Module Description

((Current) Approaches to Learning and Teaching)

General Information			
Title	(Current) Approaches to Learning and Teaching	Type	
Code		ECTS Credits	6
Level	MA students	Semester	Second
Department	English department	Faculty	College of Baic Education
Module Leader	Dr. Tahsin Hussein Rassul	E-mail	tahsin.rassul@su.edu.krd
Academic Title	Asst. Professor	Qualification	
Tutor	/	E-mail	
Peer Reviewer	/	E-mail	
Confirmation Date	Sunday, Feb. 20, 2024		

Relation with other Modules	
Pre-requisites	
Co-requisites	

Module Aims, Learning Outcomes and Indicative Contents	
Aims	Learning Objectives for the MA Course in Applied Linguistics are to: 1. **Understanding Theoretical Foundations:** • Define and differentiate between various language learning approaches, including structuralism, formalism, functionalism, behaviourism, cognitivism, connectivism, humanism, and constructivism. • Examine how each approach influences the organization and learning of language. 2. **Analyzing Language Learning Theories:** • Analyze the foundational theories of language learning within the context of each approach, emphasizing their impact on teaching methodologies. 3. **Connecting Approaches to Methods:**

	- Explore the relationship between language learning approaches and teaching methods, identifying how theories are implemented in practical instructional settings. - Discuss how teaching methods align with and reflect underlying language learning theories. 4. **Exploring Main Principles and Techniques:** - Investigate the main principles and techniques associated with each language teaching method. - Evaluate the effectiveness and appropriateness of these principles and techniques in diverse educational settings. 5. **Comparing and Contrasting Methods:** - Compare and contrast the major language teaching methods, highlighting their strengths, weaknesses, and suitability for different learner contexts. - Identify commonalities and differences in the application of methods. 6. **Critiquing and Evaluating Methods:** - Critically evaluate the advantages and disadvantages of widely used language teaching methods. - Analyze the drawbacks and limitations associated with each method. 7. **Understanding Eclecticism:** - Explore the concept of eclecticism in language teaching, emphasizing the rationale behind combining elements from different methods. - Assess the benefits and challenges of adopting an eclectic approach. 8. **Engaging in Post-Method Era:** - Examine the principles of the post-method era and their implications for language teaching. - Evaluate the role of context-specific considerations in shaping effective language teaching practices.
Learning Outcomes	**By the end of studying this course, …………………..** - Articulate a comprehensive understanding of major language learning approaches. - Apply theoretical knowledge to critically assess and select appropriate teaching methods. - Demonstrate the ability to connect theoretical foundations with practical teaching techniques. - Evaluate the effectiveness of various language teaching methods in diverse educational settings. - Analyze, compare, and contrast language teaching methods based on their principles and techniques. - Formulate informed critiques of the advantages and limitations of widely used methods. - Develop a rationale for adopting an eclectic approach in language teaching. - Discuss the implications of the post-method era for language teaching and learning.

Indicative Contents	

Learning and Teaching Strategies

Instructors' Lectures and presentations, student's presentations in co-teaching sessions with the instructor if required, class discussions, and mainly student-centered.

Delivery

Lecture (hr/w)	3 hours				
Lab. (hr/w)		Practical (hr/w)		Tutorial (hr/w)	
SSWL (hr/sem)					
USSWL (hr/sem)					
Total workload (hr/sem)					

Evaluation

Task	Weight (Marks)	Due Week	Relevant Learning Outcome
Daily Discussion	**5**	By the end of the course	
Seminar Presentation(s)	**10**	Assigned in the course syllabus	
Quiz	**5**	Unexpected time to take	
Task Assignment(s)	**10**	Pre-determined deadline for taking it/ them	
Midterm Exam	**20**	Fixed by the Ministry	
Final Exam	**50**	Fixed by the Ministry	
Total	**100**		

Learning and Teaching Resources		
	Text	**Available in:**
Required Texts	1. **Meyer, M., Volkmann, & Grimm, N. (2022)** Teaching English. 2nd edi. Ischingerweg: Narr &Francke Atempto Verlag GmbH.	Pdf
	2. **Brown, D. & Lee, H. (2015)** Teaching by Principles: An Interactive Approach to Language Pedagogy, 4th Edition. NY: Person Education.	Pdf
	3. **Richards, J. C. & Rodgers, T. S. (2014)** Approaches and Methods in Language Teaching. 3rd edition. Cambridge: Cambridge University Press.	Pdf
	4. **Cruickshank**, D. R, Jenkins, D. B. and Metcalf, K. K. (1999) The Act of Teaching. 4th edition.	Pdf
	5. **Larsen-Freeman, D. (2000)** Techniques and Principles in Language Teaching. 3rd edition. Oxford: Oxford University Press.	Pdf
	6. **Hassaskhah, J. & VAhabi, M. (2014)** English Language Teaching Methodology. Iran: University of Guilan.	Hard copy
Recommended Texts	7. **Lindsay, C. & Knight, P. (2006)** Learning and Teaching English: A course for teachers. Oxford: Oxford University Press.	Pdf
	8. **Davies, P. (2000)** Success in English Teaching. Oxford: Oxford University Press.	Pdf
	9. **Westwood, p. (2008).** What teachers need to know about teaching methods. Australia: ACER Press.	pdf

Delivery Plan (Weekly Syllabus)			
Weeks	**Material to be covered**	**Useful Sources**	**Presenter**
1	Language Teaching Methodology Teaching-(approach, method, and technique) and (approach, design, and procedures). Method comparison and testing	**Hassaskhah, J. & VAhabi, M. (2014)** English Language Teaching Methodology. Iran: University of Guilan. **Richards & Rogers (1986)** Approaches and Methods in Language Teaching. 3rd edition.	**Dr. Tahsin**
2	**Content-Based Instruction (CBI); Content and Language Integrated Learning (CLIL)** For each method, you need to, at least, focus on the following points: • History and Philosophy including its aim(s) • The language view and/ or learning view of the method (How is it related to the theories of language and language learning?) • Basic Features: Its Focus • This Method and Age Suitability • Teacher- or learner-centered? • Input-based instruction or output-based instruction? • Its Advantages • Its Disadvantages • The Method in Practice (a technique must be implemented by the presenter if possible, or else a short video must be shown finally).	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Elaf**
3	**Task-Based Language Teaching and Situational Language Teaching**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Hadeel**

4	**Project-Based Instruction (PBI); Problem-Based Instruction (PBI); and Experiential Learning**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Dana**
5	**Technology-Enhanced Teaching Methods supporting Gamification**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Gashaw**
6	**Multimodal Approaches and Multiple Intelligences**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Rozhgar**
7	**The Lexical Approach; and Functional-Notional Approach**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Sabria**
8	**Cooperative Language Learning / Collaborative Language Learning**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Solin**
9	**Whole Language teaching method; and Andragogy**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Mariam**
10	**Individualized Instruction**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Eman**
11	**Competency-Based Language Teaching**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Shahen**
12	**Strategies-Based Instruction and Neurolinguistic Programming (NLP) Approach**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Roa**
13	**The Post-method Pedagogy (Eclecticism)**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Sumaya**
14	**Reviewing the instructional methods**	**From the list of 'Learning and Teaching Resources.' Or any external references.**	**Group Discussion**