



CURRENTS OF CHANGE

**An Overview of Terminology
and Methodology in English
Language Teaching**



Дополните предложения:

- Я думаю, что _____ подход является наиболее современным.
- Наиболее распространённый методом сейчас является _____.
- В своей работе я всегда руководствуюсь принципом _____.



ELT Acronyms

What do these stand for?

- **ELT**
- **(T)ESOL**
- **(T)ESL**
- **(T)EFL**
- **(T)EIL**
- **ESP**
- **EAP**
- **CLIL**



ELT Acronyms

Answers:

- **English Language Teaching**
- **(Teaching) English to Speakers of Other Languages**
- **(Teaching) English as a Second language**
- **(Teaching) English as a Foreign Language**
- **(Teaching) English as an International Language**
- **English for Special / Specific Purposes**
- **English for Academic Purposes**
- **Content and Language Integrated Learning**



More Terminology

Which of these are you familiar with? What do you think of them?

- Teaching Language through Literature
- CLIL
- Integrated Language Teaching
- Multi-level Syllabus
- Can-Do Statements
- Achievement Tests



Teaching Language through Literature

exploiting texts of different genres for language study purposes



CLIL

Content and Language Integrated Learning



Integrated Language Teaching

**not separating language, reading,
writing,
listening and speaking**



Multi-level Syllabus

**functions + structures + vocabulary +
pronunciation + reading + writing +
listening + speaking + study skills +**

.....



Can-Do Statements

definitions of what learners should be able to do at any given level in each of the skills



Achievement Tests

**tests of how well a student can use the
language and National Unified Exam**



Approach/method/principle

Реализация ведущей, доминирующей идеи обучения на практике в виде определённой стратегии и с помощью того или иного метода обучения

ПОДХОД

Подход

- Лингвистический компонент
- Дидактический компонент
- Психолингвистические основы обучения

Подход в узком смысле

- структурный
- индивидуальный

Подход в широком смысле

- гуманистический
- социоконструктивизм
- коммуникативный



Approach/method/principle

Обобщённая модель обучения, основанная на одном из направлений и опирающаяся на конкретные подходы, типичные для данного направления. Характерно использование определённого учебного материала, набора приёмов и способов взаимодействий учителя и учащихся.

МЕТОД



Методы

Единая, логичная и строго разработанная система

- Цель
- Задачи
- Содержание
- Приёмы и средства обучения



Approach/method/principle

Основные положения, определяющие характер процесса обучения, которые формулируются на основе избранного направления и соответствующих этому направлению подходов.

ПРИНЦИПЫ



ПРИНЦИПЫ

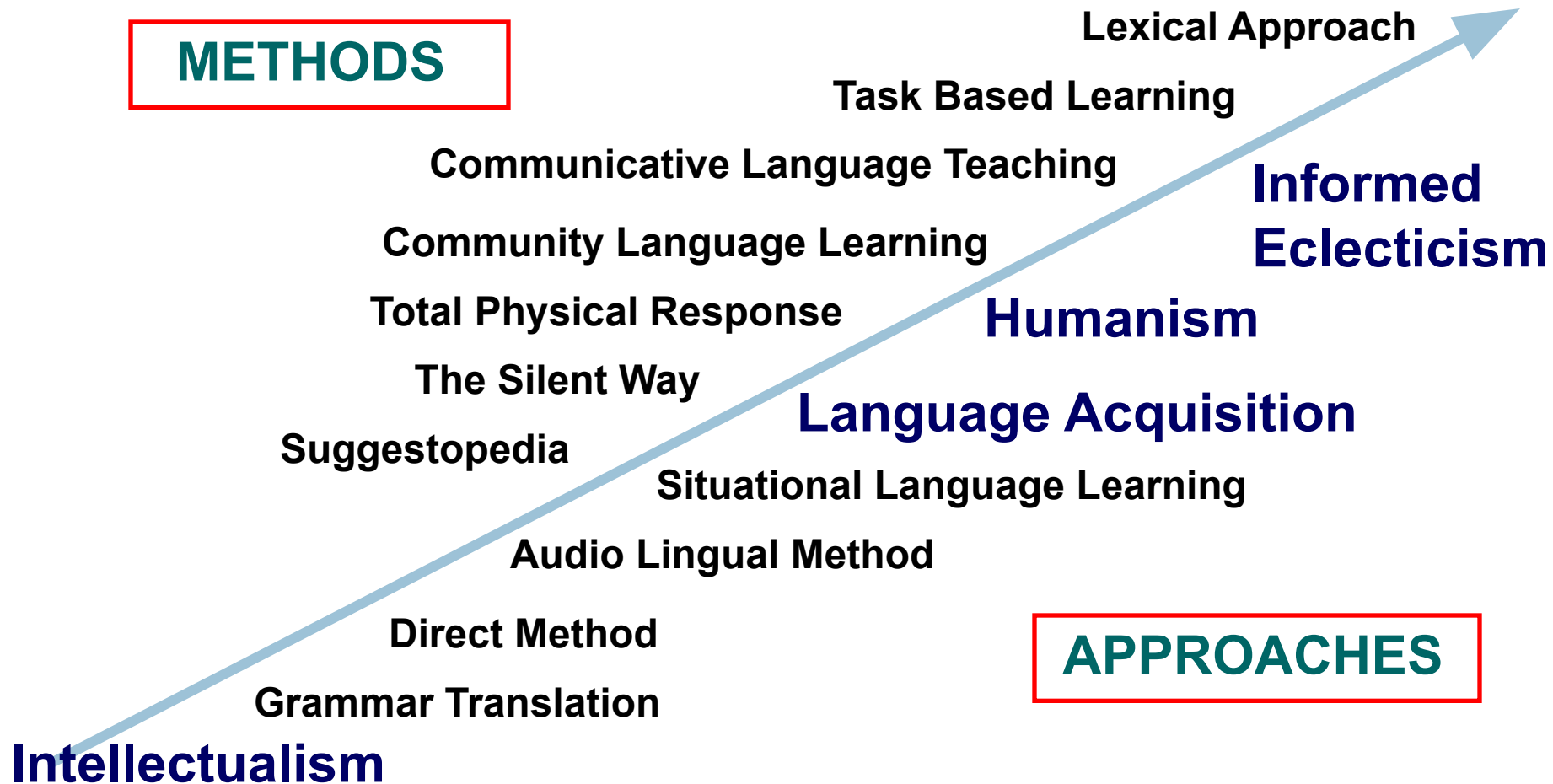
- Когнитивные
- Эмоционально-психологические
- Лингвистические

