

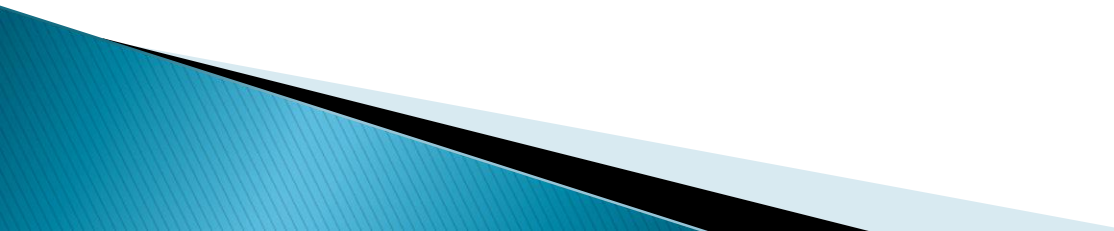


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

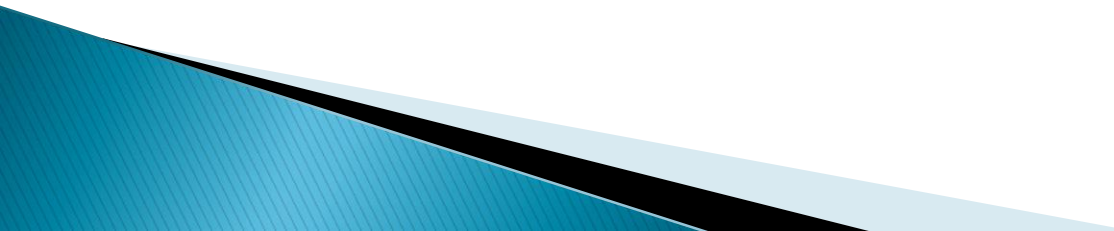
ECAD5002C

Yr Iaith ar Daith 2

Current Communicative Approaches to Teaching Language

- ▶ Thinking back over your course so far, what have you learnt as 'teachers of language' in the primary sector? You may refer to lectures or from your experiences whilst on PTE.
 - ▶ What experience do you have of language teaching and learning?
 - ▶ Discuss in your group, noting any examples that you've observed or been a part of possibly as a learner. You could draw on your experience as pupils or students on PTE.
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‘Incidental Language’

- ▶ ‘Incidental teaching’ is a process of transferring language through labelling and describing in natural adult–child interactions
 - ▶ Consider the difference between ‘incidental’ learning and ‘intentional’ learning
 - ▶ Jan H. Hulstijn
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Approach and Method

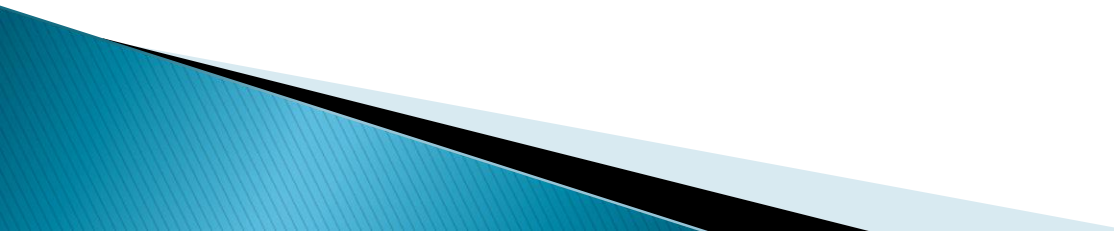
Approach

Approach is an umbrella term. It refers to a set of correlative assumptions, beliefs and theories based on the nature of language and the nature of language learning and teaching. (An 'approach' reflects a 'philosophy'.)

Method

The term *Method* refers to the way an *Approach* is put into practice in the classroom.

Today, we shall be considering some approaches and methods for teaching language.



