BINH DUONG PEOPLE’S COMMITTEE SOCIALIST REPUBLIC OF VIETNAM

**THU DAU MOT UNIVERSITY Independence - Freedom - Happiness**

**UNDERGRADUATE PROGRAM**

**Discipline: English Language**

**COURSE SYLLABUS**

**1. General information**

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| --- |
| - **Course title**: Introduction to English Language Teaching |
| - **Course title** (in Vietnamese): Nhập môn Phương pháp giảng dạy Tiếng Anh |
| - **Code/Course code**: |
| - **Types of knowledge/skills**:  General □ Fundamentals ⮽  Disciplines ⮽ Graduation project/paper □ |
| - **No. of credits**: 3 (2:1) |
| * **Class hours**: 60 ( lecture: 30; Practice hours: 30) * **Learning hours**: Self study: 90, Online study: 30 |
| - **Pre-requisites**: Reading-Writing 1,2,3; Grammar 1,2; Listening – Speaking 1,2; |
| - **Co requisites** : |

**2. Course description and objectives**

In order to equip students with specialization in the basic knowledge of English language teaching methodology including different views on language, teaching and learning languages with different history of teaching methods. Through this, students can analyze, compare, evaluate and flexibly find the appropriate English teaching method for future English teaching. In addition, during the course, students will be given the opportunity to apply their theoretical knowledge to classroom practice before they have access to the real environment.

This course will introduce to students 07 popular traditional language teaching methods which have been being applied in Vietnam and around the world.

1. **The Grammar-Translation Method**
2. **The Direct Method**
3. **The Audio-Lingual Method**
4. **The Communicative Approach**
5. **Task-based and content-based Language Teaching**
6. **PPP (Presentation-Practice-Production) Approach**
7. **Pre-, while, post in language teaching**

**3. Teaching and learning materials**

***3.1. Required course books***

Larsen-Freeman, D. (1986). *Techniques and Principle in Language Teaching*. Oxford University Press.

***3.2. References:***

1. Nunan, D. (1989). *Disigning tasks for the communicative classroom.* Cambridge: Cambridge University Press

2. Richards, J.C., Rodgers, & Theodore S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

3. Willis, J. (1996). *A framework for Task-based Learning*. London: Longman

4. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford

**4. Course learning outcomes:**

**By the end of the course, students will be able to:**

|  |  |  |
| --- | --- | --- |
| **Course learning outcomes**  **(LOx)** | | **Program learning outcomes (ELOx)** |
| LO1 | Identify the characteristics of each language teaching methods. | ELO3,ELO8, ELO12 |
| LO2 | Design a lesson plan suitable for each teaching method. | ELO11, ELO12 |
| LO3 | Apply the theory of language teaching methods to give feedbacks to lesson plans. | ELO3, ELO8,ELO11 |
| LO4 | Present the advantages and disadvantages of each method. | ELO11, ELO12, ELO13,ELO14 |
| LO5 | Analyse the importances of English Language Teaching | ELO11, ELO12 |
| LO6 | Playing a good role if a teacher in teaching a language which is suitable for real – life needs. | ELO11, ELO12 |

**5. Performance Indicators**

|  |  |  |
| --- | --- | --- |
| **Course expected learning outcomes (LOx)** | **Performance Indicator (LO.X.X)** | **Description of performance indicator** |
| LO1 | LO1.1 | Get the terms related to English Language Teaching. (ELT) |
| LO1.2 | Distinguish the basic characteristics of each method. |
| LO2 | LO2.1 | Get familiar with the format of a lesson plan. |
| LO2.2 | Apply the theory of ELT in designing a lesson plan |
| LO3 | LO3.1 | Recognize the strong points and weak points of a lesson plan |
| LO3.2 | Discuss in group to make the lesson plans better. |
| LO3.3 | Make changes to improve the lesson plans |
| LO4 | LO4.1 | Summarize the advangtages and disadvantages of a teaching method |
| LO4.2 | Present the advangtages and disadvantages of a teaching method |
| LO4.3 | Analyze the strong and weak points of each method to better apply in real teaching |
| LO5 | LO5.1 | Be aware of the importance of ELT |
| LO5.2 | Have positive and creative thinking when designing teaching and learning activities. |
| LO6 | LO6.1 | Be able to handle flexible situations during teaching and learning. |
| LO6.2 | Have a serious attitude towards teaching and learning activities during and after school. |