Дидактические

Методические

A Brief History of TEFL

METHODS





Grammar Translation Method

- We learn a language to read its classical literature
- We learn a language to develop intellectually
- For analytical understanding of grammatical system
- Language=grammar (structural view)
- Languages are different (contrastive linguistics)
- Teaching only Reading and Writing
- Grammar exercise, drills, substitution tables, vocabulary lists, and rules
- Bilingual dictionaries
- Decontextualised sentences
- Deductive teaching



Direct Method

- The main goal of learning is communication
- Language is learned by listening to it in big quantities
- Students learn to speak by speaking (which is associated with the appropriate action)
- Language learning should resemble the way children learn L1
- “Q and A” technique
- L1 should be banned
- Demonstration is widely used
- Inductive learning of grammar through practice
- Correct pronunciation and appropriate intonation are emphasised



Audio-Lingual Method

- Behaviourism (stimuli-response mechanism, language as a set of habits)
- Structuralism language as a set of structures to be mastered)
- Emphasis on Speaking and Listening
- Linguistic competence is the desired goal
- Native-speaker pronunciation is a primary goal
- L1 should be banned
- Dialogue memorisation, oral drills (repetition and transformation)



Communicative language teaching

- Language learning is learning to communicate
- Meaning is paramount (not form!)
- Communicative competence is the desired goal (ability to use the linguistic system effectively and appropriately)
- Attempts to communicate are encouraged from the very beginning
- Language is created by the individual trial and error
- Drills may occur, but peripherally
- Comprehensible pronunciation is sought
- Teachers help students in a way that motivates them to work with the language



Alternative methods

- Total physical response
- The silent way
- Task-based learning



Current Trends and Issues

- **Principled eclecticism**
- **Content – language integration**
- **Move towards multi-syllabus**
- **Teaching lexis rather than grammar**
- **Greater attention to students' needs**
- **Greater variety of teacher roles**
- **Performance as an objective**
- **Task Based Learning and learner autonomy**
- **Holistic view of the language**
- **Teaching real-life language**
- **The Common European Framework of Reference for languages**



A Good Teacher

- uses group work
- explains the meaning of all new words to the students
- adapts teaching style to students' wishes, needs and learning styles
- spends a lot of time teaching correct pronunciation
- explains grammatical rules clearly
- encourages students to read aloud
- emphasises communication rather than grammar
- maintains strict discipline
- tests students regularly
- always gives plenty of homework
- plans lessons carefully and does not deviate from the plan
- always corrects students' errors
- does not teach, but helps students to learn
- never uses or allows students to use L1 in the classroom
- uses the most effective teaching methods