

Language Teaching Methodology: A Minimally Annotated Bibliography

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The following texts have been chosen in answer to the basic question: How can I teach a foreign or second language (particularly English)?

Some of the texts are primarily focussed on theories of language or theories of language learning (*Approach* [see Richards & Rodgers 1982]). Some are primarily concerned with a definition of linguistic or socio-cultural content, or with a specification of the roles of learners/teachers/materials (*Design*). With others, the preoccupation of the writers has been with *Procedure*: descriptions of techniques and practices in formal instructional settings. I have indicated what I perceive to be the relative importance accorded to these three aspects of LTM. An upper-case letter signifies that the importance is greater, a lower-case letter, that it is lesser than in other texts. Prices, if available, were current in 1985. They are in Canadian dollars. American prices should be about 70% of those given. "?" means that I have not seen the book yet.

Who is this bibliography for?

It was written for my graduate class in TESL methodology. The students have all had two undergraduate courses in TESL methodology, but they may have done them ten or more years ago, using textbooks written several years before that. The required text for the course is H.H. (David) Stern's magnificently comprehensive book *Fundamental Concepts in Language Teaching* (Oxford University Press, 1983).

In previous years, I have spent considerable (according to some of my students, too much) time on diachronic TESL methodology. Synchronic methods have often received less time than they should have been given. In the future, I intend to concentrate on just three historical figures (Erasmus, Comenius and Locke), and then cover Stern (1983) during the remainder of the first half of the course.

After mid-term, we will be working with Oller and Richard-Amato's (1983) anthology. The choice of a text to complement Stern was difficult. I considered Blair (1982) and some of the excellent British texts, such as Brumfit and Johnson (1979), or Harmer (1983), which we are currently using in our undergraduate methodology courses, or Littlewood (1981). I settled on my final choice because it is so comprehensive in its coverage of a wide variety of approaches, designs and techniques.

The notional-functional approach, originating in Europe, will be studied with the help of some articles I have collected. Oller's and Richard-Amato's anthology does not provide sufficient information on it for a thorough understanding.

How can I tell if a book will be suitable for my purposes?

There are three degrees of importance assigned to each of the three aspects of a method of language teaching, as defined by Richards and Rodgers (1982). A dash (-), a lower case letter, and an upper-case letter. Obviously, there are many possible

combinations of the three aspects, and their relative importance.

The titles of the books (and their subtitles) are an indication of their content, and the number of pages gives an idea of their depth and breadth of coverage.

The Bibliography

Allen, J.P.B., and S. Pit Corder (Eds.) 1974. *Techniques in applied linguistics*. Vol. 3 of the *Edinburgh Course in Applied Linguistics*. London: Oxford University Press. (366 pp.)

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Asher, James J. 1983 (2nd edition). *Learning another language through actions: the complete teacher's guidebook*. Los Gatos, California: Sky Oak Productions. (over 117 pp., US\$11.95)

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Blair, Robert W. (Ed.) 1982. *Innovative approaches to language teaching*. Rowley, Mass.: Newbury House (257 pp., \$27.45)

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Brumfit, Christopher. 1984. *Communicative methodology in language teaching: the roles of accuracy and fluency*. (166 pp., \$16.40)

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Brumfit, Christopher J., and K. M. Johnson (Eds.) 1979. *The communicative approach to language teaching*. Oxford: Oxford University Press. (243 pp., \$14.70)

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Bryne, Donn. (1980). *English teaching perspectives*. London: Longman. (204 pp., \$14.65)

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Canale, Michael, and Merrill Swain. 1979. *Communicative approaches to second language teaching and testing*. Ontario

Ministry of Education. *Review and Evaluation Bulletins* Vol. 7. No. 5 (80 pp., \$1.50)

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Candlin, Christopher (Ed.) 1981. *The communicative teaching of English: principles and an exercise typology*. London: Longman. (229 pp., \$11.95)

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Celce-Murcia, Marianne, and Lois McIntosh (Eds.) 1979. *Teaching English as a second or foreign language*. Rowley, Mass.: Newbury House. (408 pp., \$27.45)

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Diller, Karl C. 1978. *The language teaching controversy* (2nd ed.). Rowley, Mass.: Newbury House. (174 pp., \$18.85)

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Harmer, Jeremy. 1983. *The practice of English language teaching*. London: Longman. (252 pp., \$16.75)

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Holden, Susan. 1981. *Drama in language teaching*. London: Longman. (132 pp., \$8.70)

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Johnson, Keith. 1982. *Communicative syllabus design and methodology*. Oxford: Pergamon. (230 pp., \$18.00)

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Johnson, Keith, and Keith Morow (Eds.). 1981. *Communication in the classroom: applications and methods for a communicative approach*. London: Longman. (152 pp., \$11.50)

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Kelly, Louis. 1969. *Twenty-five centuries of language teaching*. Rowley, Mass.: Newbury House. (474 pp., \$25.75)

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- Krashen, Stephen D. and Tracy D. Terrell. 1983. *The natural approach: language acquisition in the classroom*. Oxford: Pergamon/San Francisco: Alemany. (191 pp., \$17.93)
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- Littlewood, William. 1981. *Communicative language teaching: an introduction*. Cambridge: Cambridge University Press. (108 pp., \$16.40)
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- Livingstone, Carol. 1983. *Role play in language learning*. London: Longman. (94 pp., \$9.20)
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- Mackey, William Francis. 1965. *Language teaching analysis*. London: Longman. (554pp.)
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- Maley, Alan, and Alan Duff. 1982. *Drama techniques in language learning*. 2nd ed. Cambridge: Cambridge University Press. (234 pp., \$16.40)
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- Moorwood, Helen. 1978. *Selections from Modern English Teacher*. London: Longman. (108 pp., \$14.65)
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- Oller, John W. Jr., and P. A. Richard-Amato (Eds.). 1983. *Methods that work: a smorgasbord of ideas for the language teacher*. Rowley, Mass.: Newbury House. (440 pp., \$29.15)
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- Paulston, Christina B., and Mary N. Bruder. 1976. *Teaching English as a second language: techniques and procedures*. Cambridge, Mass.: Winthrop. (255 pp.)
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- Raimes, Ann. 1983. *Techniques in teaching writing*. New York: Oxford University Press. (164 pp., \$7.35)
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- Rivers, Wilga M., and Mary S. Temperley. 1978. *A practical guide to the teaching of English as a second or foreign language*. New York: Oxford University Press. (399 pp., \$15.95)
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- Savignon, Sandra. 1983. *Communicative competence: theory and classroom practice; texts and contexts in second language learning*. Reading, Mass.: Addison-Wesley. (322 pp., \$24.80)
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- Stevick, Earl W. 1980. *Teaching Languages: A way and ways*. Rowley, Mass.: Newbury House. (304 pp., \$25.75)
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- Stevick, Earl W. 1982. *Teaching and learning languages*. Cambridge: Cambridge University Press. (215 pp., \$16.40)
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- White, Ronald V. 1983. *The English teacher's handbook*. London: Harrap.
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- Willis, Jane. 1981. *Teaching English through English: a course in classroom language and techniques*. London: Longman. (192 pp., \$16.75. Cassette \$22.00)
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- Winitz, Harris (Ed.). *The comprehension approach to foreign language instruction*. Rowley, Mass.: Newbury House. (307 pp., \$25.75)
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About the Author

Dr. Palmer Acheson has been involved in the teaching (and learning) of languages for over twenty years on four continents. Over the past decade, at Concordia University in Montreal, and elsewhere in Canada, he has trained many hundreds of teachers in the methods of teaching English as a second language.