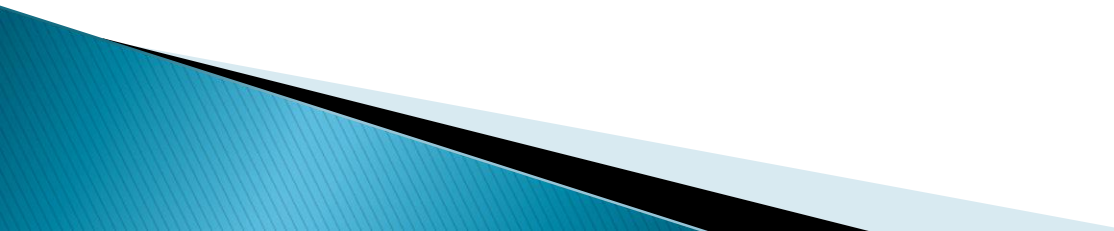
LANGUAGE IMMERSION

- ▶ Most common approach in Welsh Medium Schools
 - ▶ In this method, children reach the Foundation Phase and Pupils are immersed in the language of the school, i.e. Welsh, regardless of their home language
 - ▶ Teachers and Assistants speak Welsh all day, and the teaching activities are presented and performed through the medium of Welsh, each pupil is encouraged to express his/herself in Welsh
 - ▶ English is used for clarification.
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GRAMMAR METHOD

- ▶ derived from an understanding of the ‘system’ of the language in question
 - ▶ divided into a set of grammatical rules that can be used as building blocks
 - ▶ These blocks are analysed and the observed rules are explained and taught
 - ▶ Many years ago, this was the only method used in secondary schools where Latin and Greek was taught in order to *read* literary texts rather than to be *spoken*. This method has lost popularity in recent years, though it has many excellent features.
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DIRECT METHOD

- ▶ The **Direct Method** came into being as a reaction to the *grammar* method
 - ▶ The teacher avoids all explanations and aims to teach through pictures and gestures alone
 - ▶ The emphasis is entirely on using the new language (the 'target language') as a medium.
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Do you know what this is?



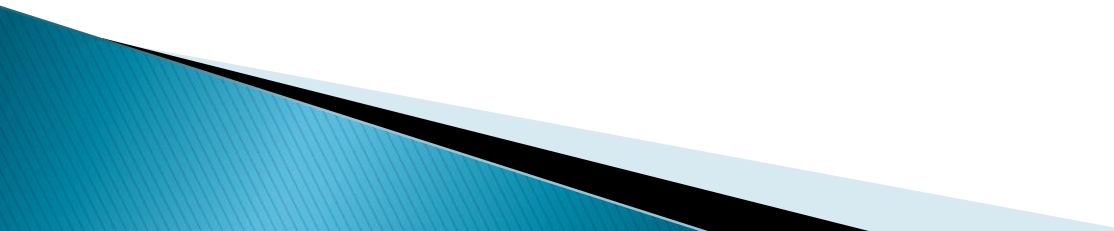
AUDIOLINGUAL METHOD

- ▶ The audio-lingual method has been very influential
- ▶ It's based on imitation and drilling
- ▶ It's similar to *the direct method*, where the emphasis is on speaking a language and using the target language as a medium, but it also aims to draw attention to the difference between the first language and new language
- ▶ Teacher's main role is as 'drill master', encouraging the whole class to repeat one pattern before asking individuals to repeat it, before then moving on to the next pattern
- ▶ As the name suggests, the emphasis is entirely on listening and speaking.

COMMUNICATIVE METHODS

- ▶ From around 1970 onwards, a 'revolution' in the way teachers taught languages was seen, as a range of **Communicative Methods** were introduced
- ▶ These methods remain popular today
- ▶ As 'communicating' requires 'interaction' between people the lessons are structured so that they offer an opportunity for pupils to develop their oral language skills
- ▶ The best examples of these methods draw attention to language patterns and often build on these patterns through a range of 'games' or 'pair' and 'group' work.

TASK-BASED LEARNING METHODS

- ▶ Task-based learning methods aims to ensure that the lessons are totally relevant to the specific needs of the learners, so that they can see a value in learning the language in order to complete the task
 - ▶ The key is to choose tasks that are relevant to the whole class and encourage them to put the task in action in the 'real' world beyond the confines of the language classroom.
- 

Task-Based Learning



<https://www.youtube.com/watch?v=GfPrGTNrRNc>

TOTAL PHYSICAL RESPONSE

▶ James Asher

TPR = Total Physical Response

Based on:

- the way that children learn their mother tongue
- the co-ordination of language and physical movement.



