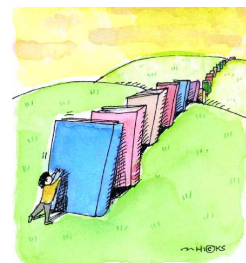




METU
FACULTY OF EDUCATION
DEPARTMENT OF FOREIGN
LANGUAGE EDUCATION
COURSE POLICY SHEET



Academic Year/ Term	2004 – 2005, SPRING
Course Code/Section/Title	FLE 238 (01) APPROACHES TO ELT
Instructor	Hale IŞIK
E-mail	hisik@metu.edu.tr
Web site (URL)	http://www.online.metu.edu.tr/
Course Day/Hours	Monday. 11:40-14:30 /Z18
Office Day/Hours	Wednesday: 14:40-16:30 / Room 16A

Course Description

This course is a survey of principle approaches and methods in foreign/second language teaching. The main aims of the course will be to analyze the theoretical foundations of the different language teaching methods and to scrutinize some of the techniques utilized in their implementations.

This course, in general terms, aims

- to familiarize the students with the history of language teaching;
- to develop an understanding of approaches, methods and techniques in ELT with respect to their underlying theories and principles;
- to raise awareness about the connection ELT to theories of psychology, educational sciences, linguistics and sociology;
- to assist the students to develop a critical understanding of ELT methodology and eclecticism in ELT.

Course materials



The main course books listed below need to be purchased till the second week. Assistance will be provided. A course pack will be available in the photocopying room (A Building) in the 1st week of classes which will include a selection of articles and chapters from books. You will also be using **METU Online** (<http://online.metu.edu.tr>) for the course to keep in contact, read additional course material, notes on class lectures, etc.

THE MAIN MATERIALS FOR THE COURSE ARE:

Brown, H. D. (2000). *Principles of Language Learning and Teaching (Fourth Edition)*. Essex: Longman.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press.

SUPPLEMENTARY BACKGROUND READING:

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*. Essex: Longman. (Chapters 2-4; pp. 13-71)

Dubin, F. & Olshtain, E. (1986). *Course Design: Developing Programmes and Materials for Language Learning*. Cambridge: Cambridge University Press. (pp. 1-67)

Kumaravadivelu, B. (1994). The post method condition: Emerging strategies for second/foreign language teaching. *TESOL Quarterly*, 28, 27-48.

Prabhu, N. S. (1990). There is no best method – why? *TESOL Quarterly*, 24, 161-176

Richards, J. (1984). The secret life of methods. *TESOL Quarterly*, 18 (1), 7-23.

Weideman, A. (2004) "The old and the new: reconsidering eclecticism in language teaching"
[Available online] www.up.ac.za/academic/ulsd/Publications/saal0073.pdf

FURTHER READING:

Brumfit, C. J. & Johnson, K. (Eds.) (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.

Cook, Vivian (1991). *Second language learning and language teaching* Edward Arnold.

Krashen, S.D. & Terrell, T. D. (1988). *The Natural Approach: Language Acquisition in the Classroom*. New York & London: Prentice Hall.

Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.

Long, M. & Richards, J. (Eds.) (1987). *Methodology in TESOL: A Book of Readings*. Rowley, Mass.: Newbury House.

McLaughlin, B. (1987). *Theories of Second Language Learning*. London & New York: Edward Arnold.

Savignon, S. (1983). *Communicative Competence: Theory and Classroom Practice*. Addison-Wesley.

Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.



Requirements & Assessment

1. Method demonstration & follow-up discussion 10%

In groups of three (or four) you will demonstrate the major methods in foreign language teaching within not more than 20 minutes. Please see the tentative course schedule for methods that have been selected for demonstration. In these presentations students are expected to demonstrate when, how and with what group of students the chosen method could best be used in the language classroom. The groups will also lead a mini (5-10 minute) follow-up discussion on the application of the method right after the demos. As a guide to your demonstration you are expected to follow the principles outlined in Larsen-Freeman and Richards & Rodgers.

2. Suggested Methodology Project (and poster presentation) 10%

You will be working in groups of three to produce a project report. In week 8 your instructor will provide each group with three scenarios. Each scenario will include a description of a hypothetical school context, student-teacher descriptions, facts about the current teaching learning-environment, available monetary resources, a description of other social constraints that affect the learning-teaching process, etc. As a group you are expected to devise a methodology by considering your beliefs about the best way to teach a foreign language for each of the scenarios, respectively.

In the project, for each scenario include a

- I. **SCENARIO INTRODUCTION:** introduce the parameters of the teaching situation (scenario).
- II. **PROPOSAL:** making use of insights gathered from readings you have done throughout the term propose a method and give a detailed description of why you believe it will be the best (eclectic) method to follow given the parameters of the hypothetical situation. Make sure you support your claims.

In the last section of your project report, write a single

- III. **CONCLUSION:** restatement of your proposals considering counter-claims. What has this project taught you about choosing “the best” methodology. Feel free to make use of your own beliefs and experiences as a student and as a prospective teacher.
- IV. A separate page of **REFERENCES** (i.e., sources you have consulted in writing the project).
- V. **Appendix** (any additional documents you wish to hand in).

