



Alternative Approaches and Methods Part 3

-Jack C. Richards and Theodore S. Rodgers

(2001) *Approaches and Methods in Language Teaching*, Cambridge University Press: New York.



Approaches/Methods

- **Multiple Intelligences (MI)**
- **Neurolinguistic Programming**
- **The Lexical Approach**
- **Competency-Based Language**

Teaching



Multiple Intelligences (MI)

Howard Gardner (1985)

- Argued against traditional concept of intelligence (IQ) which believes intelligence is a single, unchanged ability we are born with
- Human intelligence has many dimensions
- All intelligences can be enhanced through training
- Teaching is most successful when learner difference are acknowledged and accommodated in teaching

Multiple Intelligences

- Gardner proposed 8 intelligences:
 - (1) **Linguistic** – ability to use language in special/creative ways (lawyers, writers, interpreters)
 - (2) **Logical/Mathematical** – ability to think rationally (doctors, engineers, scientists)
 - (3) **Spatial** – ability to form mental models of the world (architects, decorators, artists)
 - (4) **Musical** – a good ear for music (singers, composers)



Multiple Intelligences

- (5) **Bodily/Kinesthetic** – being well-coordinated (athlets, craftspersons)
- (6) **Interpersonal** – ability to work well with others (salespeople, politicians, teachers)
- (7) **Intrapersonal** – ability to understand oneself
- (8) **Naturalist** – ability to understand and organize the patterns of nature



Theory of Language and Learning

(IM)

- Language encompasses all aspects of communication – not just linguistics
- Multisensory
- Learning involves the whole person

Design

(IM)

- **Objective:** ??
- **Curriculum:** Not prescriptive, but there are 4 stages
- **Activities:** project work, varied work in cycles
- **Learner Roles:** Student, Personality Developer
- **Teacher Roles:** Curriculum developer, lesson designer and analyst, activity finder or inventor, orchestrator of multiple activities.
 - *Not just a language teacher, but a contributor to the development of the students' intelligences.*
- **Materials:** Unlimited, and varies on the activity



Procedure

(IM)

Varies, but Christison (1997) described 4 basic stages:

- (1) **Awaken the Intelligence**
- (2) **Amplify the Intelligence**
- (3) **Teach with/for the Intelligence**
- (4) **Transfer of Intelligence**

Neurolinguistic Programming (NLP)

John Grinder & Richard Bandler (1970s)

- Not developed with language teaching in mind
- The focus is on one's sense of self-actualization and self-awareness

Theory of Language and Language Learning

(NLP)

- Neuro – Beliefs about the brain and how it functions or how we experience the world through our 5 senses
- Linguistic – theory of communication (verbal/nonverbal) including functional, interactional and psycholinguistic view of language
- Programming – Observable pattern of thought and behavior with a focus on the positive

Design

(NLP)

- *4 key principles for NLP:*

- (1) **Outcomes:** The goal or ends. Knowing what you want helps you achieve it.
- (2) **Rapport:** Maximizing similarities and minimizing differences between people at the nonconscious level - “Establish rapport with yourself and then with others”
- (3) **Sensory Acuity:** Noticing what another person is communicating, consciously and nonverbally. - “Use your senses. Look at, listen to and feel what is actually happening.”
- (4) **Flexibility:** Doing things differently if what you are doing is not working. - “Keep changing what you do until you get what you want.”

Design

(NLP)

- *13 presuppositions that guide the application of NLP regardless of the method the teacher is using:*
 - (1) Mind and body are interconnected: Each affects the other
 - (2) The map is not the territory: We all have different maps of the world.
 - (3) There is no failure, only feedback... and a renewed opportunity for success
 - (4) The map becomes the territory: What you believe to be true either is true or becomes true.
 - (5) Knowing what you want helps you get it



Design

(NLP)

- (6) The resources we need are within us.
- (7) Communication is nonverbal as well as verbal
- (8) The nonconscious mind is benevolent
- (9) Communication is nonconscious and conscious
- (10) All behavior has a positive intention
- (11) The meaning of my communication is the response I get
- (12) Modeling excellent behavior leads to excellence
- (13) In any system, the element with the greatest flexibility will have the most influence on that system.