**6. Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment methods** | **Content** | **Date** | **Performance Indicator** | **Weighting (%)** |
| A1. Midterm assessment | **A1.1** Class activities, the contribution for lessons and homeworks | Week 1-10 | LO1.1, LO1.2,LO2.1,  LO2.2, LO3.1, LO3.2, LO3.3, LO3.4, LO5.1, LO5.2, LO5.3, LO6.1,LO6.2 | 5% % |
| **A1.2** Midterm: a 35’ real – teaching period | Week 8 | LO2.1, LO2.2, LO3.2, LO3.3, LO5.1, LO5.3, LO6.1, LO6.2 | 15% |
| **A1.3** Presentation |  | LO4.1, LO4.2  LO5.1, LO5.2 | 10% |
| A2.Final assessment | *Theory ( Multiple choices) + Designing 2 teaching activities based on the material given (12*0 minutes*)*  Students are not allowed to use materials as well as dictionary. | Week 14 | LO1.1, LO1.2,LO2.1,  LO2.2, LO3.1, LO3.2, LO3.3, LO3.4, LO5.1, LO5.2, LO5.3, LO6.1,  LO6.2, LO7.1 | 70% |

**7. Teaching and learning activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week No/** | **Content** | **LI** | **Readings** | **Page of Textbook** |
| 1 | **Course syllabus Introduction**  **Chapter 1: THE GRAMMAR TRANSLATION METHOD**   1. **Teaching content**    1. The Background    2. Principles    3. Techniques    4. Advantages and disadvantages    5. Implication of the method in language teaching. | LO1.1, LO2.1, LO2.2 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and prepare for new or next lesson. | [1] Pages 67-76 |
| 2 | **Chapter 2: THE DIRECT METHOD**   * 1. The Background   2. Principles   3. Techniques   4. Advantages and disadvantages   5. Implication of the method in language teaching | LO4.1  LO4.2 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework**  + Students design a lesson plan for this method and prepare for new or next lesson. | [1]page 73 |
| 3 | **Chapter 3 : THE AUDIO-LINGUAL METHOD**   * 1. The Background   2. Principles   3. Techniques   4. Advantages and disadvantages   5. Implication of the method in language teaching | LO1.1,LO2.3, LO2.4 | **In class:**  + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and practice teaching one of the presented methods. | [1] pages 77-22  [2] page 22 |
| 4 | **35’ Real – teaching period**  3 first groups using the 3 methods presented to design a lesson plan in power point to teach in 35’. | LO5.1, LO6.1 | **In class:**  + Class activity for teaching and learning  + Using power point to teach the lesson  + students discuss, take part in class activities  **Homework:**  Students write the feedbacks for their friends’real teaching and prepare for new or next lesson. | [1] page 23 |
| 5 | **Chapter 4: COMMUNICATIVE LANGUAGE TEACHING**   * 1. The Background   2. Principles   3. Techniques   4. Advantages and disadvantages   5. Implication of the method in language teaching | LO1.1, LO2.5 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and prepare for new or next lesson. | [1] pages 27-32 |
| 6 | **Chapter CONTENT-BASED AND TASK-BASED APPROACHES**   1. The Background 2. Principles 3. Techniques 4. Advantages and disadvantages 5. Implication of the method in language teaching | LO5.1, LO6.1 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and practice teaching one of the two presented methods. | [1] page 33 |
| 7 | **35’ Real – teaching period**  4 groups using the methods presented to design a lesson plan in power point to teach in 35’. | LO1.1, LO2.6  LO1.1, LO2.1, LO2.2, LO2.3, LO2.4,LO2.5, LO4.1,LO4.2, LO4.3,LO5.1, LO5.2, LO7.1 | + Class activity for teaching and learning  + Using power point to teach the lesson  + students discuss, take part in class activities  **Homework:**  Students write feedbacks on their friends’real - teaching and prepare for new or next lesson | [1] pages 37-42 |
| 8 | **Chapter 6: PPP APPROACH IN TEACHING LANGUAGE**   1. The Background 2. Principles 3. Techniques 4. Advantages and disadvantages 5. Implication of the method in language teaching | LO5.1, LO6.1 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method. | [1] page 43 |
| 9 | **Chapter 7: PRE- WHILE- AND POST-APPROACH IN TEACHING LANGUAGE**   1. The Background 2. Principles 3. Techniques 4. Advantages and disadvantages 5. Implication of the method in language teaching | LO1.1,LO2.7, LO2.8 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and practice real teaching. | [1] pages 47-52 |
| 10 | **35’ Real – teaching period**  4 groups using the two methods presented to design a lesson plan in power point to teach in 35’. | LO4.3, LO7.1 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students write feedbacks on their friends’teaching to give advices to your friend. | [1] page 53 |
| 11 | **EXTRA MATERIALS + MID – TERM TEST**   * + - 1. EXTRA MATERIALS       2. MIDTERM TEST | LO1.1, LO2.9, LO2.10 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students design a lesson plan for this method and prepare for new or next lesson. | [1] pages 57-62 |
| 12 | **CONSOLIDATION**  **Pay attention to the characteristics of the presented methods**   * principles of each method/approach * the goals of the teacher * the role of the learners and the role of the students * some characteristics of the teaching/learning process (syllabus, the role of students’ native language….) * interactions * how to deal with students’ feeling/ errors * teaching techniques * language areas (vocabulary, pronunciation, and grammar) * language skills (listening, speaking, reading & writing) * how to view language and culture * how to evaluate students’ learning outcomes | LO4.3, LO5.2 | + Class activity for teaching and learning  + Using power point to show the lesson  + students discuss, take part in class activities  **Homework:**  Students prepare for final test exam. | [1] trang 63 |

