

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. Minoos Alemi
Class Meeting Time : Monday, 13-15
Class Meeting Location : Room # AVR
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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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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.
16. Matsuda, S., and Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System* 32, 21-36.
17. Mitchell, R., and Myles, F. (2004). *Second language learning theories* (2nd Ed.). London: Hodder Arnold.
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