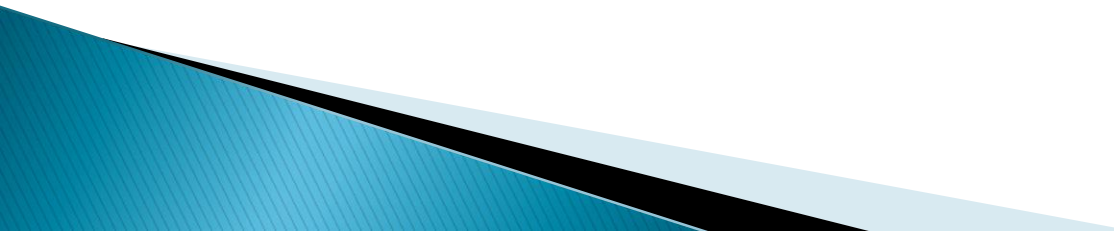
TPR– How can I use it?

- ▶ Say a word and demonstrate an action; repeat
 - ▶ The teacher says the word and the pupils do the action; repeat
 - ▶ Teacher does the action, pupils say the word; repeat
 - ▶ When confident, individual pupils can lead the class.
 - ▶ It is effective if pupils are standing in a circle / semi-circle
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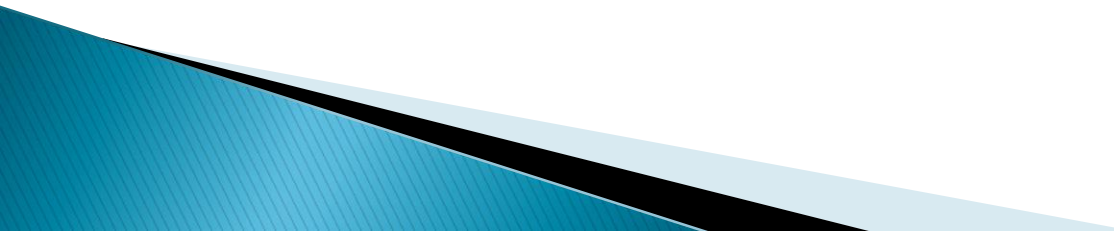
TPR

- ▶ <https://www.youtube.com/watch?v=bkMQXF0qyQA>

TPR–Why should I use it?

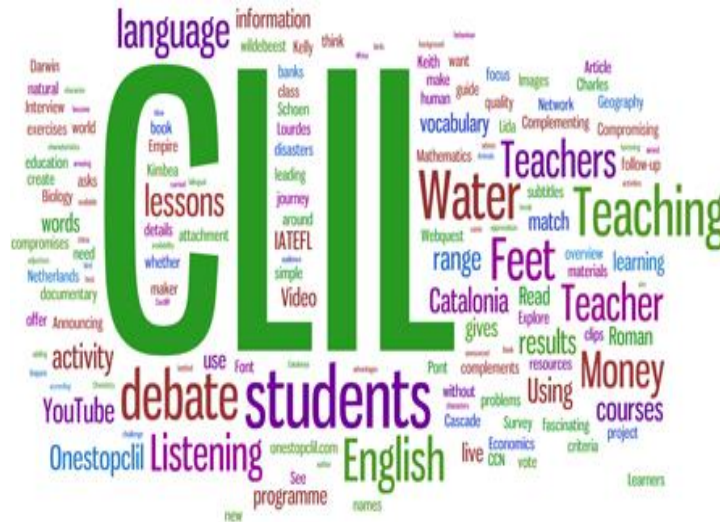
- ▶ It is fun! It lifts the pace and the mood;
 - ▶ It is memorable – helps pupils to remember phrases or words;
 - ▶ It is good for kinaesthetic learners who need to be active;
 - ▶ It can be used in small or large classes;
 - ▶ It works well with mixed ability classes;
 - ▶ It doesn't require a lot of preparation or materials.
- 

TPR–any disadvantages?