**8. Other requirements and expectations**

Students are expected to fulfill these requirements:

* Attendance: attend at least 70% of the class hours,
* Evaluation: attend a paper mid-term test  
   and take a final test accordance with Thu Dau Mot University regulations
* Assignments: prepare the lessons before class time,   
   search for extra materials online,  
   and fulfill all the assignments on the due date.
* Participation: participate in the class activities, discussions and group work actively

**9. Revised Version**

Version 0 (VO): First adjustment according to AUN course outline

**10. Academic Council Approval**

- Faculty/ Division: Foreign languages/ Knowledge and Skill Division

- Address: Faculty of Foreign Languages – 6 Tran Van On street, Phu Hoa Ward, Thu Dau Mot City, Binh Duong Province

- Tel: 0650.3837804

*Binh Duong, 15 September, 2017*

**DEAN HEAD OF DIVISION**

**NGUYỄN HOÀNG TUẤN NGUYỄN THỊ KIỀU HƯƠNG**

**APPENDIX**

1. **Class Attendance Rubric**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterias** | **Excellent**  **9-10marks** | **Good**  **7-8 marks** | **Average**  **5-6 marks** | **weak**  **0-4 marks** | **Performance**  **Indicators** | **Weighting**  **%** |  |
| **Attendance** | 11 times (9 marks)  12 times(10 marks) | 9,8 times (7 marks)  10 times (8 marks) | 6 times (5 marks)  7 times (6 marks) | < 5 times | LO1.1, LO1.2,LO2.1,  LO2.2, LO3.1, LO3.2, LO3.3, LO3.4, LO5.1, LO5.2, LO5.3, LO6.1,LO6.2 | 50% | 5% of the final result |
| **Class Activities** | Focus and actively contribute in class | Focus and contribute in class | Focus and sometimes contribute in class | Do not focus and contribute in class | LO1, LO2, LO4, LO5, LO6, LO7 | 50% |

