



# Current Communicative Approaches Part II

-Jack C. Richards and Theodore S. Rodgers

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

# Approaches/Methods

- **Cooperative Language Learning (CLL)**
- **Content-Based Instruction (CBI)**
- **Task-Based Language Learning (TBLT)**

# Cooperative Language Learning (CLL)

- AKA Collaborative Language Learning (CL)
- Learner-centered approach
- Uses cooperative activities (i.e. pairs and small groups) and seeks to:
  - Raise achievement of all students
  - Build positive relationships between students
  - Provide an opportunity for healthy social, psychological and cognitive development
  - Replace competitive classroom environment with a team-based structure

# Theory of Language

(CLL)

- Interactive – Communicative (primarily) but also uses structural and functional activities as well
- Based on 5 premises
  - (1) All normal children are born to talk
  - (2) Most talk is organized as conversation
  - (3) Conversation functions on 'maxims' (an agreed upon set of rules)
  - (4) Cooperative maxims are realized in L1 through casual, everyday conversation
  - (5) In TL maxims are realized through participation in cooperatively structured interactions

# Theory of Learning

(CLL)

- Stress on the central role of social interaction in learning
- Development of critical thinking skills is central to all learning
  - **Critical Thinking:** the process of thinking that questions assumptions. It is a way of deciding whether a claim is true, false; sometimes true, or partly true (wikipedia.org)
  - skills include observation, interpretation, analysis, inference, evaluation, explanation, and meta-cognition (wikipedia.org)

# Design

(CLL)

- **Objective:** Cooperation over competition, develop critical thinking skills and communicative competence
- **Curriculum:** No particular syllabus
- **Activities:** Group-work
- **Learner Roles:** group member (tutor, checker, recorder, information sharer, director)
- **Teacher Roles:** Facilitator of learning, Monitor
- **Materials:** varied and intended to create opportunities for students to work cooperatively

# Group-Work Activities

(CLL)

- **Team practice from common input**
  - *skills development and mastery of facts*
- **Jigsaw**: different, but predetermined input
  - *evaluation and synthesis on facts and opinions*
- **Cooperative projects**: topics/resources selected by students
  - *discovery learning*

# Procedure

(CLL)

- ***Example on writing an essay:***
  - Cooperative writing/editing pair
- Pairs verify that the other's work matches the criteria set by the teacher
  - Editing and rewriting
- Individual and/or group score is given



# Content-Based Instruction

## (CBI)

- L2 teaching is centered around the content the students acquire, not the L2 itself
- Students learn language as a by-product of learning real-world content
- **Grounded on 2 central principals:**
  - (1) People learn an L2 more successfully when they use the language as a means of acquiring information
  - (2) CBI better reflects learners' needs for learning a second language

# Theory of Language

## (CBI)

- Language is test- and discourse-based
  - A vehicle for learning content
- Language use draws on integrated skills
  - Language involves using several skills together
- Language is purposeful
  - The purpose may be academic, vocation, social or recreational.

# Theory of Learning

## (CBI)

- People learn an L2 more successfully when the information they are acquiring is perceived as interesting, useful and leading to a desired goal
- Some content areas are more useful as a basis for language learning than others
- Students learn best when instruction addresses students' needs

# Design

## (CBI)

- **Objective:** L2 learning is incidental. Objectives of the content course.
- **Curriculum:** Comes from the content area and is as diverse as the subjects taught.
- **Activities:** Varies
- **Learner Roles:** Autonomous Learner
- **Teacher Roles:** Needs Analyst, Materials Adapter, Facilitator
- **Materials:** Textbooks, realia



# Procedure

(CBI)

As CBI refers to an approach rather than a method, there are no specific techniques nor activities associated with it.

# Task-Based Language Teaching (TBLT)

- An approach based on the use of tasks as the core of planning and teaching in language instruction
- L2 learning requires more than just “comprehensible input”.
- L2 learning requires students to negotiate meaning and engage in naturalistic and meaningful communication.

# Task-Based Language Teaching (TBLT)

- Key assumptions: (Feez, 1998:17)
  - The focus is on process rather than product.
  - Basic elements are purposeful activities and tasks that emphasize communication and meaning
  - Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

# Task-Based Language Teaching (TBLT)

- Activities and tasks can be either:
  - those that learners might need to achieve in real life;
  - those that have a pedagogical purpose specific to the classroom
- Activities and tasks of a task-based syllabus are sequenced according to difficulty
- The difficulty of a task depend on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.



# Theory of Language

## (TBLT)

- Motivated mainly by a theory of learning rather than a theory of language
- Assumptions about the nature of language
  - Language is primarily a means of making meaning.
  - Multiple models of language inform TBLT
  - Vocabulary is central to language use and language learning
  - “Conversation” is the central focus of language and the keystone of language acquisition

# Theory of Learning

(TBLT)

- Tasks provide both the input and output processing necessary for language acquisition
- Task activity and achievement are motivational
- Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes

# Design

(TBLT)

- **Objective:** determined by the learners
- **Curriculum:** task-based: real-world and pedagogical
- **Activities:** jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, opinion exchange tasks.
- **Learner Roles:** Group Participant, Monitor, Risk-taker and Innovator
- **Teacher Roles:** Selector and sequencer of tasks, Preparing learner for tasks, Consciousness-raising
- **Materials:** Pedagogic materials, Realia, Television, Internet

# Procedure

(TBLT)

- Pretask Activity
  - Task Activity
- Post-task Activity
  - *Or*
- Introduction to topic and task
  - Task
  - Planning
  - Report
- Post-task Listening