Universidad de Costa Rica
Sistema de Estudios de Posgrado
Programa de Posgrado en la Enseñanza del Inglés como Lengua Extranjera
PF-0303 English Teaching Methods
II-2024

Name: English Teaching Methods	Prerequisites: PF-0301 and PF-0302
Code: PF-0303	Corequisites: none
Credits: 6	Cycle: II
Weekly Hours: 18 (2 synchronous and 16 asynchronous)	Classification: Open to students admitted to the MA/TEFL Program
Modality: Virtual	

I.   Description

English Teaching Methods is a required six-credit virtual course in the M.A. program in TEFL. It is given over one semester, four hours a week. This course introduces students to traditional and current teaching methods, lesson planning strategies, and classroom management techniques.

II.   General Objective

The main objectives of this course are to familiarize students with traditional and current language teaching methods, to gain insight and understanding about their underlying theories of language and language learning, and to examine their objectives and the syllabus model used as well as the roles of teachers, learners, and materials.

III.   Specific Objectives

The students will be able to:

1. Apply the principles of various language teaching methods.
2. Establish the relationship between language teaching methods, the instructor's role, the students' role and the type of materials used.
3. Examine the relationship between methodology, planning, and classroom management.
4. Make informed decisions for the selection, adaptation, and development of tasks and materials.
5. Write and implement a complete lesson plan reflecting the principles of communicative approaches.
6. Use the observation of an ESP class to collect and analyze data for research and critical reflection on their own teaching.
7. Design a learning strategy training plan to be used in an English class.
8. Develop an atmosphere of tolerance in the classroom.

IV.   Contents

A. Fundamentals of Language Teaching Approaches and Methods

*   A brief history of language teaching
*   The nature of approaches and methods in language teaching

B. Language Teaching Methods

- The Oral Approach and Situational Language Teaching
- The Audiolingual Method
- Task-Based Language Teaching (TBLT)
- Brief Introduction to ESP
- Total Physical Response
- Communicative Language Teaching
- Multiple Intelligences
- Competency-Based Language Teaching
- Cooperative Language Learning
- Content-Based Instruction
- The Lexical Approach
- The post-methods era

C. Topics in Language Teaching

- The role of teachers' beliefs in shaping language teaching
- Principles to carry out observations
- The learning process
- Strategy-based instruction
- Lesson planning
- Different types of grammar
- Communicative games for the teaching of grammar
- Classroom management

V.   Evaluation. Refer to the requirements of each evaluation activity below*.

Criteria	Percentages
A. Teaching Methods Presentation	25
B. Teaching Method Application	15
C. Lesson Plan analysis	25
D. Research Project	25
E. Forum Discussions	10

VI.   Methodology

This virtual-course success depends on the individual and collective analysis, reflection, collaboration, negotiation, and feedback provision of all of its participants. Furthermore, the class sessions are designed considering the objectives of the course, the students' needs, and the facilitator's guidance in order to create a healthy environment of teaching-and- learning improvement.

The sessions will consist of a series of synchronous and asynchronous activities designed to aid the participants in successfully achieving the stated objectives while providing theoretical and applicable insight in order to "observe" one's own teaching practice. A reflective attitude and a responsible behavior are, then, a must.

All of the course documents, session guidelines, activity materials, and announcements will be posted in Mediación Virtual. Furthermore, in order to reflect on and analyze the content presented during the synchronous and asynchronous activities, the participants will be involved in creating/watching/listening videos and audios, preparing shareable documents, participating in forums, and providing and receiving feedback.

