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

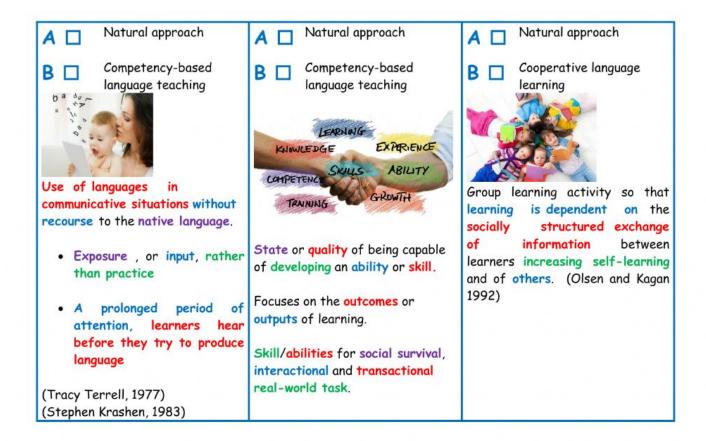
CLASS ACTIVITY 1

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

Conventios:







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

	Theory of learning	
A Natural approach	Cooperative language learning	A ☐ Competency-based language teaching
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	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	B Cooperative language learning Role of social interaction, cooperation, social skills. Cognitive development and critical thinking skills Integration of language with content-based areas
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.	Examples of Language Functions List	

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

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

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