1. **Rubrics for marking multiple choice questions**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Performance Indicators** | **Marks** | | | | | **Weighting in the midterm Tests** | |
| **2 points** | **2 points** | **2 points** | **0 point** |  | |  | |
| **Multiple choices** | LO1.1,2,3,5  LO1.6,7 | 5 correct answers have been chosen. | 5 correct answers have been chosen. | 5 correct answers have been chosen. | No correct answers have been chosen. | 0.4/  Answer | | 60% | |

1. **Rubrics for marking questions - responses**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Performance Indicators** | **Marks** | | | | | **Weighting in the midterm Tests** | |
| **2 points** | **2 points** |  | **0 point** |  | |  | |
| **Multiple choices** | LO1.1,2,3,5  LO1.6,7 | 5 correct answers have been chosen. | 5 correct answers have been chosen. | . | No correct answers have been chosen. | 0.4/  Answer | | 40% | |

**Teaching Presentation Rubric:**

**Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Greatly Exceeds Expectations**  **(Excellent)**  **5 points** | **Exceeds Expectations**  **(Good)**  **4 points** | **Meets Expectations**  **(Satisfactory)**  **3 points** | **Below Expectations**  **(Fair)**  **2 points** | **Does Not Meet Expectations**  **(Poor)**  **1 point** |
| **Knowledge of Subject Matter** | Demonstrates masterful knowledge of the subject matter. | Demonstrates above average knowledge of the subject matter. | Demonstrates adequate/ average knowledge of the subject matter. | Demonstrates below average knowledge of the subject matter. | Demonstrates a very poor knowledge of the subject matter. |
| **Communication Skills/**  **Clarity** | Demonstrates a superior ability to communicate with the class/audience, and the presenter/teacher is clearly and easily understood. | Demonstrates an above average ability to communicate with the class/audience, and the presenter/teacher is clearly and easily understood. | Demonstrates an adequate/average ability to communicate with the class/audience, and the presenter/teacher is understood. | Demonstrates a below average ability to communicate with the class/audience, and the presenter/teacher is not easily understood. | Demonstrates a very poor ability to communicate with the class/audience, and the presenter/teacher is not easily understood. |
| **Poise/**  **Confidence** | Demonstrates an extremely poised and confidence demeanor while presenting the lesson. | Demonstrates an above average display of poise and confidence demeanor while presenting the lesson. | Demonstrates an average display of poise and confidence demeanor while presenting the lesson. | Demonstrates a below average display of poise and confidence demeanor while presenting the lesson. | Demonstrates a very poor display of poise and confidence demeanor while presenting the lesson. |
| **Method of Presentation** | Demonstrates a superior ability to use creative and effective teaching methods during the lesson. | Demonstrates an above average ability to use creative and effective teaching methods during the lesson. | Demonstrates an adequate/average ability to use creative and effective teaching methods during the lesson. | Demonstrates a below average ability to use creative and effective teaching methods during the lesson. | Demonstrates a very poor ability to use creative and effective teaching methods during the lesson. |
| **Voice** | Speaks using a superior volume level and clarity. Also speaks without the repetition of words or phrases. | Speaks using an above average volume level and with clarity. Also speaks without using repetition of words or phrases. | Speaks using an adequate/average volume level and with adequate clarity. Also speaks without using many repetitious words or phrases. | Speaks using an below average volume level and is difficult to understand. Speaks using many repetitious of words or phrases. | Speaks using a poor volume level and is very difficult to understand. Speaks using many repetitious words or phrases. |
| **Visual Contact** | Demonstrates a superior ability to maintain eye contact with the class/ audience throughout the lesson. | Demonstrates an above average ability to maintain eye contact with the class/ audience throughout the lesson. | Demonstrates an adequate/average ability to maintain eye contact with the class/ audience throughout the lesson. | Demonstrates a below above average ability to maintain eye contact with the class/ audience throughout the lesson. | Demonstrates a very poor ability to maintain eye contact with the class/ audience throughout the lesson. |
| **Evidence of Preparation** | Demonstrates a superior ability to organize and execute the lesson. | Demonstrates an above average ability to organize and execute the lesson. | Demonstrates an adequate/ average ability to organize and execute the lesson. | Demonstrates a below average ability to organize and execute the lesson. | Demonstrates a very poor ability to organize and execute the lesson. |
| **Orderly Sequence** | The logical progression of the lesson topics is demonstrated with superior mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is demonstrated with above average mastery. The lesson easily flows well from topic to topic. | The logical progression of the lesson topics is demonstrated with average/adequate competency. The lesson adequately flows from topic to topic. | The logical progression of the lesson topics is demonstrated with below average competency. The lesson does not adequately flow from topic to topic. | The logical progression of the lesson is demonstrated with poor competency. The lesson does not adequately flow from topic to topic. |
| **Criteria**  **Professional Appearance and Conduct** | **Greatly Exceeds Expectations**  **(Excellent)**  **5 points**  The teacher demonstrates superior professionalism in terms of his/her attire and conduct throughout the lesson. | **Exceeds Expectations**  **(Good)**  **4 points**  The teacher demonstrates above average professionalism in terms of his/her attire and conduct throughout the lesson. | **Meets Expectations**  **(Satisfactory)**  **3 points**  The teacher demonstrates average professionalism in terms of his/her attire and conduct throughout the lesson. | **Below Expectations**  **(Fair)**  **2 points**  The teacher demonstrates below average professionalism in terms of his/her attire and conduct throughout the lesson. | **Does Not Meet Expectations**  **(Poor)**  **1 point**  The teacher demonstrates poor, unprofessional attire and conduct throughout the lesson. |
| **Use of**  **Audio-Visuals/**  **Demonstrations** | The teacher has a superior ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR The teacher demonstrates a superior ability to organize and conduct in class activities/demonstrations. | The teacher has an above average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has an adequate/average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates an above average ability to organize and conduct in class activities and demonstrations. | The teacher has a below average ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a below average ability to organize and conduct in class activities and demonstrations. | The teacher has a very poor ability to effectively use audiovisual aids in order to enhance learning during a lesson. &/OR  The teacher demonstrates a very poor ability to organize and conduct in class activities and demonstrations. |

