

# **A Principles-Based Approach**

## **for English Language Teaching Policies and Practices**

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**TASK** *You will re-read and experiment with the text you have read for this week. It has been chunked and adapted for another, more interactive, reading experience. The instructions for each activity have been highlighted in light blue.*

### ***Introduction: Language Policy and Proficiency Standards***

- **In the following paragraphs, choose the correct option in each case:**

This TESOL white paper introduces the notion of a ..... (PBA) for English language teaching (ELT) ..... and practices.

PBA builds on the current work on ..... policy and practice, but instead of providing a set of ....., it identifies a set of ..... that can help policymakers in diverse contexts develop locally appropriate language policies and practices.

Previous work on the standards in relation to language ..... in a variety of contexts has enabled language ..... and administrators to identify aspects of quality language teaching and delivery to measure the success of their programs against.

However, the development of standards and the application of these standards across varied ..... can be problematic. The application of a set of standards has to be based on assumptions related to the distribution of ....., access to ....., and appropriate .....

In addition, the types of ..... and ..... about learning and teaching that underlie standards are also based on notions of language teaching approaches which espouse “a particular view of the world and [can be] articulated in the interests of unequal ..... relationships” (Pennycook, 1989, pp. 589–590).

- **In the following paragraphs, match the concepts with the corresponding definition in each case:**

Therefore, deciding which **methodology** is most suitable and determining what standards the delivery of these teaching approaches are evaluated against could be an imposition of criteria and **benchmarks** on local **policymakers** and practitioners, who may not find these approaches relevant or successful in their contexts.

**Methodology**

a member of a government department, legislature, or other organization

who is responsible for making new rules, laws, etc

**Benchmark**

a system of ways of doing, teaching, or studying something

**Policymaker**

a level of quality that can be used as a standard when comparing other things

Understanding the limitations that such an imposition might pose in different contexts, with varying capacity for achieving these standards, professional organizations such as the **TESOL** International Association have attempted to collaborate with local ministries of education to develop contextually relevant standards (e.g., Integrating **EFL** Standards into Chinese Classroom Settings series; see Gu, Hughes, Murphey, Robbins, Zemach, & Zhang, 2006). The collaborative development of context-appropriate standards is an important step in developing higher quality language programs in a range of contexts where there is an ever-increasing demand for ELT.

**TESOL**

English as a Foreign Language

**EFL**

Teaching English to Speakers of  
Other Languages; the teaching of English to people whose first language  
is not English, especially in an English-speaking country

**ELT**

English Language Teaching

However, the involvement of TESOL (or other such entities) in developing these standards in such contexts is limited. In addition, standards developed for one context that are taken at face value in other contexts may achieve variable results.

- In the following paragraphs, fill in the gaps. Drag the concepts in the box into the corresponding gap:

sociocultural - consultants - research - practices -

political - enhancing - economic - policies - historical

Ultimately, a set of standards developed to enhance ELT in one context cannot be applied to other contexts. The unique ....., ....., ....., and ..... aspects of each individual country or setting need to be taken into account when developing language ..... and ELT programs and standards appropriate to these contexts. In this respect, local ..... working and developing ..... in these countries are best suited to determine what constitutes effective practices within those countries. Therefore, this TESOL white paper recommends the development of a principles-based approach to influencing and ..... successful and effective ELT ..... and policies.

outcomes - impact - introduces - principles - issues

This white paper ..... a principles-based approach (PBA) for ELT practices and policies. PBA provides a set of six ..... that emerge from a consideration of a range of local and global ..... that relate to, ....., and influence the ELT policies, practices, and ..... in diverse contexts.



## **empowerment - policies - standards - collaboration - conditions - prescriptive**

These principles, which will be discussed in more detail, are ....., relevance, evidence, alignment, transparency, and ..... (CREATE). By considering these principles, various stakeholders will be able mold their own ELT practices and ..... in ways that suit their needs and reflect local ..... and practices. As such, PBA moves away from a ..... approach to language practice and policy and refrains from setting any ..... or universal measures across diverse contexts.

