Digital Work Guide
Course: *Teaching methods*
1. Class topic: Introduction to approaches and methods
2. Objectives: Students should be able to:

- Get familiar with the natural approach, competency-based language teaching and cooperative language learning.

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NOT MANDATORY

CLASS ACTIVITY 1

Read the information about natural approach, competency-based language teaching and cooperative language learning and click on the A or B chart ☐. If you feel so, share ideas with the class next session.

Conventios:

✓ Correct × Wrong

LIVEWORKSHEETS

A ☐ Natural approach B ☐ Competency-based language teaching  Use of languages in communicative situations without recourse to the native language. • Exposure , or input, rather than practice • A prolonged period of attention, learners hear before they try to produce language (Tracy Terrell, 1977) (Stephen Krashen, 1983)	A ☐ Natural approach B ☐ Competency-based language teaching  State or quality of being capable of developing an ability or skill. Focuses on the outcomes or outputs of learning. Skill/abilities for social survival, interactional and transactional real-world task.	A ☐ Natural approach B ☐ Cooperative language learning  Group learning activity so that learning is dependent on the socially structured exchange of information between learners increasing self-learning and of others. (Olsen and Kagan 1992)

LIVEWORKSHEETS

Theory of language

A ☐ Competency-based language teaching B ☐ Natural approach	A ☐ Competency-based language teaching B ☐ Cooperative language learning	A ☐ Cooperative language learning B ☐ Natural approach
		
Communication is seen as the primary function of language Emphasis is placed on the primacy of meaning: Language is viewed as a vehicle for communicating meanings and messages. Acquisition takes place when people understand messages in the target language	Focused on what learners are expected to do with the language. Defines educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course	Nature of language deals with interactive and cooperative perspective. Communication as a primary purpose of language. Speech is organized as conversation: social rules are learnt in conversational interaction.

LIVEWORKSHEETS

Theory of learning

A ☐ Natural approach

B ☐ Cooperative language learning

The acquisition/learning hypothesis:
ACQUISITION: **unconscious process** naturalistic development of language proficiency through **understanding language and using it for meaningful communication.**
LEARNING **conscious process about a language system.**

The input hypothesis:
Relates to **acquisition. People acquire language** best **by understanding input.** The **ability to speak fluently emerges independently** in time.

The monitor hypothesis:
Conscious learning
1 **Time**: sufficient time for a learner to **choose** and **apply** a **learned rule.**
2 **Focus on form**: **focuse on correctness** of the **output.**
3 **knowledge of rules**: The performer **must know the rules.**

A ☐ Cooperative language learning

B ☐ Competency-based language teaching

Functional and **interactional** perspective on the nature of language.

A **medium** of **interaction** and **communication**

Applied to **situations** in which the **learner** has to **fulfill a particular role** with **language skills** which can be predicted or determined for the **relevant context**

Examples of **Language Functions**

- List
- Label
- Analyze
- Restate
- Form a question
- State
- Retell
- Define
- Describe
- Give an example
- Hypothesize
- Paraphrase
- Explain
- Make a connection
- Compare/contrast
- Narrate
- Compose
- Summarize
- Defend
- Justify

A ☐ Competency-based language teaching

B ☐ Cooperative language learning

Role of **social interaction, cooperation, social skills.**

Cognitive development and **critical thinking skills**

Integration of **language with content-based areas**



LIVEWORKSHEETS

Objectives and Syllabus

A ☐ Competency-based language teaching	A ☐ Natural approach	A ☐ Cooperative language learning
B ☐ Natural approach	B ☐ Competency-based language teaching	B ☐ Natural approach
Help beginners become intermediates.  Syllabus Goals for language courses. The purpose of a language course will vary according to the needs of the students.	Develop competences in terms of skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity.  Syllabus How the students can use the language instead of their knowledge about the language. Outcome/output syllabus List of competencies which the course is going to deal with, and these are "typically required of students in life role situations	Foster cooperation, develop critical thinking skills, and develop communicative competence through socially structured interaction activities.  Syllabus Does not assume any particular form of language syllabus, activities from a wide variety of curriculum orientations can be taught via cooperative learning. Thus we find CLL used in teaching content classes, ESP, the four skills, grammar, pronunciation, and vocabulary.

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Materials and activities

A ☐ Competency-based language teaching B ☐ Cooperative language learning Real-world task: activity linked to the field of work and to social survival: Job application and Job interview	A ☐ Cooperative language learning B ☐ Natural approach • Learners are not required to say anything until the feel ready. • The teacher provides comprehensible language and simple response opportunities. • Asking questions and eliciting one-word answers.	A ☐ Cooperative language learning B ☐ Natural approach Create opportunities for students to work cooperatively: Group processing activities, face to face interaction, problem solving.

Roles

A ☐ Cooperative language learning B ☐ Natural approach Teacher: Create a highly structured and well-organized learning environment. Set goals, plan and structure tasks, assign students to groups and roles, and select materials and time Student: Member of a group, work collaboratively, learn teamwork skills, plan, monitor, and evaluate their own learning.	A ☐ Competency-based language teaching B ☐ Natural approach Teacher: Provide positive and constructive feedback, select, design and adapt competency-based activities Student: Active, skillful performer, adapt and transfer knowledge from one setting to another.	A ☐ Cooperative language learning B ☐ Natural approach Teacher: Primary source of comprehensible input, creating meaningful classroom atmosphere Student: Processor of comprehensible input. Pre-production stage: participate without having to respond in the target language. Early-production stage: students respond to questions. Speech-emergent phase: role-play and games.

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Procedure

A ☐ Cooperative language learning B ☐ Natural approach Assigns work to students with at least one good reader in each pair. The students individually research the material they need for their Compositions. The students work together to write the first paragraph of each composition individually on in groups. Students reread each other's compositions and indicate that each composition is error-free.	A ☐ Natural approach B ☐ Competency-based language teaching Start with TPR commands. Use visuals, magazine pictures, to introduce new vocabulary and to continue with activities requiring single word responses. Combine use of pictures with TPR	A ☐ Natural approach B ☐ Competency-based language teaching Initial assessment, Students are placed and grouped on English proficiency level: learning pace and needs. 1. Knowledge and learning competencies 2. Oral competencies 3. Reading competencies 4. Writing competencies

LIVEWORKSHEETS