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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’ roles2. The role of teaching practice3. The role of teaching practice | textbook |
| 2 | ***Presenting Vocabulary*** 1. Visual2. Mime3. Situation4. Expansion5. Realia6. Example7. Synonym8. Antonym9. Teacher’s eliciting questions10. Translation | textbook |
| 3 | ***Eliciting*** 1. Reasons for eliciting2. Prompts to help teachers elicit3. Graded questions | textbook |
| 4 | ***Shape a lesson*** 1. Comparing steps2. While reading task3. Presentation4. 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 lesson7. Starting and Finishing8. Correction9. Timing10. Pacing11. TTT12. Variations | textbook |
| 5 |  ***Presentation of a new structure; Checking*** 1. Presentation activity- demos2. Dialogue build3. Rub out and remember4. Picture story (Story telling)5. Realia6. Pictures | textbook |
| 6 | ***Drills – Controlled practice; Types of drills*** 1. Yes/No questions2. AlternativesTypical teacher mistakes | textbook |
| 7 | ***Micro teaching and midterm test*** |  |
| 8 | ***From controlled to Less-Controlled Practice*** 1. Awareness raising2. Demos and steps of a drill3. Repetition Drill, using picture prompts/cues 4. Repetition Drill, using word prompts5. Substitution Drill6. Question – Answer Drill7. Back Chaining | textbook |
| 9 | ***Collecting information activities*** 1. Information Gap2. Guess my… (word, sentence)3. Guessing games4. Twenty questions5. Find Someone Who6. Noughts and Crosses10. Using games as practice activities11. Pelmanism12. Shark Attack13. Consequences14. Kim’s games | textbook |
| 10 |  ***Correction*** 1. Finger correction2. Question mark3. Alternatives4. Modelling (T-To-S): Backchaining5. Indirect Correction6. Work Arrangements7. Show Don’t Tell8. Check | textbook |
| 11 |  ***Instructions; Use the Blackboard*** 1. Show Don’t Tell2. Check3. Blackboard drawing4. Monitoring in the Classroom5. Monitoring jobs6. Monitoring pairwork and groupwork7. Teaching Practice observation sheet on monitoring | textbook |
| 12 |  ***Awareness Raising; Sounds*** 1. Diphthongs2. Consonants3. Whispers4. Minimal Pairs5. Stress6. Finding the word stress7. Word Stress Matching8. Word Stress Bingo9. Chain Drill | textbook |
| 13 | ***Roles of a teacher*** textbook1. Classroom situations and teachers’ roles2. The role of teaching practice3. The role of teaching practice4. 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 |