



Language Teaching Methodology

Credits 60

Prerequisites:

Satisfies admission criteria.

Aims

To develop participants' critical awareness of:

- The historical development of different methodologies
- The theoretical basis of different methodologies
- The theories of language which underpin different methodologies
- The theories of learning which underpin different methodologies
- The theories of language learning which underpin different methodologies
- Recent developments in methodology
- The relationship between methodology and social/educational context
- The relationship between second language acquisition research and methodology
- The notion of 'principled eclecticism'

Learning outcomes

On completion of this module, participants will:

- Understand the historical development of different methodologies
- Have a critical understanding of the theoretical basis of different methodologies
- Be able to select and apply methodological principles to materials design in an informed and principled way
- Be able to select and apply methodological principles for a particular social and educational context in an informed and principled way
- Be aware of current trends in methodological thinking
- Be able to develop, articulate and justify their own principled methodologies to suit specific contexts of learning
- Be able to express critical thought about methodology following appropriate academic conventions
- Be aware of basic research techniques for language teaching research

Key skills

- Assessing the merits of contrasting theories and explanations
- Constructing and managing an argument
- Thinking and judging independently
- Critically judging and evaluating evidence
- Making principled and informed theoretical choices for a particular context
- Writing in an appropriate academic style
- Conducting a literature search
- Referencing in an appropriate manner
- Reflecting on their own practice in the light of theory

Assessment

Assignment 1

Explain with reference to theory and your own practice what *your* approach to teaching owes to different methodologies. Discuss any changes you might make to your approach in the light of the theories you have studied in this module.

Assignment 2

Design a unit of materials which follows the principles of **one** of the following approaches/methodologies:

1. The Lexical Approach
2. Suggestopaedia
3. The Silent Way
4. TPR

Assignment 3

With reference to a specific context, describe how local factors affect your methodological decisions.

Learning, Teaching and Assessment Strategy

- Interactive delivery through lectures, workshops, tutorials, tasks and discussions
- Development of critical awareness through guided reflection on experience
- Assessment through relevant and practical tasks
- Independent learning from reading and projects

Indicative Curriculum Content:

- The Grammar Translation Method
- The Direct Method
- The Audiolingual Method
- The Communicative Approach
- Suggestopaedia
- Total Physical Response
- Silent Way
- Content Approaches?
- Language Awareness Approaches
- Task-based Learning
- Community Language Learning
- The Lexical Approach
- The Multidimensional Approach
- Research Techniques
- Sourcing and Referencing

Indicative Reading

- Armstrong, T (1994). *Multiple Intelligences in the Classroom*. Alexandria, Va: Association for Supervision and Curriculum Development
- Asher, J. (1977). *Learning another Language through Actions Sky Oaks Productions*. Los Gatos: Calif
- Bygate, M., P.Skehan and M.Swain (2001). *Task-based Learning: Language Teaching, Learning and Assessment*. Harlow, Essex: Pearson
- Gattegno, C. (1972). *Teaching Foreign Languages in Schools: The Silent Way*. New York: Educational Solutions
- Holliday, A. (1994.) *Appropriate Methodology*. Cambridge: CUP
- Howatt, A. (1984). *A History of English Language Teaching*. Oxford: OUP
- Krashen, S. and T.Terrell (1983). *The Natural Approach*. Oxford: Pergamon
- Lems, K. (1995). *Whole Language and the ESL/EFL Classroom* ERIC Document 384210
- Lewis, M. (1993). *The Lexical Approach*. Hove: LTP
- Littlewood, W. (1981) *Communicative Language Teaching*. Cambridge: CUP
- Lozanov, G. & Gateva, E (1988). *The Foreign Language Teacher's Suggestopedic Manual*. New York: Gordon & Breach
- Moskowitz, G. (1978). *Caring and Sharing in the Foreign Language Class*. Rowley, Mass.: Newbury House
- Richards, J. and Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: CUP
- Rivers, W. (1964). *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: OUP
- Stern, H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: OUP
- Stevick, E. (1980). *Teaching Languages: A Way and Ways*. Rowley, Mass.: Newbury House
- Willis, J. and D.Willis (eds) (1996). *Challenge and Change in Language Teaching*. Oxford: Heinemann