



COURSE OUTLINE

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

FALL SEMESTER 2008

INSTRUCTOR: Dr. Androulla Athanasiou

COURSE CODE: LIN362

OFFICE HOURS:

COURSE NAME

(OFFICE NO. 303)

Methodology I

Monday 10.30 -11.20

3 – 5.50

Wednesday 10.30 – 11.20

Thursday 10.30 – 11.20

SECTION: A

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OBJECTIVE:

The course aims to introduce learners to a range of approaches and teaching methods, engaging them in the reflection of their own experiences as students and of teaching practices and/or methods they have come across. Learners will then be introduced to a range of approaches and teaching methods. The course will explore and discuss certain major theories of teaching and learning, the development and variety of teaching methods, through videotaped classroom observations, as well as teachers' and learners' roles, and current language teaching practices. An assessment will follow of which method would perhaps be best for them as future teachers, and whether there is a best method in a language classroom.

LEARNING OUTCOMES

- Students will be able to reflect on their own experiences and decide on their own personal styles and learning preferences;
- Students will show awareness of and distinguish major approaches and methods in language teaching and how these are implemented in the classroom;
- They will be able to choose methods and/or elements of these, identify their strengths and decide upon which methods best suits their teaching styles.

WEEK	CHAPTER	TOPIC
1	Handouts	<p><u>Learning/Teaching Experiences</u></p> <ul style="list-style-type: none"> - Reflection on own learning experiences and styles. - The learning/teaching journal <p><u>The Context of the classroom</u></p> <ul style="list-style-type: none"> - The teaching and learning processes – Factors affecting the two processes - Role of the teacher - Role of student
2	Handouts	<p><u>Approaches in Language Teaching and the historical development of methodology</u></p> <ul style="list-style-type: none"> - Behaviorist - Humanistic
3	Handouts	<p><u>Approaches in Language Teaching and the historical development of methodology (cont.)</u></p> <ul style="list-style-type: none"> - Cognitive - Social Interactionism
4	Handouts	<p><u>Learning Styles and Learner Training</u></p> <ul style="list-style-type: none"> - Learning styles - Language Learning Strategies
5	Handouts	<p><u>Learning Styles and Learner Training (cont.)</u></p> <ul style="list-style-type: none"> - Learner Training - Developing Learner Autonomy
6		<p><u>MID-TERM EXAM</u></p>
7	2, 3	<p><u>Language Teaching Methods</u></p> <ul style="list-style-type: none"> - The Grammar Translation Method - The Direct Method
8.	4, 7	<ul style="list-style-type: none"> - The Audio-Lingual Method - Community Language Learning
9.	8, 6	<ul style="list-style-type: none"> - Total Physical Response - Suggestopedia
10.	5, 9	<ul style="list-style-type: none"> - The Silent Way - Communicative Language Teaching

11. 10 - Content-based, Task-based and Participatory Approaches

12. Handouts, 11 - Multiple Intelligences

13/14 **Christmas Holidays**
15 Handouts

Which methodology?

- Making choices
- Putting knowledge into practice

Overview and reflections

16/17 **Final Exams**

Recommended Text

Larsen-Freeman, D. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press (2nd edition)

Further Reading

Harmer, J. 2001 (3rd ed.). *The Practice of English Language Teaching*. England: Longman Group UK.

Lindsay, C. and Knight, P. 2006. *Learning and Teaching English: A Course for Teachers*. Oxford: OUP.

Richards, J.C. and Rodgers, T. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press (2nd edition)

Williams, M. and Burden, R.L. 1997. *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

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PREREQUISITE: LIN325 or Consent of Instructor

GRADING

Mid-Term Exam	30%
Final Exam	40%
Assignments	20%
Class Participation	10%