

Approaches, Methods, and Techniques in English Language Teaching: A brief history

7th International ELT conference: “CLIL and ELT:
Changing English, Changing Content”
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Presenter: Dr. Andre’ L. Boyer



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ENGLISH
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*The World is
Your Classroom*

Approaches, Methods, and Techniques in English Language
Teaching:
A brief history

- ❖ Introduction
- ❖ Overarching view
- ❖ Categories
- ❖ Conclusion

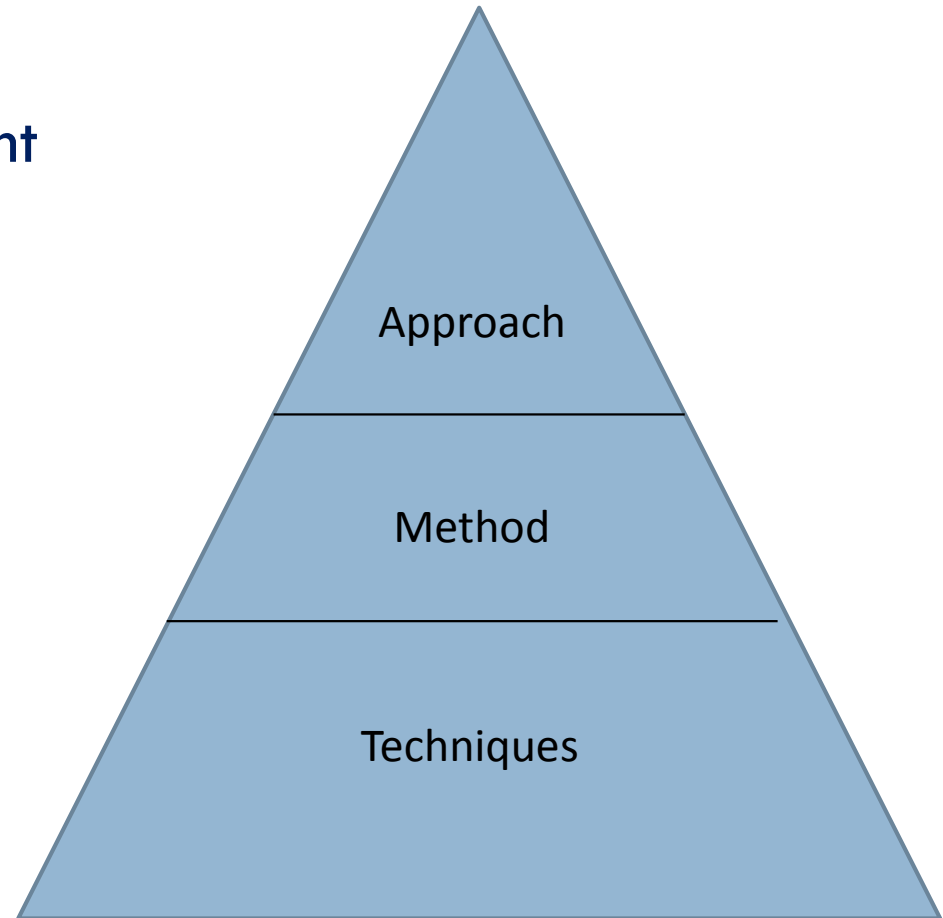
On the
Agenda



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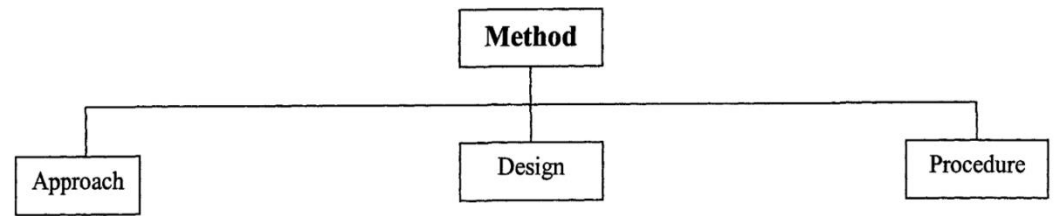
□ Introduction

- 1880s, professionals sought ways to teach
- Approach, Method, and Techniques



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- a. A theory of native language**
 - an account of the nature of language proficiency
 - an account of the basic units of language structure
- b. A theory of the nature of language learning**
 - an account of the psycholinguistic and cognitive processes involved in language learning
 - an account of the conditions that allow for successful use of these processes

- a. The general and specific objectives of the method**
- b. A syllabus model**
 - criteria for the selection and organization of linguistic and/or subject-matter content
- c. Types of learning and teaching activities**
 - kinds of tasks and practice activities to be employed in the classroom and in materials
- d. Learner roles**
 - types of learning tasks set for learners
 - degree of control learners have over the content of learning
 - patterns of learner groupings that recommended or implied
 - degree to which learners influence the learning of others
 - the view of the learner as processor, performer, initiator, problem solver, etc.
- e. Teacher roles**
 - types of functions teachers fulfill
 - degree of teacher influence over learning
 - degree to which teacher determines the content of learning
 - types of interaction between teachers and learners
- f. The role of instructional materials**
 - primary function of materials
 - the form materials take (e.g., textbook, audiovisual)
 - relation of materials to other input
 - assumptions made about teachers and other learners

- a. Classroom techniques, practices, and behaviors observed when the method is used**
 - resources in terms of time, space, and equipment used by the teacher
 - interactional pattern observed in lessons
 - tactics and strategies used by teachers and learners when the method is being used

Elements and sub-elements of method (Richards & Rodgers 1986)



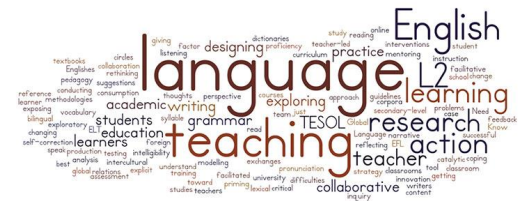
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□ Grammar Translation (GT)

□ 8 Characteristics

- | | |
|------------------------------|----------------------------------|
| ■ 1. Mother tongue | 2. Vocabulary lists |
| ■ 3. Grammar explained | 4. Form and inflection of words |
| ■ 5. Reading classical texts | 6. Grammatical analysis |
| ■ 7. Translation drills | 8. No attention to pronunciation |

□ Easy to develop/score grammar tests



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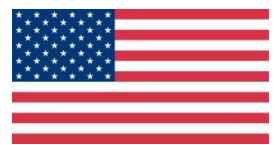
□ Categories

□ Current approaches and methods

- Communicative Language Teaching (CLT)
- Content and Language Integrated Learning (CLIL)
- Whole Language
- Competency Based Teaching (CBT) and the Common European Framework for Reference (CEFR)
- Task-based Language Teaching (TBLT)
- Text-based Instruction (TBI)
- The Lexical Approach
- Multiple Intelligences
- Cooperative Language Learning (CBL)



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□ Communicative Language Teaching (CLT)

□ Six characteristics

- 1. Communicative competence
- 2. Meaningful purpose
- 3. Fluency and accuracy complementary
- 4. Students use the language
- 5. Student-centered
- 6. Teacher is facilitator



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□ Communicative Language Teaching (CLT)

▣ Five Principles

- 1. Learn a language to communicate
- 2. Goals for classroom activities
 - Authentic and meaningful communication
- 3. Fluency is important
- 4. Integration of language skills
- 5. Trial and error

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□ Categories

▣ Alternative 20th Century approaches and methods

- The Natural Approach
- Total Physical Response (TPR)
- The Silent Way
- Community Language Learning
- Suggestopedia



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- Importance of studying Methods
 - 5 Ways to substantiate
 - 1. Reflection
 - 2. Choose a way to teach
 - 3. Knowledge base of teaching
 - 4. Challenge conceptions
 - 5. Expand repertoire



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□ Comparison of approaches and methods

| Chapter and method | Key characteristics | Influence on current language teaching | Teacher role | Learner role | Common classroom activities |
|------------------------------------|---|--|--|-----------------------------------|--|
| 5: Communicative Language Teaching | Focus on meaning, functional aspect of language | Authentic communication | Communication facilitator | Active communicative participant. | Collaborative learning, group/ pair work, and high tolerance for errors. |
| 6: CBI and CLIL | Language and Content | Awareness of students' real-life purpose | Collaborator with subject teachers Learner-Centered | Active creator | Performance oriented activities |
| 14: The Natural Approach | Focus on meaning | Affective Factors | Source of i+1 | Communicative participant | Acquisition activities focused on meaningful information. |

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□ Conclusion

▣ Approaches, Methods, and Techniques

- Provide principled ways to acquire/learn
- Has limitations
- One shoe does not fit all
- Adaptation to meet needs



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□ References

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- Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.



Exit Slip

- What did you like about the presentation?
- What could have been done differently?
- What other comments do you have about the presentation?



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