

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.

Conventions:

✓ **Correct** ✗ **Wrong**

<p>A <input type="checkbox"/> Natural approach</p> <p>B <input type="checkbox"/> Competency-based language teaching</p>  <p>Use of languages in communicative situations without recourse to the native language.</p> <ul style="list-style-type: none"> Exposure, or input, rather than practice A prolonged period of attention, learners hear before they try to produce language <p>(Tracy Terrell, 1977) (Stephen Krashen, 1983)</p>	<p>A <input type="checkbox"/> Natural approach</p> <p>B <input type="checkbox"/> Competency-based language teaching</p>  <p>State or quality of being capable of developing an ability or skill.</p> <p>Focuses on the outcomes or outputs of learning.</p> <p>Skill/abilities for social survival, interactional and transactional real-world task.</p>	<p>A <input type="checkbox"/> Natural approach</p> <p>B <input type="checkbox"/> Cooperative language learning</p>  <p>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)</p>
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Theory of language

- A ☐ Competency-based language teaching
 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

- A ☐ Competency-based language teaching
 B ☐ Cooperative language learning



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


- A ☐ Cooperative language learning
 B ☐ Natural approach



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.

Theory of learning				
<div><div>A <input type="checkbox"/></div><div>B <input type="checkbox"/></div></div> <p>Natural approach</p> <p>Cooperative language learning</p> <p>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.</p> <p>The input hypothesis: Relates to acquisition. People acquire language best by understanding input. The ability to speak fluently emerges independently in time.</p> <p>The monitor hypothesis: Conscious learning 1 Time: sufficient time for a learner to choose and apply a learned rule. 2 Focus on form: focus on correctness of the output. 3 knowledge of rules: The performer must know the rules.</p>	<div><div>A <input type="checkbox"/></div><div>B <input type="checkbox"/></div></div> <p>Cooperative language learning</p> <p>Competency-based language teaching</p> <p>Functional and interactional perspective on the nature of language.</p> <p>A medium of interaction and communication</p> <p>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</p> <div><p>Examples of Language Functions</p><table><tr><td><ul style="list-style-type: none">• List• Label• Analyze• Restate• Form a question• State• Retell• Define• Describe• Give an example</td><td><ul style="list-style-type: none">• Hypothesize• Paraphrase• Explain• Make a connection• Compare/contrast• Narrate• Compose• Summarize• Defend• Justify</td></tr></table></div>	<ul style="list-style-type: none">• List• Label• Analyze• Restate• Form a question• State• Retell• Define• Describe• Give an example	<ul style="list-style-type: none">• Hypothesize• Paraphrase• Explain• Make a connection• Compare/contrast• Narrate• Compose• Summarize• Defend• Justify	<div><div>A <input type="checkbox"/></div><div>B <input type="checkbox"/></div></div> <p>Competency-based language teaching</p> <p>Cooperative language learning</p> <p>Role of social interaction, cooperation, social skills.</p> <p>Cognitive development and critical thinking skills</p> <p>Integration of language with content-based areas</p> 
<ul style="list-style-type: none">• List• Label• Analyze• Restate• Form a question• State• Retell• Define• Describe• Give an example	<ul style="list-style-type: none">• Hypothesize• Paraphrase• Explain• Make a connection• Compare/contrast• Narrate• Compose• Summarize• Defend• Justify			

Objectives and Syllabus

A ☐ 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.

A ☐ Natural approach

B ☐ Competency-based language teaching

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

A ☐ Cooperative language learning

B ☐ Natural approach

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**.

Materials and activities		
<p>A <input type="checkbox"/> Competency-based language teaching</p> <p>B <input type="checkbox"/> Cooperative language learning</p> <p>Real-world task: activity linked to the field of work and to social survival: Job application and Job interview</p>	<p>A <input type="checkbox"/> Cooperative language learning</p> <p>B <input type="checkbox"/> Natural approach</p> <ul style="list-style-type: none"> Learners are not required to say anything until they feel ready. The teacher provides comprehensible language and simple response opportunities. Asking questions and eliciting one-word answers. 	<p>A <input type="checkbox"/> Cooperative language learning</p> <p>B <input type="checkbox"/> Natural approach</p> <p>Create opportunities for students to work cooperatively: Group processing activities, face to face interaction, problem solving.</p>

Roles		
<p>A <input type="checkbox"/> Cooperative language learning</p> <p>B <input type="checkbox"/> Natural approach</p> <p>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</p> <p>Student: Member of a group, work collaboratively, learn teamwork skills, plan, monitor, and evaluate their own learning.</p>	<p>A <input type="checkbox"/> Competency-based language teaching</p> <p>B <input type="checkbox"/> Natural approach</p> <p>Teacher: Provide positive and constructive feedback, select, design and adapt competency-based activities</p> <p>Student: Active, skillful performer, adapt and transfer knowledge from one setting to another.</p>	<p>A <input type="checkbox"/> Cooperative language learning</p> <p>B <input type="checkbox"/> Natural approach</p> <p>Teacher: Primary source of comprehensible input, creating meaningful classroom atmosphere</p> <p>Student: Processor of comprehensible input. Pre-production stage: participate without having to respond in the target language. Early-production stage: students respond to questions.</p> <p>Speech-emergent phase: role-play and games.</p>

Procedure		
<p>A <input type="checkbox"/> Cooperative language learning</p> <p>B <input type="checkbox"/> Natural approach</p> <p>Assigns work to students with at least one good reader in each pair.</p> <p>The students individually research the material they need for their Compositions.</p> <p>The students work together to write the first paragraph of each composition individually on in groups.</p> <p>Students reread each other's compositions and indicate that each composition is error-free.</p>	<p>A <input type="checkbox"/> Natural approach</p> <p>B <input type="checkbox"/> Competency-based language teaching</p> <p>Start with TPR commands.</p> <p>Use visuals, magazine pictures, to introduce new vocabulary and to continue with activities requiring single word responses.</p> <p>Combine use of pictures with TPR</p>	<p>A <input type="checkbox"/> Natural approach</p> <p>B <input type="checkbox"/> Competency-based language teaching</p> <p>Initial assessment,</p> <p>Students are placed and grouped on English proficiency level: learning pace and needs.</p> <ol style="list-style-type: none"> 1. Knowledge and learning competencies 2. Oral competencies 3. Reading competencies 4. Writing competencies