- ▶ Some pupils might find it embarrassing at first;
 - ▶ It is best for beginner levels – vocabulary learning, basic instructions;
 - ▶ You can't teach everything with it;
 - ▶ Too much use would become repetitive.
- 

CLIL

► **CLIL = Content and Language Integrated Learning**



CLIL

► David Marsh



"CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

Content and Language Integrated Learning

- ▶ One method that's gaining in popularity is the **Content and language integrated learning** method (CLIL).
- ▶ A combination of presenting language as a set of rules and patterns and presenting opportunities to interact in the language.
- ▶ In order to be effective, these interactive opportunities need to be 'real' situations. So in a school, for example, the rudiments of language might be presented in a language class, but simultaneously opportunities to use the language are made available in other subject classes.

CLIL

CLIL refers to any dual-focused educational context in which an **additional language** is used as a **medium** in the **teaching** and **learning** of **non-language content**.

- ▶ It is an umbrella term covering aspects of:
 - **Language Across the Curriculum**
 - **Bilingual Education**
 - **Content-based instruction/learning**

The Benefits of CLIL

- ▶ Improve overall and specific language competence
 - ▶ Develop multilingual interests and attitudes
 - ▶ Diversify methods of teaching and learning
 - ▶ Increase learner motivation
- 

How does CLIL work?

- ▶ Knowledge of the language becomes the means of learning content.
 - ▶ Language is integrated into the broad curriculum.
 - ▶ CLIL is based on language acquisition rather than language learning. Language is seen in real-life situations in which students can acquire the language. This is natural language development.
 - ▶ The subject matter determines the language needed to learn.
 - ▶ Fluency is more important than accuracy. Learners develop fluency by using FL (e.g. English). to communicate for a variety of purposes
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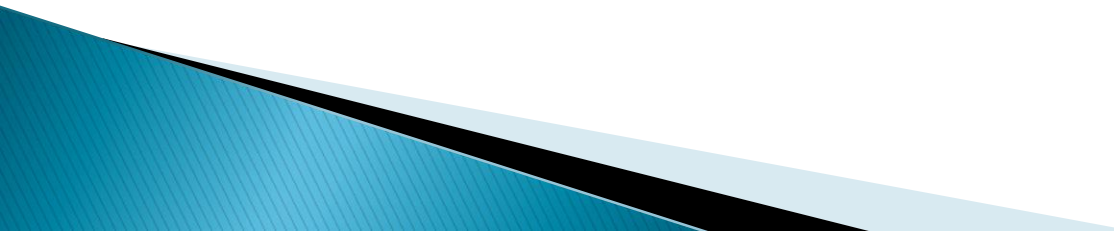
CLIL

- ▶ <https://www.youtube.com/watch?v=ia6K0CECHFQ>
- ▶ <https://www.youtube.com/watch?v=PyP4XOZXOqg>

CLIL

- ▶ Examples of lesson plans involving CLIL can be found here:
- ▶ <http://www.teachingenglish.org.uk/teaching-teens/resources/clil>

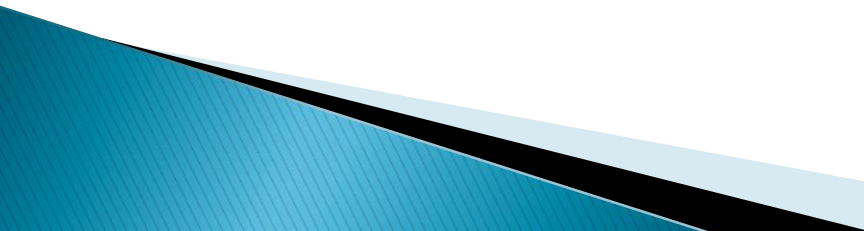
The CLIL Lesson

- ▶ There is no such thing as a 'CLIL lesson', but lessons often follow a pattern:
 - ▶ Processing the text
 - ▶ Organisation of knowledge
 - ▶ Language identification
 - ▶ Task for learners
- 

However...

- ▶ CLIL is long-term learning. (e.g. Students become academically proficient in English after 5–7 years in a good bilingual program.)

CLIL by another name...