VII. Class Norms

1. As a courtesy to all, please turn off your cell phones and be very attentive during the sessions.
2. No late assignments or make-up exams are allowed. In case there is a technical problem or any other situation that prevents the participants from completing the assignments on time, the corresponding justification and evidence of the situation must be presented as soon as possible.
3. Assigned readings must be completed before class.
4. You are expected to contribute to class discussions. Your active participation in class discussions and group activities will make your experience richer and more enjoyable.
5. In all oral and written tasks, the use of language will be evaluated. Therefore, you must proofread and edit all your work carefully. In each assignment, 70% of your grade corresponds to "content" and 30%*** to "correct use of the language."
6. All work must be word-processed and conform to guidelines and instructions provided.
7. All students are expected to give classmates feedback on their work. Guidelines for giving feedback will be discussed before presentations.

General Information about main assignments*

*More detailed guidelines will be provided for these and for all other assignments.
**All the aspects related to task content will be assessed using the following criteria:

Full Credit/ Very Good	Partial Credit/ Good	Partial Credit/ Regular	No Credit/ Poor
High-quality of work was presented. There is an evident mastery of the content studied in the course. All of the requirements of the task were fulfilled.	High-quality of work was presented, but there are a few gaps in the mastery of the content studied in the course. Most of the requirements of the task were fulfilled.	Low quality of work was presented. However, there is evidence of some mastery of the content studied in the course. Few of the requirements of the task were fulfilled.	Very-low quality work was presented. There is no mastery of the content studied in the course. Almost none or none of the requirements of the task were fulfilled as indicated in the instructions. Nothing was presented.

***The 30% for language use will be translated into points according to the total point value of each assignment.

A. Teaching Method Presentations (Individual or pair work)	*This task consists of your 1) planning and 2) carrying out a webinar explaining the most relevant aspects of a teaching method.* 1. You will be in charge of leading a teacher-training webinar focused on one of the specific language teaching methods or approaches included in the contents. You will be expected to become an expert in the method/approach and to guide your fellow students in becoming acquainted with its principles and activities.

	2. You will be assigned **40 minutes** of the synchronous session to creatively impart your expertise. The facilitator will conduct a follow-up to your presentation. 3. As part of the presentation, **you must demonstrate or at least thoroughly explain an activity typical of your assigned method or approach**. 4. Before and after the demonstration, implement a variety of techniques to introduce the topic, to present the principles and activities associated with the method, and to use the principles as criteria for your classmates to analyze the activity that you demonstrated. 5. Prepare a one-page summary of your presentation and upload it into the corresponding forum for your classmates to access it. Include a short bibliography of the sources you supported your presentation with. 6. Upload the presentation plan and all materials used in the corresponding link for the facilitator to access them.
B. Lesson Plan analysis (pair work)	*This task will require you to analyze a TBLT sequence.* 1. You will be provided with a TBLT activity sequence. 2. Analyze its characteristics considering the interrelationships between the pre-tasks, main tasks and post tasks: strengths, weaknesses, lacks, gaps, etc. 3. Consider the ESP-objectives stated, the language features and other aspects included in the sequence when carrying out the analysis. 4. The body of your analysis report should not be longer than 5-7 pages. Upload it where indicated.
C. Teaching Method application (individual or pair work)	*This activity will consist of 1) designing a lesson on a teaching Method 2) applying the Method in a class and 3) providing reflective feedback.* 1. Design a lesson based on the Method you presented and carry it out in an English class. Consider the fact that you will be mediating the activity in your actual setting; therefore, design materials and procedures that best fit this environment and contents. 2. Carefully consider the language (vocabulary/structures) and content that the students will need to complete the task successfully. 3. Once you have applied the activity or task in class, you will provide reflective feedback on the experience and the results in class. 4. You are expected to provide an analysis and well-supported evidence of your experience.
D. Research Project (Individual work)	*This activity requires you carry out a research process.* 1. As the first option for the research project, you will conduct a study in an ESP class taught by Practicum students from the Master's in TEFL at UCR. 2. You must follow these steps to complete the task:

