

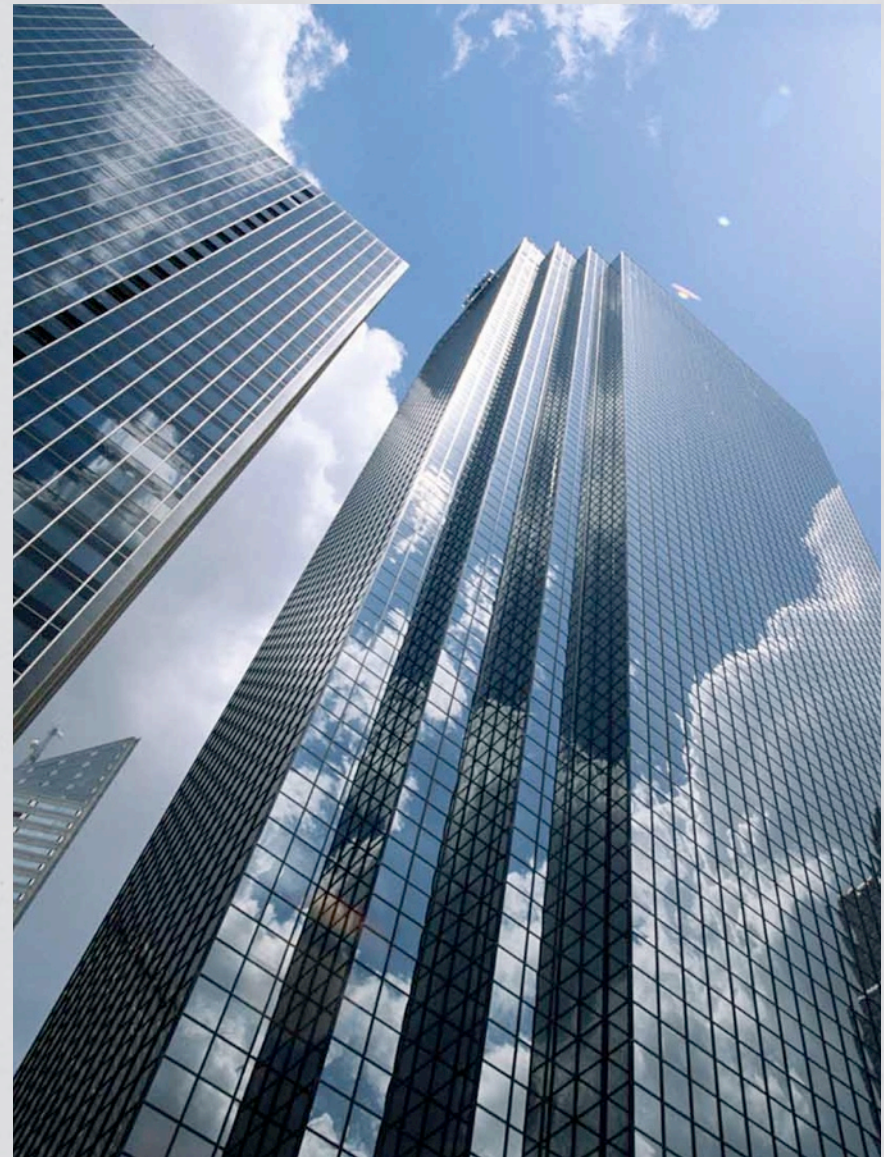
THE POST-METHOD ERA : TOWARD INFORMED APPROACHES

2012. 3. 12

GOAL

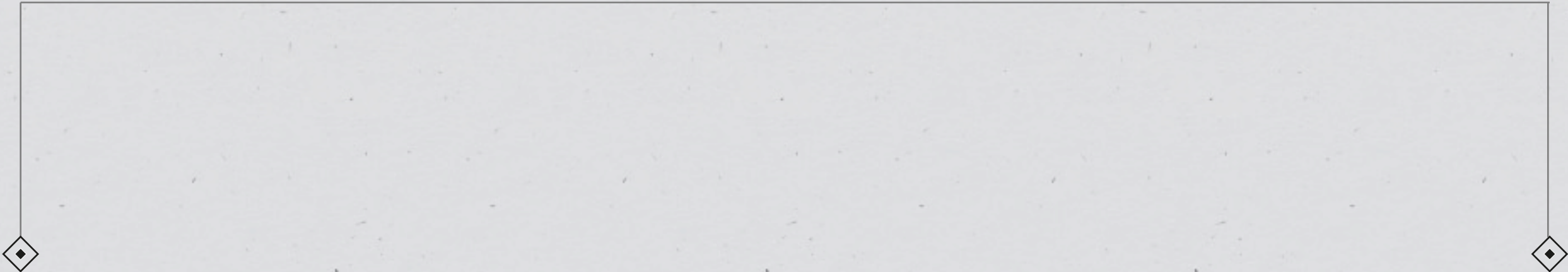
- * Brown. Chapter 3 “Toward Informed Approaches”