- ▶ Content-based Instruction (CBI)
 - ▶ Content-based Language Instruction (CLIL)
 - ▶ Content-based Language Teaching (CBLT)
 - ▶ Foreign Language Medium Instruction (FLMI)
 - ▶ Content-support ELT
 - ▶ Four-handed foreign language instruction
 - ▶ Foreign Languages Across the Curriculum (FLAC)
 - ▶ Cross-Curricular Teaching
 - ▶ Interdisciplinary Teaching
 - ▶ Dual-focused Language Instruction
 - ▶ Content-centred English Teaching
 - ▶ Content-enriched English Teaching
 - ▶ Content-infused Language Teaching
 - ▶ Theme-based Language Teaching
 - ▶ Topic-based Language Teaching
 - ▶ Discipline-based ESL Instruction
 - ▶ Sheltered Subject Matter Teaching
 - ▶ Plurilingual Instruction
 - ▶ Learning skills based ELT / ESP
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Content and Language Integrated Learning

- ▶ Good practice at Penllergaer School – Anna Edwards
- ▶ <http://www.cyrsiausabothol.cymru/experiences-on-course>

Lightbown & Spada

– an interview

- ▶ Authors of 'How Languages Are Learned'.
- ▶ <https://www.youtube.com/watch?v=pxMpgclkfOo>

Bibliography and Further Reading

Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism (5th Edition)*, United States of America: McNaughton & Gunn Ltd.

Richards, J.C. (2006) *Communicative Language Teaching Today*, Cambridge: Cambridge University Press.

Richards, J.C. & Rodgers, T S. (2014) *Approaches and Methods in Language Teaching (3rd Edition)*, Cambridge: Cambridge University Press.



Aseiniad 1 – 40%

Lluniwch ymateb
beirniadol i'r cwestiwn
canlynol:

Pe byddai model Gwlad y
Basg yn cael ei
fabwysiadu yng
Nghymru pa fath o
newidiadau y byddai'n
rhaid eu cyflwyno i
addysgu Cymraeg yn y
sector cyfrwng Saesneg?

Give a critical response
to the following
question:

If the Basque model were
to be adopted in Wales
what changes would
need to be implemented
to the teaching of Welsh
in the English-medium
sector?