	a. Formulate a research question. (Consult Lankshear & Knobel) b. Conduct an in-depth review of the literature. c. Carry out a focused observation. d. Thoroughly analyze the data gathered. e. Describe the limitations of your project. f. Write a final reflection. **Analysis of results:** Present your results in an organized way. Use figures and / or tables. Discuss how what the teachers did during the class matched / differed from the main characteristics of the method. This part must be as objective as possible without any value judgments. If you find differences, speculate as to possible reasons / causes. **Discussion:** Reflect on the following: Did you observe the type of lesson you were expecting? What have you learned from this observation that you could apply to your own teaching? What insights have emerged? Has engaging in this project contributed to enhance your teaching and learning? Why? Has this project made you a better professional? In what way(s)? **ESP Practicum Groups and schedules for focused observations will be posted on mediación virtual**
E. Other Tasks	1. Participation in forums. There will be a specific percentage assigned to them at the moment of instruction delivery, or the total number of these tasks will be counted at the end of the course. 2. These tasks must be completed either during the asynchronous session or as an assignment to be handed on another specified due date.

VI. References

Text book
Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching.* Second Edition. NY: Cambridge University Press.

Base readings
Brown, H.D. (2007). Strategies. In *Principles of Language Learning and Teaching.* White Plains, NY: Pearson Longman, pp. 132–147.

Cook, V. (2008). Learning and teaching different types of grammar. In *Second Language Learning and Language Teaching*. London: Hodder Education, pp. 18-45.

Jacobs, G. M. & Renandya, W. A. (2019). Student Centered Cooperative Learning. In *Student Centered Cooperative Learning: Linking Concepts in Education to Promote Student Learning*. Singapore: Springer, pp. 3-14.

Richards, J. & Lockhart, C. (1997). Exploring teachers' beliefs. In *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press, pp. 29 - 51

Robinson, D.H. (2022). What are learning styles and how did they get started? In *Learning styles, classroom instruction, ad student achievement*. Singapore: Springer, pp. 3-8.

Solís, M. (2007). Reliable and practical guidelines for planning an effective English lesson. *Filología y Lingüística* XXXIII (2) 227-241.

Other Important References

Christison, M.A. (2005). *Multiple intelligences and language learning.* San Francisco: Alta Book Center Publishers.

Duddley-Evans, T. & St John, M.J. (1998). *Developments in English for specific purposes.* NY: Cambridge University Press.

Ellis, R. (2005). *Task-based language learning and teaching.* New York: Oxford University Press.

Haley, M. H. & Austin, T.Y. (2004). *Content-based second language teaching and learning: An interactive approach.* Boston: Pearson Allyn and Bacon.

Herrell, A.L. & Jordan, M. (2008). *50 strategies for teaching English language learners.* New Jersey: Merrill/Prentice Hall.

Holme, R. (1996). *ESP Ideas: Recipes for teaching academic and professional English.* Harlow: Longman.

Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation.* Berkshire: Open University Press.

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

Lewis, M. (1997). *Implementing the lexical approach.* Hove: Language Teaching Publications.

Lewis, M. & Hill, J. (1999). *Practical techniques for language teaching.* Hove: Language Teaching Publications.

Nunan. D. (1999). The learning process. In *Second Language Teaching & Learning*. Boston: Heinle & Heinly Publishers, pp.171-195.

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

Orr, T. (2002). *English for specific purposes.* Virginia: Teachers of English to Speakers of Other Languages, Inc.

Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice.* NY: Cambridge University Press.

Stryker, S.B. & Leaver, B. L. (1997). *Content-Based instruction in foreign Language education.* Washington, D. C.: Georgetown University Press.

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

Wajnryb, R. (1992). *Classroom observation tasks.* NY: Oxford University Press.

Willis, J. (1996). *A framework for Task-Based Learning.* Harlow: Addison Wesley Longman Limited.

Willis, D. & Willis J. (2012). *Doing task-based teaching.* Oxford: Oxford University Press.

Woodward, T. (2001). *Planning lessons and courses.* NY: Cambridge University Press.