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| HỒNG ĐỨC UNIVERSITY  **Faculty of Foreign Languages**  **Division of Linguistics - Culture and**  **English Language Teaching Methodologies** | **SYLLABUS**  **ENGLISH LANGUAGE TEACHING TECHNIQUES 1**  **Course code:** 132020 |

**I.** [**General information**](https://unitguides.mq.edu.au/unit_offerings/136927/unit_guide#general-information-section)

- Credit points: 3 (27, 18, 18)

- Prerequisites: English language teaching theories

- Semester: 7

**II. Course description**

The course includes basic knowledge about the role of teachers, methods and techniques of teaching vocabulary, grammar, pronunciation; how to divide a lesson period to teach vocabulary - grammar, pronunciation and integrate skills in the same lesson; structure and how to compile lesson plans according to the new general education program, how to conduct lessons to teach English vocabulary, grammar, and pronunciation.

**III. Learning Outcomes**

***2.1. Knowledge:***

Students can understand and implement a number of techniques and tips for teaching English such as: Teaching through pictures, teaching through real objects, sign language, gestures, activities such as: slap the board, rub out and remember, pictures, picture story, dialogue build, etc. Learners learn how to teach vocabulary, select words to teach from skills lessons. In addition, through sample lessons on the structure and implementation of teaching techniques, learners learn how to organize activities, design lesson plans according to the new general education curriculum.

***2.2. Skills:***

Learners are trained the ability to work in groups when collecting English teaching tips, to teach a trick in front of the class, to prepare lesson plans, and t arrange content in a lesson plan.

***2.3. Attitude:***

Comply with the regulations of the course

Actively and actively participate in the learning activities of the module

**IV. Textbook & Materials**

***\**** ***Required texts:***

1. David Nunan (2003), *Practical English Language English*. MC Graww-Hill Education.

2. English textbooks of grades 6, 7, 8, 9, 10, 11, 12 according to the new general education curriculum.

***\**** ***Recommended readings:***

1. Martha C. Pennington (2006), *New ways in teaching grammar*. Oxford

2. Susan Halliwell (1992), *Teaching English in the Primary classroom*. Longman Handbooks.

3. Bob Obee (1999), *The grammar activity book*. Cambridge University Press.

**V. Schedule**

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| **Content** | **Topics** | **References** |
| 1 | ***Roles of a teacher***  1. Classroom situations and teachers’ roles  2. The role of teaching practice  3. The role of teaching practice | textbook |
| 2 | ***Presenting Vocabulary***  1. Visual  2. Mime  3. Situation  4. Expansion  5. Realia  6. Example  7. Synonym  8. Antonym  9. Teacher’s eliciting questions  10. Translation | textbook |
| 3 | ***Eliciting***  1. Reasons for eliciting  2. Prompts to help teachers elicit  3. Graded questions | textbook |
| 4 | ***Shape a lesson***  1. Comparing steps  2. While reading task  3. Presentation  4. Practice is where the Ss are made to practise the new language with the teacher. The T uses  5. Production is where the teacher makes the Ss produce the new language they have learnt on their own  6. Reading text: The shape of a lesson  7. Starting and Finishing  8. Correction  9. Timing  10. Pacing  11. TTT  12. Variations | textbook |
| 5 | ***Presentation of a new structure; Checking***  1. Presentation activity- demos  2. Dialogue build  3. Rub out and remember  4. Picture story (Story telling)  5. Realia  6. Pictures | textbook |
| 6 | ***Drills – Controlled practice; Types of drills***  1. Yes/No questions  2. Alternatives  Typical teacher mistakes | textbook |
| 7 | ***Micro teaching and midterm test*** |  |
| 8 | ***From controlled to Less-Controlled Practice***  1. Awareness raising  2. Demos and steps of a drill  3. Repetition Drill, using picture prompts/cues  4. Repetition Drill, using word prompts  5. Substitution Drill  6. Question – Answer Drill  7. Back Chaining | textbook |
| 9 | ***Collecting information activities***  1. Information Gap  2. Guess my… (word, sentence)  3. Guessing games  4. Twenty questions  5. Find Someone Who  6. Noughts and Crosses  10. Using games as practice activities  11. Pelmanism  12. Shark Attack  13. Consequences  14. Kim’s games | textbook |
| 10 | ***Correction***  1. Finger correction  2. Question mark  3. Alternatives  4. Modelling (T-To-S): Backchaining  5. Indirect Correction  6. Work Arrangements  7. Show Don’t Tell  8. Check | textbook |
| 11 | ***Instructions; Use the Blackboard***  1. Show Don’t Tell  2. Check  3. Blackboard drawing  4. Monitoring in the Classroom  5. Monitoring jobs  6. Monitoring pairwork and groupwork  7. Teaching Practice observation sheet on monitoring | textbook |
| 12 | ***Awareness Raising; Sounds***  1. Diphthongs  2. Consonants  3. Whispers  4. Minimal Pairs  5. Stress  6. Finding the word stress  7. Word Stress Matching  8. Word Stress Bingo  9. Chain Drill | textbook |
| 13 | ***Roles of a teacher*** textbook  1. Classroom situations and teachers’ roles  2. The role of teaching practice  3. The role of teaching practice  4. Revision |  |
| 14 | **Lesson plan** | textbook |
| 15 | **Consolidation and Micro-teaching** | textbook |

**VI. Assessment**

***1. Course policies***

Students must regularly participate in class hours (from 80% or more), have a positive learning attitude, participate seriously and actively in class activities such as group discussions, lecture practice, standards. lesson plan…

Students must complete assigned assignments, participate fully in assessment tests.

***2. Assessment details***

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| **Assessment Tasks** | **Assessment Form** | **Time** | **Weighting** | **Format** |
| On-going assessment | - Participation and attendance (contributing to lesson development, answering questions from teachers): 10% | During the course | 30% | Weekly attendance, participation |
| - Teaching practice: 20%  Students work in groups of 3 or 4 students. Students choose lessons in English textbooks grade 10, 11, 12, make lesson plans and practice teaching in class. | During the course | Lesson plan, Micro-teaching |
| Midcourse test | Written test | After content 6 | 20% | Make a lesson plan and answer theory questions |
| Final test | Written test | After the course | 50% | Make a lesson plan and answer theory questions |