In the Name of God

Sharif University of Technology

Languages and Linguistics Center

Syllabus for an M.A. Course in

Principles of Language Teaching

Fall 2013/1392(1)

Instructor   **:** Dr. Minoo Alemi

Class Meeting Time   **:** Monday, 13-15

Class Meeting Location   **:** Room # AVR

Office Hours   **:** By appointment

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Course Description

In this course you will get a working knowledge of basic principles and theories of second language teaching and learning which can be used in both language education and research.

Course Objectives

1. You will get familiar with the important issues in language teaching and learning.

2. You will develop a basic knowledge of theories of language learning.

3. You will develop the ability to critically analyze different approaches to language teaching from SLA perspectives.

Course Assessment

1. Class participation (critical comments) 5%

2. Weekly assignments (two presentations and one report) 25%

3. Term project (an experimental paper on principles of language teaching) 30%

4. Final exam 40%

Course Schedule

Session	Topic	Readings
1	**Introducing the Course syllabus and evaluation system**	
2	**An Overview of L2 Learning : Key Concepts and issues** **The recent history of SLL research**	Mitchell and Myles (2004: 5-28) (29-51)
3	**Universal Grammar approach and SLA**	Mitchell and Myles (2004: 77-94)
4	**Cognitive approaches to SLL**	Mitchell and Myles (2004: 95-130)
5	**Input and interaction in SLL** **Report: On the relationship between input and interaction cognitive perspectives**	Mitchell and Myles (2004: 159-192) Alemi, 2010
6	**Socio-cultural perspectives on SLL : ZPD**	Mitchell and Myles (2004: 193-222)
7	**Pragmatics in language teaching**	Rose and Kasper(2001:1-32)
8	**Instruction and L2 Learning: incidental and intentional learning,noticing** **Report: The influence of incidental learning on L2 vocabularies**	Ellis & Barkhuizen (2005:229-252) Alemi, 2011
9	**Feedback and Recast in L2 Learning** **Report: Dynamic assessment in language teaching**	Gass and Selinker (2008: 317-341) Alemi, 2011
10	**Individual Differences in L2 Learning (1): Motivation and Anxiety** **Report: The impact of test anxiety on test performance** **The impact of language anxiety on WTC**	Ushioda (2008: 19-34) Liu (2006: 301-316) Alemi, 2010 Alemi, 2011
11	**Individual Differences in L2 Learning**	Dornyei (2005: 162-195)

	(2): Learning Strategies Report: Mismatches between learner's style and teacher's style	Alemi, 2010
12	**Task-Based Language Teaching**	Ellis (2003: 243-278)

References

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2. Alemi, M., Anani S. R. & Lari, Z. (2012). Successful learning of academic word list via MALL: Mobile assisted language learning. *International Education Study Journal*, 5(6).

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4. *Alemi, M., Daftarifard, P. & Tobolcea, I.* (2010). Mismatches between learner's style and teacher's style in L2: A concern for communication, a case of Iranian adult. *JLTR. Journal of Language Teaching and Research, 2*(2), 323-331.

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7. Birjandi, P., Alemi, M. (2010). The impact of test anxiety on test performance among Iranian EFL learners. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 1*(4), 44-58.

8. Dornyei, Z. (2005). *The psychology of the language learner*. Mahwah, N.Y.: Lawrence Erlbaum Associates.

9. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

10. Ellis, R., and Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.

11. Gass, S. M., and Selinker, L. (2008). *Second language acquisition*. New York: Routledge.

12. Griffiths, C. (2008). Strategies and good language learners. In C. Griffiths (ed.), *Lessons from good language learners* (pp. 83-98). Cambridge: Cambridge University Press.

13. Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Doughty and M. H. Long (eds.), *The handbook of second language acquisition* (pp.349-381). Malden, MA: Blackwell.

14. Khatib, M., Alemi, M. & Daftarifard, P. (2010). On the relationship between Input and interaction psycholinguistic, cognitive, and ecological perspectives in SLA. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 1*(4), 59-68.

15. Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System 34*, 301-316.

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17. Mitchell, R., and Myles, F. (2004). *Second language learning theories* (2nd Ed.). London: Hodder Arnold.

18. Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (ed.), *Lessons from good language learners* (pp. 19-34). Cambridge: Cambridge University Press.