Format: *Font:* Times New Roman; *Font Size:* 12; *Spacing:* 1,5;
Margins: (Top, Bottom, Left, Right) 2,5 cm

3. Attendance and Active Participation 5%

4. Quizzes & Questions to think about 10%

Students are expected to do the assigned readings before class each week and be able to contribute to class discussions. Please come to each and every class having also revised all material covered in previous weeks since you will have a number of unannounced short quizzes. You may also be given several short assignments, questions to think about throughout the term that you will hand in type-written.

5. Midterm 25%

6. Final 40%

The midterm questions will cover all the reading materials and discussions covered in the first 8 weeks. You might, for example, be asked to compare the methods in terms of their characteristics or priorities, etc. For the final you will be responsible for all the materials covered throughout the term. You are expected to think critically about the theories, approaches, methods and techniques that you have learned and be ready to apply them.

TENTATIVE COURSE SCHEDULE

PART 1: INTRODUCTION

<u>WEEK</u>	<u>DATE</u>	<u>TOPIC</u>	<u>READING MATERIAL</u>
Week 1	21.02.05	1) Introduction and course overview	Richards & Rogers (2001), Ch. 1 Brown (2000), Chs. 1, 2, 10
		2) Brief history of language teaching	
		3) Language Acquisition Theories: First vs. Second Language	
		4) Social, cultural, personality and psychological dimensions of second/foreign language teaching	
		4) Professional abbreviations (e.g., EFL, ESL, EIL, EAP, TEFL, TESOL)	
Week 2	28.02.05	1) Defining Approach, Design and Procedure	Brown (2001), Ch. 2 (pp. 14-18)
		2) The nature of approaches and methods in FLT	Richards & Rogers (2001), Ch. 2
		3) Comparing and contrasting L1 and L2 acquisition	Brown (2000), Ch. 3
Week 3	07.03.05	Teaching by principles: 1) Cognitive ; 2) Affective; 3) Linguistic	Brown (2001), Ch. 4

PART 2: OVERVIEW OF LANGUAGE TEACHING METHODS

<u>WEEK</u>	<u>DATE</u>	<u>TOPIC</u>	<u>READING MATERIAL</u>
Week 4	14.03.05	🏠 GRAMMAR TRANSLATION METHOD (GTM)	Larsen-Freeman (1986), Ch. 2 Richards & Rogers (2001), Ch. 1, (pp. 5-7)
		🏠 DIRECT METHOD (DM)	Larsen-Freeman (1986), Ch. 3 Richards & Rogers (2001), Ch. 1 (pp. 11-14)
Week 5	21.03.05	<i>DEMO 1: DM</i>	
		🏠 THE AUDIO-LINGUAL METHOD (ALM)	Richards & Rogers (2001), Ch. 4 Larsen-Freeman (1986), Ch. 4
		Learning styles and strategies	Brown (2000), Ch. 5
Week 6	28.03.05	<i>DEMO 2: ALM</i>	
		🏠 COMMUNITY LANGUAGE LEARNING (CLL)	Richards & Rogers (2001), Ch. 7 Larsen-Freeman (1986), Ch. 7
		Personality factors in FLL	Brown (2000), Ch. 6
Week 7	04.04.05	<i>DEMO 3: CLL</i>	
		🏠 THE SILENT WAY	Richards & Rogers (2001), Ch. 6 Larsen-Freeman (1986), Ch. 5

		Sociocultural factors in FLL	Brown (2000), Ch. 7
Week 8	11.04.05	DEMO 4: Silent Way	
		📖 SUGGESTOPEDIA	Richards & Rogers (2001), Ch. 10 Larsen-Freeman (1986), Ch. 6
		Contrastive analysis, interlanguage and error analysis	Brown (2000), Ch. 8
***MIDTERM ***			
Week 9	18.04.05	📖 TOTAL PHYSICAL RESPONSE	Richards & Rogers (2001), Ch. 5 Larsen-Freeman (1986), Ch. 8
		Krashen's influence on SLA	
		📖 THE NATURAL APPROACH	Richards & Rogers (2001), Ch. 15
Week 10	25.04.05	DEMO 5: TPR	
		Defining Communicative competence	Brown (2000), Ch. 9 Brown (2001), Ch. 3
		📖 COMMUNICATIVE APPROACH	Richards & Rogers (2001), Ch. 5 Larsen-Freeman (1986), Ch. 9
Week 11	02.05.05	1) Cooperative and collaborative LL	Richards & Rogers (2001), Ch. 16
		2) Content-based LL	Richards & Rogers (2001), Ch. 17
		3) Task-based LL	Richards & Rogers (2001), Ch. 18
		4) Whole Language Education	Richards & Rogers (2001), Ch. 9
		5) Learner-Centred Instruction	Brown (2001), Ch 3 (pp. 46-47)
Week 12	9.05.05	DEMO 6: Communicative Approach	
		1) Multiple intelligences	Richards & Rogers (2001), Ch. 10
		2) Neurolinguistic programming	Richards & Rogers (2001), Ch. 11
		3) Lexical approach	Richards & Rogers (2001), Ch. 12
Week 13	16.05.05	DEMO 7: Multiple intelligences	
		1) Principles of course design: Factors to be considered in designing an EFL course	Dubin & Olshtain (1986), pp. 1-67
		2) Curriculum and syllabus design: Different types of syllabuses	
Week 14	23.03.05	Post method era	Richards & Rogers (2001), Ch. 19
		Comparing and evaluating methods	Richards, 1984; Prabhu, 1990; Kumaravadevelu, 1994.