Modern teaching methods and strategies
Part II

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Community language learning

- Students as „whole persons":
- Feelings +
- intellect +
- physical reactions+
- instinctive protection reactions +
- desire to learn
- Based on adult learning theory

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Community language learning

- Adults feel frightened in a new learning situation, so the teacher plays the role of the counselor.

- It is based on C. Rogers (1950) humanistic psychology, the focus is **affective (emotional) domain**. It is client (learner) centered.

- Factors of affective (emotional) domain: empathy, self-esteem, attitude extroversion, inhibition, anxiety, etc.

Language teaching: CLL

- Language process is not a sender-receiver process, it is interactional and communicative. It is a social process.

- Language learning is a holistic approach affective + cognitive factors

- Interaction with peers – symmetrical interaction or learner – knower – asymmetrical ineraction

Principles of CLL

1) The teacher starts a friendly relationship

2) The teacher's explanation brings security, reduces tensions, fosters interaction.

3) Language is for communication.

4) The teacher is caring about the students' limitations and fears. They learn at different paces

5) The teacher and stdents are whole persons – affective + cognitive

Principles of CLL (2)

6) Students have different styles, paces, strategies of learning. The teacher makes the students feel relaxed.

7) The teacher is a counselor. Negative feelings block learning.

8) L1 is a part of learning. Understanding should be guaranteed. Activities should be clear (affective factors).

9) The tasks are given one by one to reduce the barriers.

Principles of CLL (3)

10) Students go from total dependence on the teacher to independence and initiative.

11) Relaxed reflection and thinking forsters the process.

12) Having a choice results in an inner wisdom.

13) Careful listening is necessary to learn to discriminate and to see the differences and similarities.

Principles of CLL (4)

14) Group work and cooperation is preferred to competition.

15) Indirect correction reduces tension.

16) Interaction among the learners leads to trust and less threat.

17) Learning takes place if the task is neither too new, nor too familiar.

18) Thinking about learning experiences is as usefull as reflecting on L2.

19) The syllabus is learner dependent and oriented

Teaching CLL

- It is not fixed, it should be in line with the principles.
- The tests are integrative, no discrete points.
- Self- evaluation is valid.
- Culture and language are inseparable. The teacher and students are from community.They trust each other and the process.

Total Physical Response TPR

- Total Physical Response TPR is a „Comprehension approach".

- The importance is given to Listening Comprehension.

- The idea of comprehension approach comes from child language acquistion.

- Spaking is a natural product of listening.

- Many methods are based on L1 acquisition. Krashen and Terrel's „Natural Approach".

Teaching TPR

- Communication through pictures and words is fostered, but L1 is also used. It is similar to Direct method, but Natural approach uses L1.

- It is based on „Trace theory", the more a memory connection is traced, the storage of memory asociation is easier.

- Tracing and retracing can be both verbal (language) and motor (action). The combination of the two fosters the recall.

Teaching TPR (2)

- TPR is humanistic in saying that gamelike activities reduce stress.

- Language chunks are practiced rather than single items.

- No grammar explanation is given.

- The theory of psychology – Behaviourism. Verbal stimulus – response.

Learning hypotheses of TPR

- Innate bio progamme: listening before speaking (Natural approach) and synchronized with body.

- Affective filter: meaning through movements

- Brain lateralization: motor activities are right bain centered (followig Piaget).

- Students master L2 through right hemisphere motor activities while the left one (the language centre!) is watching and learning

Teaching TPR principles (1)

1) Meaning is transferred through actions. Right brain (non-verbal centre) is involved. Chunks of words are preferred to single words.

2) Listening before speaking.

3) Actions accompany the language the teacher acts first. Students observe and then act.

4) Feeling of success and little anxiety facilitate learning.

5) Correction should be idirect and through action.

Teaching TPR principles (1)

- 6) Novelty of commands can be motivating.

- 7) Language learning should be fun (funny commands)

- 8) Speaking emerges naturally. Learners choose to speak.

- 9) The teacher is tolerant of the errors. Delicate points and details are put off for later and higher levels

Communicative language teaching

- This is a British approach that followed Oral Approach or Sitational Language Teaching (simultaneous with Direct Method)

- The decline of Sitational Language Teaching – similar to Direct Method - was due to Chomsky's influence. In Britain functional and Communicative aspects gained prominence.

- In USA innateness and Generativity of language were important under Chomsky's influence, in Britain communication was important

Language teaching: CLT

- Many methofs claim they are communicative.

- They also say that structure and vocabulary are important.

- Communicative pproach: these are good but not enough for communication.

- Communication includes functions.