**Demonstration Lesson: Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary (A)** | **Proficient (B)** | **Competent (C)** | **Inadequate (D)** | **Comments** |
| **Written Lesson Plan** | A complete and thorough written lesson plan with clearly-stated and highly-appropriate objectives and a detailed outline of teaching and learning activities that fulfill all 9 components of the lesson requirements.  50 points | A complete written lesson plan with appropriate objectives and an outline of teaching and learning activities that fulfill most of the 9 lesson requirements  40 points | A written lesson plan with adequate objectives and an outline of the teaching and learning activities that fulfill some of the 9 lesson requirements  30 points | A written lesson plan with inappropriate or no objectives and an outline of the teaching and learning activities that fulfills few to none of the 9 lesson requirements  20 points |  |
| **Teaching Demonstration** | A teaching demonstration that is well-prepared, engaging, and student-centered; a lesson that meets the 15- minute time limit, teaches the objective clearly, accurately, and effectively, and fulfills all of the required elements  40points | A teaching demonstration that is well-prepared and student-centered; a lesson that meets the time limit, teaches the objective clearly and accurately, and fulfills most of the required elements  30 points | A teaching demonstration that is somewhat prepared; a lesson that attempts to meet the time limit, teaches the objective accurately, and fulfills some of the required elements  20 points | A teaching demonstration that is unprepared; a lesson that does not meet the time limit (way too short or too long); does not address the objectives; does not fulfill the required elements  10 points |  |