

# ET218-15 Language Teaching Methodologies

21/22

**Department**

Applied Linguistics

**Level**

Undergraduate Level 2

**Module leader**

Andrew Davidson

**Credit value**

15

**Module duration**

9 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

---

## Description

### Introductory description

The module aims to deliver a comprehensive introduction to the principles, research and current issues underlying the teaching of English as a second or foreign language. Students will develop understanding of key theories and research findings related to second language learning/acquisition and language use and how they inform current methodological practice in ELT. The module provides students with a foundation for teaching the skills involved in second language learning. It will explore the nature of the L2 reading, writing, listening and speaking processes. Students will develop their ability to critically evaluate published teaching materials and deepen their understanding of syllabus construction, materials development and task design within relevant teaching contexts.

[Module web page](#)

### Module aims

The module provides students with a foundation in second language learning theories and practices in English language classrooms, with a special focus on socio-cultural approaches, and includes exploration of learner motivation, learning strategies, learner autonomy, collaborative

learning and group dynamics in the second language learning process.

The module will explore the nature of the L2 reading, writing, listening and speaking processes. It will provide students with a foundation for understanding the teaching of the skills involved in second language learning and develop students' skills of analysis of classroom processes relating to the teaching of these skills. A major focus will be to examine a range of tasks used to develop these skills, particularly within the Communicative Language Teaching (CLT) tradition. Students will develop their ability to critically evaluate published teaching materials and syllabi. Students will gain understanding of approaches to materials development and task/activity design appropriate for relevant teaching contexts.

Students will develop their ability to critically evaluate published teaching materials and syllabi. Students will gain understanding of approaches to materials development and task/activity design appropriate for relevant teaching contexts.

Also the Course Aims #4, #6, #8, #10 and #11

1. Develop students' ability to write, speak and communicate visually in the appropriate English for the context.
2. Give students a solid grasp of theories and research findings related to second language acquisition, language use and applied linguistics.
3. Prepare students for future employment, and for further study or training, by developing intellectual acuity, flexibility and independence, and by providing opportunity for the development of transferable skills.
4. Enable students to develop the ability to learn independently and to gain intellectual breadth and flexibility.
5. To provide high-quality teaching informed by research at an appropriate level for students choosing to pursue careers as teachers in secondary schools, or as future teachers and researchers in higher education.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

### **1. Language Teaching Approaches**

An overview of key language teaching approaches and methods including the development of the communicative approach and the subsequent development of task based language teaching; The role of technology in English language teaching and learning; The role motivation plays in language learning and how teachers can help promote and develop it; How teachers can encourage learner autonomy.

### **2. Speaking & Listening**

Understanding the nature of speaking and listening; Learner strategies for developing speaking and listening skills; Activities to support English language listening and speaking skills development; Integrating the teaching/learning of listening and speaking skills.

### **3. Reading & Writing**

Understanding the nature of reading and writing; Models of the reading and writing process;

Approaches to teaching reading and writing to English language learners; Developing activities to support the learning of reading and writing in English; Integrating the teaching/learning of reading and writing.

#### 4. Grammar & Vocabulary

An introduction to pedagogical grammars; Issues in the learning and teaching of grammar and vocabulary; Tasks and activities to enhance grammar and vocabulary learning.

## Learning outcomes

By the end of the module, students should be able to:

- Understand the process of second/foreign language learning/acquisition in different contexts; Compare and contrast approaches to teaching practices in formal classroom contexts and understand the theoretical underpinning of those approaches; Critically evaluate different approaches to the teaching of a second language; Analyse and evaluate a range of materials (including textbooks) for teaching receptive and productive skills, including grammar, lexis and pronunciation, and for helping learners develop their language skills generally.

## Indicative reading list

Hands, P. (2011). Collins COBUILD English grammar. Glasgow: HarperCollins Publishers.

Harwood, N. (2010). (ed) English language teaching materials: Theory and practice. Cambridge: Cambridge University Press.

Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford University Press.

Hyland, K. (2009). Teaching and researching writing. London: Longman.

Goh, C.C.M. and A. Burns. (2012). Teaching speaking: A holistic approach. Cambridge: Cambridge University Press.

Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford University Press.

McCarthy, M. A. O'Keefe and S. Walsh. (2010). Vocabulary matrix: Understanding, learning and teaching. Andover: Heinle Cengage Learning.

Nunan, D. (2004). Task-based language teaching. Cambridge: Cambridge University Press.

Richards, J. C. and Rodgers, T. S. (2014). Approaches and methods in language teaching. 3rd ed. Cambridge: Cambridge University Press.

Spiro, J (2013). Changing methodologies in TESOL. Edinburgh: Edinburgh University Press.

Willis, D & Willis, J. (2007). Doing task-based teaching. Oxford: Oxford University Press.

Van den Branden, K. (2006). Task-based language education: from theory to practice. Cambridge: Cambridge University Press.

## Research element

Critical engagement with relevant theoretical and empirical research work both in class and through the module's written assignment.

## Interdisciplinary

Module content relates to academic disciplines such as Education, Social Psychology and Communication Studies.

## International

Consideration of issues relating to the teaching and learning of English as an international language, including reflection on the complexities involved in meaning negotiation in a second/foreign language and the meaning and value of teaching and learning English from an intercultural perspective.

## Subject specific skills

Analyse learners' needs and address them through appropriate choice of teaching approach and materials; Analyse and evaluate a range of materials (including textbooks) for teaching receptive and productive skills, including grammar, lexis and pronunciation, and for helping learners develop their language skills generally. Understand the process of second/foreign language learning/acquisition in different contexts; Understand the principles underlying task-based approaches to language learning; Demonstrate awareness and understanding of learner and teacher roles in the process of language learning.

## Transferable skills

Written communication skills

Oral communication skills; Working with others; Bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of professional and scholarly work; Problem solving; Information technology.

---

## Study

### Study time

Type	Required
Lectures	9 sessions of 2 hours (12%)
Seminars	9 sessions of 1 hour (6%)
Other activity	4 hours (3%)
Private study	119 hours (79%)
Total	150 hours

### Private study description

Reading subject materials  
Homework tasks  
Assignments  
Revision

## Other activity description

Revision sessions

## Costs

No further costs have been identified for this module.

---

## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time	Eligible for self-certification
Assessment component			
3000 word assignment	100%		Yes (extension)

Reassessment component is the same

## Feedback on assessment

Written feedback on the assignment will be provided on the Centre's standard feedback sheets, which conform to Faculty regulations. This will include both summary and detailed feedback. Where appropriate, additional feedback may be provided via personal meetings with the tutor.

---

## Availability

### Courses

This module is Core for:

- Year 2 of UETA-Q310 in English Language and Linguistics
- Year 2 of UETA-Q311 in English Language and Linguistics (with Intercalated year)

This module is Core optional for:

- Year 2 of UETA-Q1A1 Undergraduate Linguistics with French (with Intercalated Year)
- Year 3 of ULNA-R9QB Undergraduate Modern Languages with Linguistics (3 year)

This module is Optional for:

- Year 4 of ULNA-R1Q3 Undergraduate French and Linguistics

This module is Core option list A for:

- Year 4 of ULNA-R2Q2 Undergraduate German Studies with Linguistics
- Year 4 of ULNA-R9Q2 Undergraduate Modern Languages with Linguistics

This module is Core option list B for:

- Year 4 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics