

Name: _____

Course: _____

Instructor: _____

Communicative Language Teaching (CLT)

A. Introduction

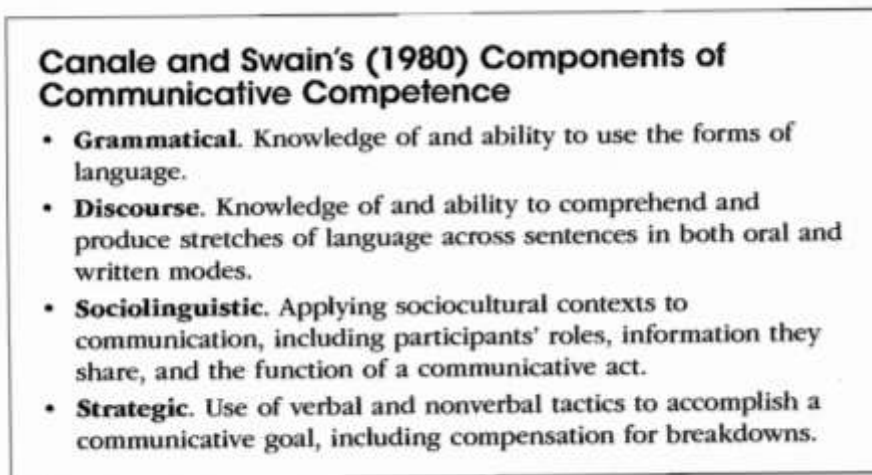
Aims of CLT Approach:

- the goal of language teaching is communicative competence
- procedures for teaching engages the teaching of the four language skills that acknowledge the interdependence of language and communication

B. Approach

Dell Hymes published an essay on **communicative competence**, which may have been the coining of the now household phrase in SLA.

Canale and Swain (1980) delivered their seminal 50-page treatise on the theoretical bases of communicative competence (CC)



It is an approach that encourages "real-life" communication in the classroom. It aims to develop linguistic fluency, and not just the accuracy that once consumed its methodological predecessors, promoting the class practices

Theory of language

- language as a means of communication => develop "communicative competence" (Hymes, 1972); focusing on the study of language in use including all the functions of language" (Halliday, 1975) and "the ability to use language for different purposes" (Widdowson)
- 4 dimensions of Communicative Competence (Canale & Swain, 1980): grammatical competence, sociolinguistic competence, discourse competence, and strategic competence

Theory of learning

- activities that involve real communication promote learning
- activities in which language is used for carrying out meaningful tasks promote learning (Johnson, 1982)
- language that is meaningful to the learners supports the learning process => meaningful and authentic language use (rather than merely mechanical practice of language patterns)

C. Design

- **Curriculum or instructional objectives:** reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs

- The syllabus

- + The notional-functional syllabus
- + Other syllabus proposals (structures + functions; functional spiral around a structural core; structural, functional, instrumental; functional; notional; interactional; task-based; learner-generated)
- + English for specific purposes

D. Types of learning and teaching activities

- + Make real/authentic communication
- + develop both accuracy and fluency
- + provide opportunities to experiment the language
- + link S, R, L and W skills together
- + be tolerant of learners' errors
- + let students discover grammar rules

Activities focusing on fluency	Activities focusing on accuracy
<ul style="list-style-type: none">● reflect natural use of language● achieve communication through the negotiation of meaning● require meaningful use of language and the use of communication strategies● produce language that may not be predictable● link language use to context	<ul style="list-style-type: none">● reflect classroom use of language● focus on the correct examples of language● practice language out of context and with small samples of language● do not require meaningful communication● control choice of language

⇒ **Teacher should use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities.**

⇒ ***Common types in CLT:***

- jig-saw activities (in groups, fit the given pieces together to complete the whole)
- task-completion activities (puzzles, games, map-reading, use one's language resources to complete a task)

- information-gathering activities (surveys, interviews, use their linguistic resources to collect info)
- opinion-sharing activities (compare values, opinions, beliefs)
- information- transfer activities (take info that is presented in one form and represent it in a different form)
- reasoning gap activities (from given info, derive new info by a process of reasoning)
- role plays

E. Learner roles and teacher roles

Learners = negotiators

Teachers = co-learners, facilitators, organizers of resources and students' interactional practices, researchers and needs analysts, counselors

F. Procedure

Pre-communicative activities: + Structural activities (introducing teaching points in meaningful contexts)

+ Quasi-communicative activities (focusing on how the language is used)

Communicative activities: + Functional communication activities (practicing language use from controlled to freer tasks)

+ Social interaction activities (conversation and discussion sessions, dialogues, role plays, simulations, skits, improvisations, debates, etc.)

G. Criticisms of CLT

+ promotes fossilization

+ not applicable in different cultures of learning

+ reflects “native-speakerism” and “ a Western-based top-down approach to innovation”

=> The authenticity implied in CLT continues to pose challenges for non-native speaking teachers whose own ability is less than fluent (Kramsch, 2006; Kumaravadivelu, 2006a).

A related criticism of CLT centered on its "Western" origins and questions about its relevance in non-Western cultures, especially those in which nondirective, student-centered cooperative learning might be quite alien (Bax, 2003; Harmer, 2007).

Another issue involves the frequent mismatch between CLT goals and standardized testing, in which the latter does not always successfully incorporate communicative features (McNamara & Roever, 2006).

Name: _____ Class: _____

Content-based Instruction (CBI) and Content and Language Integrated Learning (CLIL)

Definitions

CBI: a language teacher teaching through English or co-teaching with a content teacher or a content teacher teaching a course for ESL learners

CLIL: a content teacher teaching content through English but also involving content from subjects being used in language classes

Approach:

- Language = means of understanding content rather than as an end in itself
- CBI and CLIL reflect and support learners' needs for learning a second language
- Content activates both the cognitive and the interactional processes for second language learning

Theory of language

- Lexis is central in integrating language and content. (subject-specific vocabulary is a strand of CBI and CLIL)
- Grammar is a resource for communicating content. Grammatical progression is based on the demands of content rather than in terms of grammatical difficulty.
- Language is text and discourse-based and draws on integrated skills. CBI and CLIL seek to integrate language, knowledge and thinking skills.

Theory of learning

- Comprehension is a condition for second language learning to occur. Teacher modifications include a slower rate of speech, adjusting the topic, emphasizing key words/phrases, using repetition, modelling, paraphrasing and giving examples, definitions and synonyms to facilitate comprehension.
- Negotiation of meaning plays an important role in understanding content (through several exchanges, one speaker may expand on what the other said, one speaker may provide words/expressions the other needs, one speaker may ask questions to clarify what another says).
- Learning is facilitated by corrective feedback. There are six types of feedback and their functions:

Clarification request	Indicate that an utterance has not been heard or understood
Explicit correction	Provide of the correct form

Recast	Implicit correction of an utterance by means of reformulation
Elicitation	Direct elicitation of the correct form by asking for completion
Repetition	Repetition of the error with rising intonation
Metalinguistic feedback	Reference to the correctness of the student's utterance without providing the correct form

- Learning of both content and language is facilitated by dialogic talk.

- Prior knowledge plays an important role in CBI. (the chance to activate relevant background knowledge)

- Scaffolded learning = “the temporary assistance by which a teacher helps a learner know how to do something so that the learner will be able to complete a similar tasks alone” (Gibbons 2002)

Design

Objectives

CBI	CLIL
<ul style="list-style-type: none"> ▪ To activate and develop existing English language skills ▪ To acquire learning skills and strategies that could be applied in future language development ▪ To develop general academic skills application to university studies in all subject areas ▪ To broaden students' understanding of English-speaking people (Brinton, Snow & Wesche, 1989)	<ul style="list-style-type: none"> - Content: multiple perspectives for study, prepare for future studies, skills for working life, access subject-specific knowledge in another language - Language: improve overall target language competence, develop oral communication skills, deepen awareness of both L1 and L2, develop self-confidence as a language learner, introduce the learning and use of another language (Coyle, 2010)

The syllabus :- Total and partial immersion are more content-driven courses; topic and theme-based language classes are more a language-driven approach.

- A conventional language syllabus may provide the core structure and content used to provide an additional support for language development. However, assessment may be based on language proficiency.

Types of learning and teaching activities

Stoller and Grabe (1997)	Crandall (2012)	Mehisto, Marsh and Frigolos (2008)
<ul style="list-style-type: none"> ➤ language skills improvement ➤ vocabulary building ➤ discourse organization ➤ communicative interaction ➤ study skills ➤ synthesis of content materials and grammar 	<ul style="list-style-type: none"> ➤ activities that involve co-operative, task-based, experiential, and project-based learning ➤ use language to perform different tasks and construct and reflect on new meaning through oral and written discourse 	<p><i>CLIL</i> involves an extra focus on student interests; peer-cooperative work and fostering of critical thinking; fostering the learning of content and provide increased forums for discussing and communicating about content to support language learning => noticing and awareness-raising activities</p>

Learner roles: autonomous and collaborative learners (may be a challenge for more whole-class or independent learning and teaching modes); active interpreters of input; sources of content and joint participants in the selection of topics and activities (students may be overwhelmed by the quantity of new information and need extra help)

Teacher roles:

CBI	CLIL
<p>-familiarize with unfamiliar content and have to develop their own courses or adapt materials , selecting and adapting authentic materials</p> <p>- student needs analyst to create learner-centered classrooms</p>	<p>- modify the language using in teaching content through a second language</p>
<p><u>Essential skills:</u></p> <ul style="list-style-type: none"> ▪ Vary the classroom instruction format ▪ Use groupwork and team building techniques ▪ Organize jigsaw reading arrangements ▪ Define the background knowledge and language skills required ▪ Help students develop coping strategies ▪ Use process approaches to writing ▪ Use appropriate error correction techniques ▪ Develop and maintain high levels of student esteem 	

The role of instructional materials: the use of both authentic and adapted oral and written subject matter materials that are motivating and appropriate to the cognitive and language proficiency level of the learners... Applications include using materials for demonstrations, visuals, charts, graphic organizers, outlines, chunks, pre-teaching vocabulary, and establishing background information.

Contemporary models of CBI and CLIL

CBI Courses (appropriate for university courses)	CLIL
<p><u>Theme-based model:</u></p> <ul style="list-style-type: none"> - organized around themes and topics, taught by a language teacher or a team <p><i>An example of teaching procedures:</i> a general theme/ topic involves all skills for two weeks of integrated classroom work:</p> <ul style="list-style-type: none"> + topic introduction through a reading + vocabulary developed through guided discussion + audio/video materials on the same topic used for listening comprehension + written assignments integrating information from several sources - teacher-generated materials 	<p>“CLIL is flexible where topics and subjects – foreign languages and non-language subjects- are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes ...” (Coyle, 2006)</p> <p><u>Primary school (ages 5-12) CLIL courses:</u></p> <ul style="list-style-type: none"> ❖ Confidence building: an introduction to key concepts <p>e.g: 15 hours of learning time with class-based communication with learners in another country on <i>a theme-based module</i> on climate change</p> <ul style="list-style-type: none"> ❖ Development of key concepts and learner autonomy <p>e.g: 40 hours of learning time including trans-languaging using bilingual materials on <i>a subject-based learning</i>, where subject and language teacher work together</p> <ul style="list-style-type: none"> ❖ Preparation for a long term CLIL program <p>e.g: <i>an interdisciplinary approach</i> with a set of subjects from the natural sciences where learners are prepared for in-depth education. Subject and language teacher work together</p>
<p><u>Sheltered model:</u></p> <ul style="list-style-type: none"> - taught by a content-area specialist to a group of ESL students - The instructor chooses texts of a suitable difficulty level for the learners and accommodate the learners’ language capacities 	<p><u>Secondary school (ages 13-18) CLIL courses:</u></p> <ul style="list-style-type: none"> ❖ Dual- school education: Schools in different countries share the teaching of a specific course or module (using Internet) ❖ Bilingual education ❖ Interdisciplinary module approach taught through teachers of different disciplines ❖ Language-based projects mainly taught by language teachers ❖ Specific domain vocational CLIL
<p><u>Adjunct model:</u></p> <ul style="list-style-type: none"> - Students are enrolled in two linked courses, one a content course and one a language course with mutually coordinated assignments, often focusing on the language and vocab of academic subjects and study skills 	
<p><u>Skills-based model:</u></p> <ul style="list-style-type: none"> - a focus on a specific academic skill area, linked to concurrent study of specific subject matter <p>e.g: for academic writing, students write a variety of forms to demonstrate understanding of the subject matter and to extend their knowledge. Then, integrating with other skills and materials growing from the core material</p>	

THE LEXICAL APPROACH

“The Lexical Approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often multi-word prefabricated chunks. The lexical approach is a way of analysing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words and chunks formed by collocations and fixed phrases.” (Schmitt 2008)

Approach

Theory of language

- Language is a system of structurally related elements for the coding of meaning, especially multi-word units as “chunks” or memorized patterns.
- Language ability requires not only the ability to produce language through syntactic generation but also the ability to use lexical chunks in appropriate situations.

Theory of learning

- Encountering new language items on several occasions is a necessary but sufficient condition for learning to occur.
- Noticing lexical chunks or collocations is a necessary but not sufficient condition for “input” to become “intake”.
- Noticing similarities, differences, restrictions, and examples contributes to turning input into intake
- Language production is the product of previously met examples, not formal rules.
- Learning of chunks takes place through incidental learning and through direct instruction. Thus, it includes noticing, cognitive processing, exposure, and comparisons with L1.

Design

Objectives: **Lexical Approach** can be used in conjunction with other approaches and methods to develop learners’ awareness and use of lexical chunks as an important feature of naturalistic language use.

The syllabus includes an organized record of chunks learners have encountered in different written and spoken texts with direct teaching of the chunks

e.g: COBUILD English Course (Willis and Willis 1989) with the attention to word patterns derived from the computer analysis ; the Touchstone series (McCarthy, McCarten, and Sandiford 2005)

Types of learning and teaching activities

<p>Awareness activities (facilitating the noticing of chunks) allow students to use corpora and access chunks in the online/computer corpus to see how words actually behave in authentic texts with:</p> <ul style="list-style-type: none"> + directive activities “where learners get hands-on experience of using a corpus through guided tasks or through materials based on corpus evidence + inductive activities “relies on an ability to see patterning in the target language and to form generalisations about language form and use” 	<p>Training in text chunking asks students to highlight or underline the word strings in an authentic text. Then, they compare to their peers or check with the teacher. They can also consult dictionaries or online sources.</p>
<p>Memory-enhancing activities consist of thinking about a term’s spelling, pronunciation, grammatical category, meaning, associations with other words, and its formation of visual and motoric images related to the meaning of the term.</p>	<p>Retelling lets students summarize or retell what they have read but attempt to use the same chunks that appeared in the text.</p>

Teacher roles: a language analyst, a familiar user of computer software and corpora, using data-driven activities as the basis for deductive and inductive learning, a major source of learner input, a task facilitator

Learner roles a data analyst constructing his/her own linguistic generalizations based on examination of large corpora of language samples taken from “real life”, an active learner to review and practice chunks

Instructional materials include (a) coursebooks that include a focus on multi-word units in the syllabus, such as Touchstones series; (b) corpus-informed materials such as McCarthy and O’dell (2004); (c) corpora (e.g. the Bank of English, part of the Collins Corpus) that can be accessed by teachers and students (a corpus of texts can be used with concordancing software to explore how words and multi-word units are used)

Procedure

1. Students notice chunks and lexical collocations in authentic texts and make records of them in vocabulary notebooks
2. Through activities, students develop strategies for the recognition and recording of chunks in samples of L2 they encounter in and outside class
3. Students are exposed to substantial quantities of listening and reading materials to make them conscious of the chunks

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THE NATURAL APPROACH

“In the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of input.”

Approach

Theory of language

- Language is a vehicle for communicating meanings and messages; “acquisition can take place only when people understand messages in the target language” and “they need to understand input language that includes a structure that is part of the next stage” with the formula “i+1” (Krashen and Terrell)
- Grammatical structure does not require explicit analysis or attention by the language teacher.

Theory of learning

- The Acquisition/ Learning Hypothesis:

Acquisition	Learning
<ul style="list-style-type: none">+ an unconscious process+ the naturalistic development of language proficiency through understanding language and through using language for meaningful communication	<ul style="list-style-type: none">+ a conscious process; needs explicit knowledge about the forms and rules of a language through formal teaching+ the ability to verbalize this knowledge

- The Monitor Hypothesis: Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. Three conditions limit the successful use of monitor: 1. Time: there must be sufficient time for a learner to choose and apply a learned rule 2. Focus on form: the language learner must be focused on the correctness or on the form of the output 3. Knowledge of rules: the performer must know the rules when the rules are simple to describe and they must not require complex movements and rearrangements

- The Natural Order Hypothesis: There is a similar natural order in second language acquisition and errors are signs of naturalistic developmental processes.
- The Input Hypothesis: Relating to acquisition, it is said that people acquire language best by understanding input that is slightly beyond their current level of competence. Clues based on the situation and the context, extralinguistic information, and knowledge of the world make comprehension possible. The ability to speak fluently “emerges” independently in time after the learner built up linguistic competence by understanding input.
- The Affective Filter Hypothesis: Learners must have high motivation, self-confidence and a good self-image with low personal and classroom anxiety to acquire new language. Its implications in teaching are:
 - + As much comprehensible input as possible
 - + Visual aids, exposure to a wide range of vocab rather than study of syntactic structure
 - + Focus on listening and reading, speaking should be allowed to “emerge”
 - + Center on meaningful communication rather than on form; input should be interesting and be given in a relaxing classroom atmosphere

Design

“is for beginners and is designed to help them become intermediates”

Types of learning and teaching activities

- emphasis is on presenting comprehensible input in the target language => Teacher talks focuses on objects in the class and on the content of pictures. Learners are not required to say anything until they're ready (pre-production stage), but they are expected to respond to teacher commands and questions in other ways.
- When students are ready to talk, teacher provides comprehensible language and simple response chances with slow and distinctive talk, asking questions and eliciting one-word answers (from Yes/No questions => either/or questions => questions that can be answered in words) (early-production stage)
- Pair and group work, whole -class discussion led by the teacher

- Command-based activities from TPR, mime, gesture, and using context to elicit questions and answers, situation-based practice of structures and patterns, sharing info to complete a task: role play and games, contribute personal info and opinions and group problem- solving (speech-emergent phase)

Learner roles: a processor of comprehensible input

Teacher roles: - the source of comprehensible input; - creates a classroom atmosphere that is interesting and friendly; - chooses a rich mix of classroom activities

The role of instructional materials: realia, pictures, visual aids, advertisements, books at appropriate levels, games

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TOTAL PHYSICAL RESPONSE

Approach

Theory of language

“most of the grammatical structure of the target language and hundreds of vocab items can be learned from the skilful use of the imperative by the instructor” (Asher, 1977)

Theory of learning

- The bio program: (a) children develop their listening competence before they develop the ability to speak. Thus, learners while listening also make a mental “blueprint” of the language and it makes them produce spoken language later. (b) Children’s listening comprehension is acquired because they are required to respond physically to spoken language from parents’ commands. (c) Speech involves naturally out of a foundation in listening comprehension.
- Brain lateralization: The child language learner, as well as the adult learners, acquires language through motor movement.
- Reduction of stress in language learning

Design

Objectives: teach oral proficiency at a beginning level. Comprehension is a means to teach basic speaking skills. Conversational dialogues are delayed until after about 120 hours of instruction.

The syllabus

- Grammar is taught inductively
- Grammatical features and vocab items are selected according to the situations in which they can be used in the class and used at ease

Types of learning and teaching activities

- Imperative drills are the major classroom activity in TPR for the first 120 hours of instruction to elicit physical actions and activity on the part of the learners.
- Role plays center on everyday situations
- Slide presentations provide a visual center for teacher narration, which is followed by commands and for questions to students.
- Reading and Writing activities may be employed to further consolidate structures and vocab and follow-up to oral imperative drills.

Learner roles listen attentively and respond physically to commands given by the teacher and speak when they feel ready to speak.

Teacher roles

- “ the director of a stage play in which the students are the actors”, decides what to teach, models and presents the new materials, selects supporting materials for classroom use. Classroom interaction and turn taking is teacher-directed.
- “providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language”
- Teacher should refrain from too much correction in the early stages and should not interrupt to correct errors, yet as time goes on, more teacher intervention is expected

Instructional materials common classroom objects (books, pens, cups, furniture etc), pictures, realia, slides, word charts, TPR student kits for specific situations such as the home, the supermarket, the beach, etc. to construct scenes

Procedure

1. Review: a fast-moving warm up with commands such as “ Pete, drive your car around Miako”

2. New commands: These verbs were introduced: “wash” as in “wash you hands/ your face/ your hair”, “hold” as in “hold the book/the cup/the soap”, etc.
3. Other items were introduced: “rectangle” as in “ Draw a rectangle on the chalkboard”, “quickly” as in “ Walk quickly to the door and hit it” , “toothbrush” as in “Brush your teeth” etc.
4. The instructor asked simple questions which the student could answer with a gesture such as pointing (e.g: Where is the toothbrush? [Miako, point to the toothbrush])
5. Role reversal: Students volunteered to utter commands that manipulated the behavior of the instructor and other students
6. Reading and Writing. The instructor wrote on the chalkboard or showed on the slides each new vocab item and a sentence to illustrate it. Teacher spoke each item and acted out the sentence. Students listened and copied the information in their notebooks.

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SUGGESTOPEDIA

Approach

The Natural Approach, a method undergirded by similar principles, was inspired by Asher's (1977) advocacy of a comprehension-based approach, but developed somewhat later in the early 1980s. **Krashen and Terrell (1983)** felt that learners would benefit from delaying production until speech "emerges," that learners should be as relaxed as possible in the classroom, and that a great deal of communication and "acquisition" should take place, as opposed to analysis.

The Natural Approach was aimed at **developing everyday language communication skills-conversations**, shopping, listening to the radio, and the like. The initial task of the teacher was to provide **comprehensible input**, that is, spoken language that is understandable to the learner or just a little beyond the learner's level. Learners were not prodded to speak until they feel ready to do so. The teacher was the source of the learners' input and the creator of an interesting and stimulating variety of classroom activities-commands, games, skits, and small-group work.

Criticism:

The most controversial aspects of the Natural Approach were its advocacy of a "silent period" (delay of oral production) and its heavy emphasis on comprehensible input (Gibbons, 1985).

Contributions:

Basing methods on healthy doses of listening to a new L2 eventually prodded SLA researchers to examine the crucial role of input in learning an L2. The deemphasis on nonstop oral production, a reaction to the ALM, helped us to design language courses with carefully structured listening comprehension components. In later proposals for more communicative methods, we saw the importance of meaningful language that students could relate to the real world. And, of course, the anxiety experienced by learners in many language courses was a factor that both methods attempted to reduce.

Theory of language

- the focus of the lesson is a dialogue, supported by music and other soothing accompaniments
- A grammatical item: (a) comes from the text so that the learner's mind remains focused on the drama rather than linguistic structure (b) is brief (c) is incomplete so that there is always more to learn and to be stimulated by challenge

Theory of learning

Authority	People learn best by information coming from an authoritative source. Thus, Lozanov uses a placebo system to teach, which might be yoga, hypnosis, bio-feedback, or experimental science.
Infantilization	a teacher-student relation like that of parent to child. The learners should take part in role playing, games, songs, gymnastic exercises that help to regain self-confidence
Double- planedness	the bright decor of the classroom, the musical background, the shape of chairs, and the personality of the teacher are important as the form of the instructional material itself
Intonation, rhythm, concert pseudo-passiveness	Boredom is avoided through

Classical Method: teacher centered, with memorization of grammatical rules and vocabulary, translations of texts, and written exercises (18-19th century)

Characteristics of the Grammar Translation Method

- Classes are taught in the students' L1.
- Attention is given to lists of isolated vocabulary and grammar rules.
- Reading is given almost exclusive focus, with related grammatical analysis.
- Translation exercises (usually from the L2 to the L1) are performed.
- Little or no attention is given to oral production.

Strengths:

It requires few specialized skills on the part of teachers.

Tests of grammar rules and of translations are easy to construct, can be objectively scored

don't require fluent knowledge of the L2 by the test designer or teacher.

Criticism

Richards and Rodgers (2001) pointed out, "it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (p. 7)

Characteristics of the Direct Method

- Instruction was conducted exclusively (directly) in the L2.
- Oral communication and listening skills were taught in small classes.
- Methodology consisted mainly of modeling and practice. ;
- Everyday, easily identified vocabulary was used.
- Grammar was taught inductively.

the Direct Method did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use.

Richards, J., & Rodgers, T. (2001). Frontmatter. In *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library, pp. I-IV). Cambridge: Cambridge University Press.

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THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING

Introduction: The main characteristics of the Oral Approach

- Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
- The target language is the language of the classroom.
- New language points are introduced and practiced situationally.
- Vocabulary selection procedures are followed.
- Items of grammar are graded following the principle from simple forms to complex ones.
- Reading and Writing are introduced once a sufficient lexical and grammatical basis is established.

Approach

Theory of language

“ Word order, structural words, the few inflexions of English and the content words, will form the material of our teaching” (Frisby, 1957)

“ Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil” (Pittman, 1963).

Theory of learning

“...there are three processes in learning a language- receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill” (Palmer, 1957).

“The fundamental is correct speech habits... The pupils should be able to put the words, without hesitation and almost without thought, into sentence patterns which are correct. Such speech habits can be cultivated by blind imitative drill.”

Design

Objectives

- Accuracy in both pronunciation and grammar is crucial, and errors should be avoided at all costs.
- Automatic control of basic structures and sentence patterns is fundamental to reading and writing, achieved through speech work.

The syllabus

- A structural syllabus is a list of the basic structures and sentence patterns of English, arranged according to their order of presentation.
- Situation refers to the manner of presenting and practicing sentence patterns, encompassing such areas as pictures or realia, actions, and drills.

Types of learning and teaching activities – guided repetition and substitution activities, including chorus repetition, dictation, drills, and controlled oral-based reading and writing tasks. Other oral-practice techniques include pair practice and group work

Learner roles – no control over the content of learning

Teacher roles

The presentation stage	- a language model: setting up situations - a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners
The practice stage	- dealing with: 1. timing 2. oral practice, to support the textbook structures 3. revision 4. adjustment to special needs of individuals 5. testing 6. developing language activities other than those arising from the textbook (Pittman 1963)

The role of instructional materials – a textbook and visual aids (charts, flashcards, pictures, stick figures, etc.)

Procedure

1. pronunciation, separating the words
2. choral and individual imitation
3. revision (to prepare for new work if necessary)
4. presentation of the new structure and vocabulary
5. oral practice (elicitation, using mimes, prompt words, gestures etc. and drilling such as substitution drilling and question-answer drilling) + Correction
6. reading of material on the new structure or written exercises

The PPP lesson format

Presentation	A text, audio or visual is used by the teacher to present the grammar in a controlled situation.
Practice	A controlled practice phase follows where the learner says the structure correctly, using such activities as drills and transformations, gap-fill or cloze activities and multiple choice questions.
Production	The learner transfers the structure to freer communication through dialogues and other activities where there is more than one correct answer.

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THE AUDIOLINGUAL METHOD

“It is these basic patterns that constitute the learner’s task. They require drill, drill, and more drill, and only enough vocabulary to make such drills possible.” (Hockett, 1959)

Approach

Theory of language

- a view proposed by American linguists in the 1950s – “structural linguistics”
- Learning a language = mastering the elements of the language and learning the rules by which these elements are combined
- “Language is speech, not writing... A language is a set of habits...” (quoted in Rivers, 1964)

Theory of learning

- Behaviorism: The human being is capable of a wide repertoire of behaviors, depending on three crucial elements in learning: a stimulus to elicit behavior, a response triggered by a stimulus and reinforcement to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of it in the future
- Foreign language learning is a process of mechanical habit formation (giving correct responses, memorizing dialogues and performing pattern drills => good habits, the automatic production and comprehension of utterances are formed)
- Aural-oral training is needed to provide the foundation for the development of other language skills.
- Grammar should be taught inductively and drills should be used to form correct analogies.
- The meanings can be learned only in a linguistic and cultural context, not in isolation.

Design: a return to speech-based instruction with the primary objective of oral proficiency and the dismissal of grammar and literature study

Objectives:

Short-range objectives	Long-range objectives
Training in listening comprehension, accurate pronunciation, recognition of speech symbols and ability to produce these symbols in writing	"must be language as the native speaker uses it... "

- Focus on oral skills in the early stages and gradually link to other skills
- Oral proficiency = accurate pronunciation and grammar and the ability to respond quickly and accurately in speech situations
- Oral fluency is the aim of teaching listening comprehension, pronunciation, grammar and vocab
- Reading and Writing might be taught but they are dependent on prior oral skills

The Syllabus:

- a linguistic, or structure-based, approach to language teaching with the presentation of phonology, morphology, and syntax
- language skills following the order of Listening, Speaking, Reading and Writing. Listening is a training in aural discrimination of basic sound patterns. When Reading and Writing (which is withheld in early stages) are introduced, students are taught to read and write what they have learned to say orally with a tightly structured approach to the new language items.

Types of learning and teaching activities: Dialogues and drills form the basis of audiolingual classroom practices:

Activities	Descriptions
Repetition	The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.
Inflection	One word in an utterance appears in another form when repeated.
Replacement	One word in an utterance is replaced by another.
Restatement	The student rephrases an utterance and addresses it to someone else, according to instructions.
Completion	The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.
Transposition	A change in word order is necessary when a word is added.
Expansion	When a word is added, it takes a certain place in the sequence.
Contraction	A single word stands for a phrase or clause.

Transformationa	A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect or modality
Integration	Two separate utterances are integrated into one.
Rejoinder	The student makes an appropriate rejoinder to a given utterance.
Restoration	The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and addition to restore the sentence to its original form. He may be told whether the time is present, past or future.

Learner roles – responding to stimuli, imitating accurately to the teacher and having little control over the content, pace or style of learning

Teacher roles – a teacher- dominated method: modelling the target language; controlling the direction and pace of learning; monitoring and correcting students’ performance, varying drills and tasks, choosing relevant situations to practice structures

The role of instructional materials textbooks and printed materials introduced to the student provide the texts of dialogues and cues needed for drills and exercises; tape recorders and audiovisual equipment are used for models for dialogues and drills

Procedure

Step 1	<ul style="list-style-type: none"> - Students (Ss) hear a model dialogue with the key structures. - Ss repeat each line, individually and in chorus with the focus on pronunciation, intonation and fluency. Correction of mistakes is direct. - Ss memorize the dialogue line by line through reading it aloud and without taking a look at the printed dialogue.
Step 2	- Ss act out the dialogue with the changing of some certain key words or phrases
Step 3	- Ss practice certain key structures from the dialogue through a set of drills in chorus and then individually, with minimum grammatical explanation.
Step 4	- Ss refer to their textbook with follow-up reading, writing, or vocab activities based on the dialogue
Step 5	- Ss perform the follow-up activities with further dialogue and drill work

The decline of Audiolingual – unsound language theory and learning theory; Ss are unable to function in real communication; the lessons are boring

Rivers (1964) exposed numerous misconceptions of the ALM and cited its ultimate failure to teach long-term communicative proficiency. We discovered that language was not really acquired through a process of habit formation and overlearning, that errors were not necessarily to be "voided at all costs, and that structural linguistics did not tell us everything about language that we needed to know.

TASK-BASED LANGUAGE TEACHING

General notes

“an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (Van den Branden 2006)

“The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task and the degree of support available.” (Feez. 1998)

“The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” (Nunan, 1989)

Approach

Characteristics of Effective Tasks

- meaning is primary
- there is a communication problem to solve
- there is a relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in terms of outcome

Types of tasks

Task-based teaching makes an important distinction between **target tasks**, which students must accomplish beyond the classroom, and **pedagogical tasks**, which form the nucleus of the classroom activity.

Theory of language

- Language = a means of making meaning; achieving real world goals
- Lexical units (the production and reception of whole phrase units: lexical phrases, sentence stems, prefabricate routines, and collocations) are central in language learning
- Spoken interaction (conversation and dialogic interaction based on a text or task) is the keystone of language acquisition; language use involves integration of skills

Theory of learning

- activate internal acquisition processes by meaning and creativity construction
- teach grammar in meaningful communication, involving form “noticing”
- focus on negotiation of meaning; interaction and communication = scaffolded learning
- increase students’ motivation through authentic language use and relevance to their life
- fine-tune tasks with a wide range of difficulty depending on the pedagogical purposes: focus on the discourse, accuracy, cognitive complexity, fluency or even the use of sets of structures etc.?

How scaffolding in Task-based learning works?

A pedagogical task designed to teach students to give personal information in a job interview might, for example, involve

1. exercises in comprehension of wh- questions with do-insertion ("When do you work at Macy's?").
2. drills in the use of frequency adverbs ("I usually work until five o'clock.").
3. listening to extracts of job interviews.
4. analyzing the grammar and discourse of the interviews.
5. modeling a typical interview protocol.
6. role-playing a simulated interview with students in pairs. While you might be tempted to consider only the ultimate task (#6)

as the one fulfilling the criterion of pointing beyond the classroom to the real world, all of the techniques build toward enabling the students to perform the final technique.

A task-based curriculum

An important criterion in taskbased curricula is pedagogical soundness in the development and sequencing of tasks. The teacher and curriculum planner are called upon to consider communicative dimensions such as goal, input from the teacher, interaction, teacher and learner roles, and assessment (Ellis, 2003; Skehan, 2003; Nunan, 2004, 2014; Kumaravadivelu, 2006b).

Research on task-based learning has pursued the following objectives (Van den Branden, 2006; Samuda & Bygate, 2008; Kim 2009; Robinson, 2011):

- identifying types of tasks that enhance learning (such as open-ended, structured, teacher-fronted, small group, and pair work)

- defining task-specific learner factors (for example, roles, proficiency levels, and styles)
- examining teacher roles and other variables that contribute to successful achievement of objectives
- specifying task complexity

Characteristics of Task-Based language Teaching (TBL)

- Tasks ultimately point learners beyond the forms of language alone to real-world contexts.
- Tasks specifically contribute to the communicative goals of learners.
- Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.
- Their objectives are well specified so that you can at some later point accurately determine the success of one task over another.
- Tasks engage learners, at some level, in genuine problemsolving activity.

Design

Objectives

- adult learners: determine learners' needs => "real world tasks" what domains and situations of language use should focus on
- young learners: aim for classroom dynamic "pedagogical tasks": activities appropriate for their age and socio-cultural experience to let language grow gradually

The syllabus specifies the tasks carried out by learners within a program, linked with content-based or text-based or other types of syllabuses

Types of learning and teaching activities

- 6 task types: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative tasks. (Willis, 1996)
- Pica (1993)

Jigsaw tasks	combine different pieces of information to form a whole
Information gap tasks	one student/group of students has one set of info and another student/ group has a complementary set of info. They must negotiate and find out what the other party's info is
Problem-solving tasks	students are given a set of info or a problem to arrive at a solution
Decision making tasks	Students are given a problem with a set of possible outcomes and they must choose one through negotiation/discussion
Opinion exchange tasks	Students engage in discussion and exchange of ideas to reach agreement

- one-way or two-way exchange of information; convergent or divergent tasks; collaborative or competitive tasks; single or multiple outcomes; concrete or abstract language; simple or complex cognitive processing; simple or complex language (linguistic demands); reality-based or not reality-based tasks

Learner roles

- group participant
- monitor, paying attention to form during the activity (task work + language messages)
- risk-taker (practice in restating, paraphrasing, using paralinguistic signals, guessing from contextual clues, asking for clarification, consulting with other learners, etc.)

Teacher roles

- selector and sequence of tasks
- prepare learners for tasks
- carry out "consciousness-raising" or form-focusing techniques: attention- focusing pre-task activities, text exploration, guided exposure to parallel tasks, use of highlighted materials

- observe and monitor; intervene to unravel the meaning of new words, asking for clarification and confirmation questions, or giving feedback during or after a task based on students' task performance

Instructional materials: books, realia (newspapers, television, Internet), technology

Procedure (Willis, 1996)

Pre-task	Introduction to topic and task	<ul style="list-style-type: none"> • help students understand theme and the task objectives (brainstorm, use pictures, mime, personal experience) • do a pre-task topic-based game (optional) • highlight useful words and phrases • give students preparation time (watch a recording of a parallel task or read a text of the task)
The task cycle	Task	(students carry out tasks in pairs or groups, using as much language as they can) <ul style="list-style-type: none"> • walk around and monitor, help them formulate what they say but not correct all their errors of form (focus on fluency than accuracy and motivate them to achieve the goals of the task)
	Planning	<ul style="list-style-type: none"> • prepare students to report on their tasks • advise students on language and correct their language (peer review for writing, emphasis on clarity/organization/accuracy for public presentation)
	Report	<ul style="list-style-type: none"> • ask some pairs to give reports • comment on the content of their reports but give no overt public correction
	Post-task listening (optional)	<ul style="list-style-type: none"> • let students listen or watch the fluent speakers carry out the task
The language focus	Analysis	<ul style="list-style-type: none"> • set some language-focused tasks, based on the texts or transcripts of the recording students have dealt with in the tasks (find words and phrases from contextual clues, underline and classify the questions in the text; answer comprehension-checking questions; extend on the language points)
	Practice	<ul style="list-style-type: none"> • conduct practice activities as needed based on the language analysis (choral repetition, memory challenge games based on partly erased examples or using lists already on the board for progressive deletion, sentence completion, matching, Kim's game: http://eslgamesbox.com/2013/02/21/kimsgame/)