- * Simulation Sign-up Sheet



The Postmethod Era

- * 1980s - : unifying approach to language teaching, designing effective tasks & techniques
- * Method, as a unified, finite set of design features, is now given minor attention --> **methodology**
- * The diversity of language learners in multiple worldwide contexts demands an eclectic blend of tasks --> there never will be a method for ALL
- * Kumaravadivelu (2006) “pedagogy of particularity”

- 
- * method with a lowercase “*m*”: a wide variety of classroom practices
 - * method with an uppercase “*M*”: a fixed set of classroom practices that serve as a prescription, designed to meet a variety of contexts

The dysfunction of the theory-practice dichotomy

- * Implicit assumption carried in the term “method”: practitioners (teachers) accepted the theorists pronouncements, which came in the form of methods
- * “misleading dualism”, one-way communication
- * Recent work: teachers = researchers, a call for “action research”, “classroom-based research”

An enlightened, eclectic approach

- * Your approach to language-teaching methodology: theoretically well-informed global understanding of the process of learning and teaching + ready to change
- * Interaction b/w your approach and your classroom practice: risk-taking, feedback, cyclical
- * Enlightened approach to language learning and teaching
- * Reasons for variation at the approach level

Which side would you choose? (p. 44)

meaning-focused teaching?	grammar-focused teaching?
SS learn through analysis?	SS learn through intuition?
SS should think in the L2?	SS should translate from their L1?
immediate rewards?	long-term rewards?
attention to accuracy?	attention to fluency?

Communicative Language Teaching (CLT)

- * CLT vs task-based language teaching
- * 1980s-1990s: the development of approaches that highlighted the communicative properties of language, classrooms characterized by *authenticity, real-world simulation, meaningful tasks*
- * focus on social, cultural, and pragmatic features of language
- * Goal: to develop learners' linguistic *fluency*, to build intrinsically motivated learners
- * CLT-related approaches: TBLT, learner-centered, cooperative, interactive, whole language based, content-based

- * Characteristics of a CLT approach: communicative competence, meaningful use of language, focus on real-world contexts (authenticity), autonomy and strategic involvement, teacher as a facilitator, students as active participants in their own learning process (collaborative, learner-centered)
- * CLT and the nonnative-speaking teacher
- * Caveats in applying CLT: beware of giving lip service, avoid overdoing certain CLT features, numerous versions of CLT

Task-based Language Teaching

- * puts the use of tasks at the core of language teaching
- * Peter Skehan (1998) - 'task' is an activity in which 1) *meaning* is primary; 2) there is some *communication problem* to solve; 3) there is some sort of relationship to comparable *real-world activities*; 4) *task completion* has some priority; 5) the assessment of task is in terms of outcome

- * target tasks: tasks that students should accomplish beyond the classroom e.g., “giving personal information in a job interview”
- * pedagogical tasks: a series of techniques designed ultimately to teach SS to perform the target task e.g., “drills in the use of frequency adverbs”, “role-play simulation”
- * Sequencing of tasks to reach a certain goal is important
- * Characteristics of TBLS (p. 52)

Learner-centered Instruction

- * account for learners' needs, styles, and goals
- * give some control to the student
- * include the input of students
- * techniques allow for student creativity
 - students gain “ownership” of their learning

Cooperative Learning

- * SS work together as a team to achieve goals successfully, prescriptive to teachers about classroom techniques
- * challenges: accounting for varied cultural expectations, individual learning styles, overreliance on the L1
- * *Collaborative learning*: the learner engages with more capable others who provide assistance, developed within social constructivist

Interactive Learning

- * Creating meaning through genuine interaction in the classroom
- * Theoretical foundation: Michael Long's “interaction hypothesis”
 - both input and output are important to enhance communicative abilities

Long's Interaction Hypothesis

- * emphasize the interplay b/w learners and their peers and their teachers and others with whom they interact
- * Long (1996): comprehensible input is the result of modified interaction (e.g. slowing down, comprehension checks, paraphrases)
- * Language classroom is a place where the contexts for interaction are carefully designed