## **implemented - approaches - stakeholders - relevant - outcomes**

Instead, PBA recognizes the need for using different ..... to ensure effective delivery and successful outcomes of ELT practices and policies. To achieve this goal, ..... can use the PBA principles to identify ..... issues, and, by doing so, they can develop local practices and policies that can be easily ..... and that result in achievable .....

This paper will show the need for a PBA and outline a tentative set of principles that may be considered in pursuing a PBA. Follow-up papers will discuss the implementation of this approach.

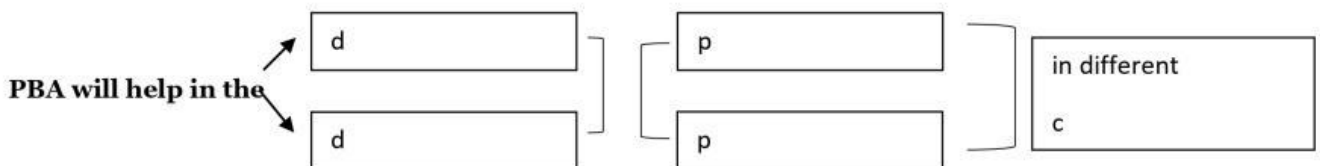
• **Write the concepts in the boxes to create graphic organisers:**

This paper was written to help policymakers, practitioners, researchers, and other stakeholders recognise challenges faced when developing policy and consider how policy is translated into practice.

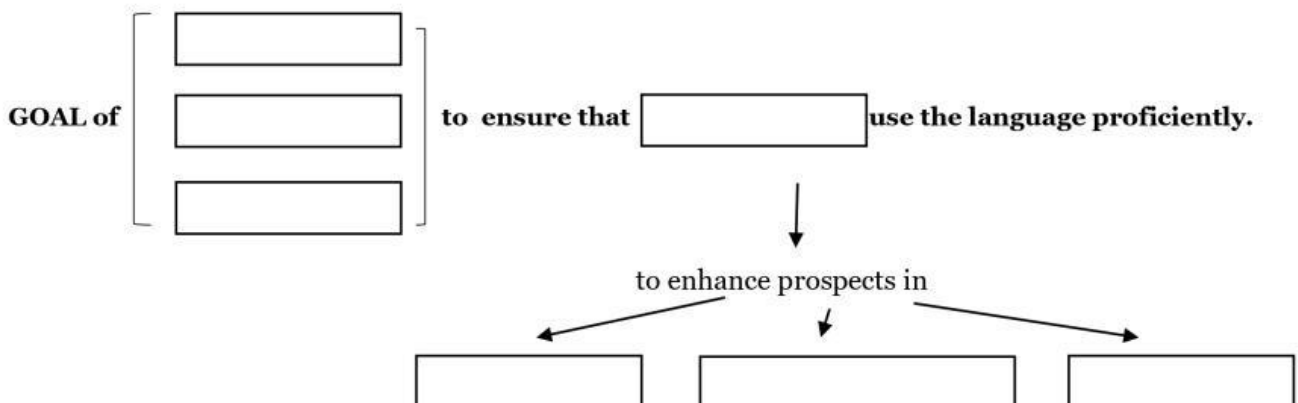
**PEOPLE INVOLVED IN THE PROCESS:**

R	P	P	S
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In doing so, it will demonstrate that a PBA will help them design and deliver more effective policies and practices in a range of contexts.



For the purposes of this paper, we have assumed that the ultimate goal of any government, organization, or institution involved in developing or using language in education policy (in the context of ELT) is to ensure that students can use the language with the proficiency required to enhance their prospects in accessing better opportunities in education, community membership, and employment within their own contexts and/or globally.



Identifying the impact of social, economic, and political forces on policymaking decisions on a macrolevel and the needs of students, teachers, and community members within particular contexts on a microlevel, can enable policymakers, practitioners, and researchers to identify and engage with a range of issues that affect policymaking decisions.

In addition, it can enable policymakers to predict any possible challenges in relation to implementation and to ensure that the process of policymaking takes into account these issues when developing ELT initiatives and interventions.

**CLICK “FINISH” AND SUBMIT YOUR ANSWERS TO**

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