Cyflwyno / Submission
7/1/19

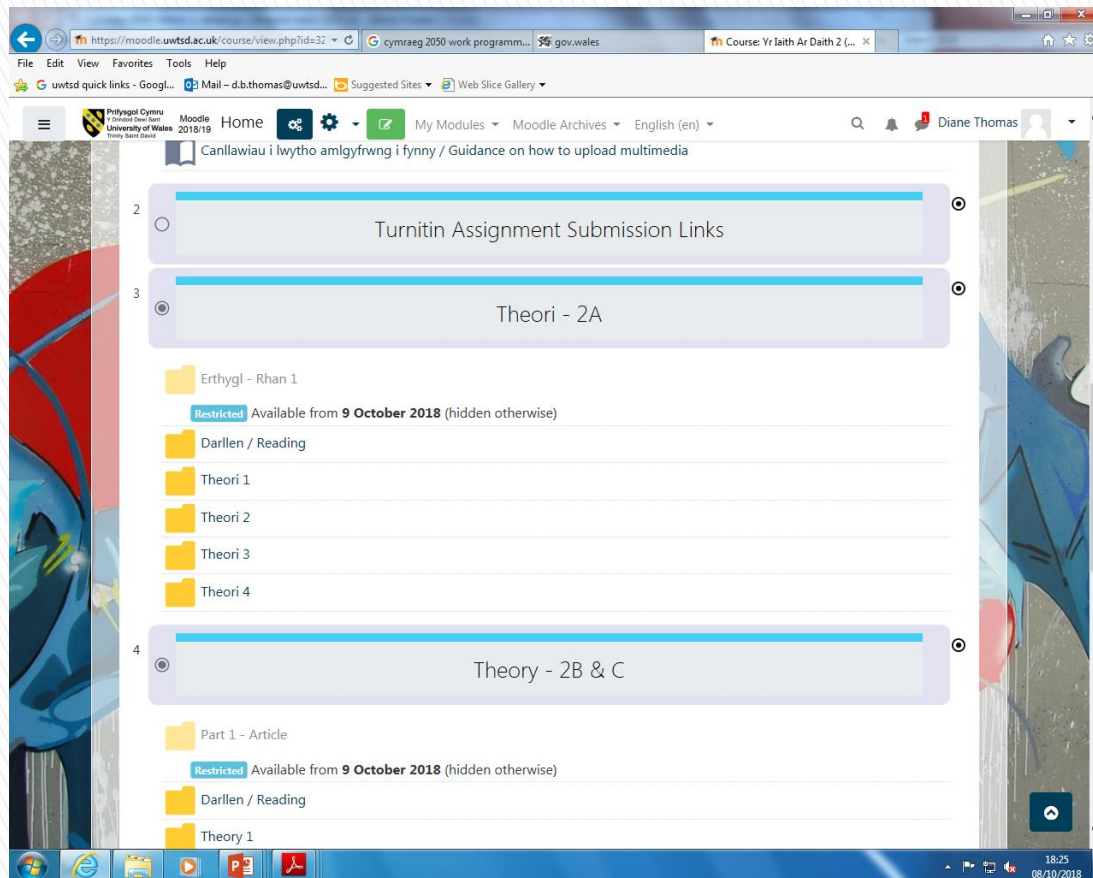
Dychwelyd / Handback
4/2/19

Erthygl

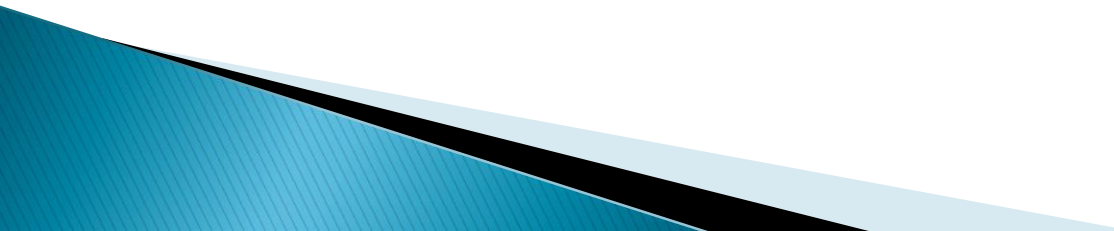
- ▶ Adran 5.
- ▶ Gwlad y Basg

Article

- ▶ Section 5.
- ▶ The Basque Country



The common European Framework Reference for Languages: Learning, teaching, Assessment (CEFR)

- ▶ Established – Council of Europe in 2001
 - ▶ The six **levels** within the **CEFR** are:
 - ▶ A1, A2, – Basic User
 - ▶ B1, B2, – Independent User
 - ▶ C1 and C2 – Proficient User
- 

Ysgrifennu Ymateb Beirniadol / *Writing a Critical Response*

- ▶ Nid yw bod yn feirniadol yn golygu i feirniadu mewn ffordd gwbl negyddol. Mae bod yn feirniadol o destun yn golygu eich bod yn cwestiynu'r wybodaeth ac unrhyw farn sy'n ymddangos yn y testun, mewn ymgais i werthuso neu farnu ei werth.
- *To be critical does not mean to criticise in an exclusively negative manner. To be critical of a text means that you question the information and opinions in the text, in an attempt to evaluate or judge its worth overall.*

Cyfeirnodau / References

- ▶ Cyfeiriwch at y Llawlyfr Cyfeirnodi (ar Moodle) wrth lunio'r Rhestr Cyfeirnodau.
- ▶ Dylech gyfeirnodi'r testunau a gyfeiriwyd atynt yn y aseiniad yn unig. *Nid* oes gofyn i chi gynnwys llyfryddiaeth (h.y. testunau a ddarllenwyd ond *ni* ddyfynnwyd/cyfeiriwyd atynt o fewn y gwaith).
- *Please use the referencing guide (available on Moodle) to construct your Reference List.*
- *You should only reference texts used in the assignment. You are not required to include a bibliography (i.e. you do not need to list any texts read but not referred to).*

ECAD5002C

Yr Iaith Ar Daith 2