Whole Language Education

- * originated from reading research
- * emphasized the “wholeness” of language as opposed to phonics-based approach
- * a perspective anchored in a vision of an equitable, democratic, diverse society (Edelsky, 1993)

Content-based Instruction

- ◆ * Students' meaningful involvement in relevant content will enhance acquisition
- * language is the medium to convey informational content of interest and relevance to the learner
- * Challenges for language teachers: * an “adjunct” model of CBI
- * usually pertains to academic or occupational instruction at intermediate-to-advanced levels
- * Models of CBI: Theme-based instruction, Sheltered content instruction, Sustained-content language teaching

Other candidates for CLT approaches

* Lexical Approach

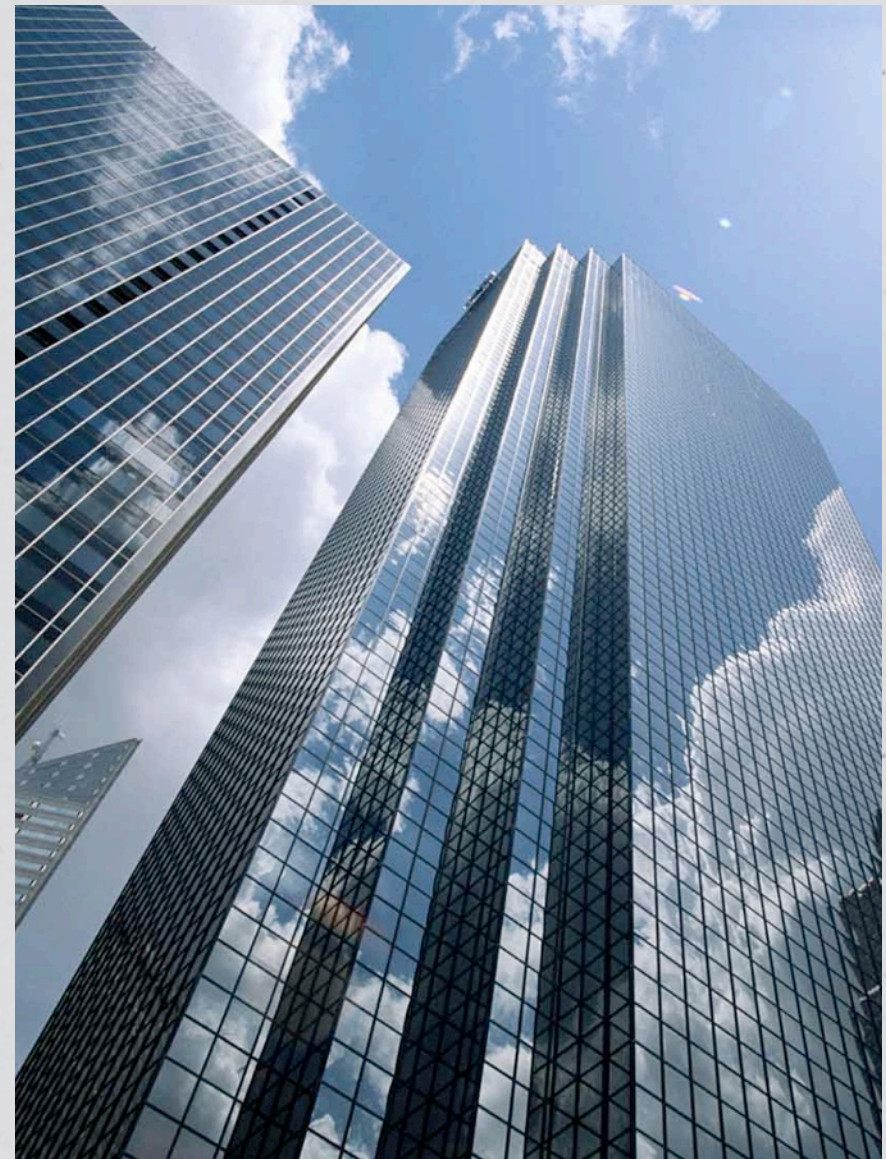
- lexis plays a central role in designing language courses and classroom methodology
- teach prefabricated patterns (e.g., burst into tears) & collocations (e.g. take an exam/a chance) - corpus analysis

* Multiple Intelligences

- Gardner's model of intelligence (8 types)
- multiplicity of types of activities

Discussion

- * In groups, brainstorm assertions about language learning that one might include in a description of an **approach to language teaching**.



**Please check your simulation schedule
before you leave today!**



**Email me if you have any questions:
yujpark@gmail.com**