soon as possible so the necessary arrangements can be made.
The link to AccessAbility is http://www.canberra.edu.au/accessability

6c   **Participation requirements**
Class attendance is strongly urged. It is expected that students attend at least 80% of the classes in order to pass the unit.

Attendance and participation in all classes are an important component of learning. Typically, there is a significant link between a student's attendance and participation and the quality of their learning outcomes demonstrated by the submitted assessable assignments.

6d   **Withdrawal**
If you are planning to withdraw please discuss with your unit convener. Please see this link for further information on deadlines.

6e   **Required IT skills:** Basic skills for wordprocessing and spreadsheet, internet, use of Moodle, e-mailing an attachment.

6f   **Costs:** None apart from printing and/or photocopying material for the unit.
(Note: To calculate your unit fees see: How do I calculate my fees?
The online UC Co-op Textbook Search is available for purchasing text books.)

6g   **Work placements, internships or practicums:** Not applicable

6h   Additional information

1. If there is any doubt with regard to the requirements of any particular assignments or assessment procedure, the onus for clarifying the issue rests with the student who should contact the lecturer about the matter.

2. A late submission may be accepted if accompanied by a sufficient reason and evidence. Any late submission will only be marked as PASS/FAIL (unless an extension has been granted. The same policy applies to all re-submitted work.

3. See 6a (workload) and 6c (attendance requirements).

7:	Student Feedback

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: http://www.canberra.edu.au/home/. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

8:	Authority of this Unit Outline

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must be forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.