Procedure

(NLP)

- (1) Guided fantasy to help students be aware of a grammatical structure
- (2) Students relax, close their eyes and “go inside.” Once inside they listen to a teacher-produced fantasy.
- (3) After listening, students are asked to describe how they are feeling
- (4) Ask student to describe the cause of the way they feel
- (5) Put a poster on the wall with the sentence “I have eaten a biscuit”
- (6) Students write on the posters how they feel in each situation.



The Lexical Approach

- Based on the belief that lexis is the foundation for learning a language
- Grammar is not central
- Lexical “chunks” or formulaic speech is practiced
 - Language is not created; it is reproduced.

Theory of Language and Language Learning (Lexical Approach)

- Language is not created; it is reproduced.
 - Prepackaged phrases
- Massive amounts of “language input” is necessary (Krashen)
- Language production is the result of previously met examples, not formal rules
- Contrastive Analysis
 - Concentration on items which have no direct equivalence in L1 (Bahns, 1993)

Design

(Lexical Approach)

- **Objective:** Varies
- **Curriculum:** Word frequency determines the content of the course. “The 700 most frequent words of English account for around 70% of all English text” (Willis, 1990)
- **Activities:** Vocabulary teaching activities, Corpus Analysis
- **Learner Roles:** Discoverer, Data/Discourse Analyst
- **Teacher Roles:** Model, Organizer of the technological system, Provider of scaffolding
- **Materials:** Texts, tapes, Online Corpora

Procedure

(Lexical Approach)

- The procedure varies depending on materials used.
- Draw the students' attention to lexical collocations
- Enable learner to discover collocations themselves
- *“Not only should they notice common collocations in the texts they meet, but more importantly, they should select those collocations which are crucial to their particular needs” (Woolard, 2000).*



Competency-Based Learning

1970s - Present

- An educational movement that focused on the outcomes or outputs of learning as opposed to the inputs.
- Basis for work-related and survival-orientated language programs
- Closely related to the “standards” movement in teaching in the USA

Theory of Language and Learning

(CBLT)

- Functional view – Language form can be inferred from language function
- Interactional view – Language is always a medium of interaction and communication between people
- Mosaic approach to learning – The “whole” is constructed of smaller parts

Design

(CBLT)

- **Objective:** Competency
- **Curriculum:** based on a list of competencies
- **Activities:** Real-world tasks designed to achieve a certain competence
- **Learner Roles:** “the learner knows exactly what needs to be learned” and decides if it is relevant to him/her
- **Teacher Roles:** “Cognitive Guide” - provide positive/constructive feedback and give clear orders/explanations
- **Materials:** sample texts and assessment tasks that provide examples of texts and assessment tasks that relate to the competency

Key Features

(CBLT)

- 8 key features (Auerbach, 1986)
 - (1) **Focus on successful functioning in society** – Enable students to become autonomous
 - (2) **Focus on life skills** – Language is taught as a function of communication
 - (3) **Task- or performance-centered orientation** – What can student do as a result of instruction.
 - (4) **Modularized instruction** – “Language learning is broken down into manageable and immediately meaningful chunks” (Center for Applied Linguistics, 1983).

Key Features

(CBLT)

- (5) **Outcomes are made explicit a priori** – Outcomes are public knowledge and agreed upon by both learner and teacher.
- (6) **Continuous and ongoing assessment** – Pretested and post-tested. Students do not move on until they have mastered the skill.
- (7) **Demonstrated mastery of performance objectives** – Rather than traditional tests, students are assessed based on the ability to demonstrate desired behaviors.
- (8) **Individualized, student-centered instruction** – Objectives are defined in terms of individual needs. Instruction is not time-based.

Procedure

(CBLT)

- Students are first given a test to assess their level, learning pace and needs
- CBLT is divided into 4 stages
- **Stages 1 & 2:** learners deal with competencies which are related to general language development
- **Stage 3:** students are grouped on the basis of their learning goals and “competencies are defined according to the three syllabus strands of Further Study, Vocational English, and Community Access
- **Stage 4:** Advanced Certificate in Spoken and Written English