- Functions are what we do with the language: *persuade, reject, accept, promise, invite*...

- All these functions take place in a *social context.*

Theoretical background of CLT

- Wilkin's Functional Notional Approach formed the basis of Communicative Approach.

- Functions are what we do with the language, but Notional categories are: *time, sequence, space, quantity, location, frequency*.

- Communicative Approach, Communicative Language Teaching, functional Approach and Notional Functional Approach have almost the same goals.

Language teaching: CLT

- Knowledge of forms, functions and meanings can be positive if they help the learner in the process of the *meaning exchange.*

Two versions of Communicative Approach

1) Weak version (standard): the goal is to provide chances to use English for communication. This is called „*learning to use*" or „*learning for communication*".

2) Strong version: language as communication – using language to learn.

Linguistic vs. Communicative competence

- The linguistic theory behind the communicative Approach Dell Hymes' is communicative competence (1972).

- He thought that Chomsky's linguistic competence is not enough. Linguistic competence does not justify social and functional rules of the language.

- Hymes' competence deals with both knwledge (usage) and use.

Principles of CLT

1) Authentic language in real context (e.g. News for business overview)

2) Ability to figure out somone's intentions: communicative competence

3) Language: a vehicle for communication, not the object for study, but language for communication.

4) One function in different linguistic forms (the aim is to communicate meaning in any possible and suitable form.

Principles of CLT (2)

- 5) Language use at higher levels (supra sentential, text or discourse level).

- NOTE: discourse or communication has 3 elements:

- a) Real comunication (information gap);

- b) Task based activities

- C) Meaningfullness (authenticity)

- In discourse analysis *cohesion* (*physical conectedness*) and *coherence* (*conectedness in meaning*)

Principles of CLT (3)

- 6) The importance of games as real life communication (task based activities)
- 7) Opportunities for self-expression
- 8) Errors as natural outcome of development of communcation skills
- 9) Establishment of situations to promote communication
- 10) Cooperation and team work to negotiate meaning.

Principles of CLT (4)

- 11) Role play as an example of social context (language for communcation).

- 12) Language forms with respect to communcative norms (talking to your boss or talking to your colleague).

- 13) The teacher as an advisor to give guidlines to groups

- 14) A choice about what to say (linguistic competence) and how to say (communicative competence)

Principles of CLT (5)

- 15) Grammar and vocabulary form functions, situational context and roles
- 16) Listening to auhtentic anguage as homework

The goal and roles of the teacher

- **Goal –**

  To develop communicative competence in the learners. Form, function, meaning are all important.

  Role –

  1) Facilitator of the learning process

  2) Manager of classroom activites

  3) Advisor

  4) Communicator

The role of a student

- The learner is an active communicator, engaged in transferring meaning, and a responsible manager of social activites.

Chracteristics of the process (1)

- Usage and use are important
- Activites – role play, problem solving tasks, games – are communication oriented.
- Note: information gap is critical- a real interaction is made to exchange meaning – to reveal unknown information.
- The teacher is the initiator of activities.
- The interaction is basically student-student.

Chracteristics of the process (2)

- Language – form, meaning and function. Culture is part of real communication.

- L1 has almost no role in language Learning process. Communication happens in L2 context.

- The ideal learner is the best communicator.

- Evaluation is informal and happens in the process of acting communicatively. Tests are integrative (e.g. Writing a letter)

Techniques and methods

- Errors of form are tolerated as a natural outcome. Linguistic knowledge is not very critical for communicative ability.

1) Authentic texts

2) Scrambled sentences (cohesion and coherence)

3) Language games (information gap, choice and feedback)

4) Picture strip story (information gap, team work, problem solving, negotiating meaning)

Techniques and methods

- 5) Role play (different social contexts lead to different social roles and each role uses a certain form for a certain function)

Features of teaching/ learning

1) Students are comfortable. Furniture and decoration are important. Music accompanies.

2) Posters displaying grammatical forms are on the walls of the classroom (peripheral learning). New names and biographies, new identities.

3) Vocabulary is emphasized, grammar is dealt with explicitly conscious attention but minimally, Speking is valued.

Features of teaching/ learning (2)

- The teacher is councelor, supportive and caring.
- In the early stages the students design the syllabus, The most important things are understanding and speaking.
- Errors are corrected indirectly.

Content-based, task-based, paticipatory approaches

- These approaches do not focus on form or function.

- They give more importance to process of learning over linguisitc context.

- Here we use „*English to learn*" rather than „*learning to use English*"

- ESP English for specific purposess – is content oriented, or content based

- ESP – integrates language and content. Language items arise from the purpose of communication