

The Effect of Teaching Methodology on the Performance in Tense-Aspect Contextualized and Decontextualized Activities

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ABSTRACT

This study investigates the effect of three different teaching methods (Traditional; LdL (learning through teaching) and a Five-Stage Method (Willis, 2003)) on university students' performance in contextualized and decontextualized tense-aspect activities. The aim is to investigate whether the method of teaching affects knowledge of tense forms in activities with and without context. For this purpose, undergraduate students (N=108) majoring in English Language and Literature at the South East European University (SEEU), Tetovo, North Macedonia were pre- and post-tested at the beginning and end of the 15-week instructional period. The results revealed that all three groups significantly improved during the training period with a clear advantage of the Five-Stage group over the LdL and the Traditional group in contextualized and decontextualized tense-aspect activities. (This paper is a part of my PhD dissertation "The Effects of Teaching Methodology on the Acquisition, Retention and Integration of Tense Forms in Spontaneous Speech" carried out at the Department of English and American Studies, University of Vienna, Austria.)

Keywords: contextualized and decontextualized activities; five-stage method; LdL method; traditional teaching method; tense-aspect system