

The Changing Face of English Language Teaching: Past and Present

Audiolingualism

Structural-Situational Approach

1970s

change and innovation in language teaching methodology

Communicative Language Teaching

Total Physical Response, The Silent Way, Counseling Learning

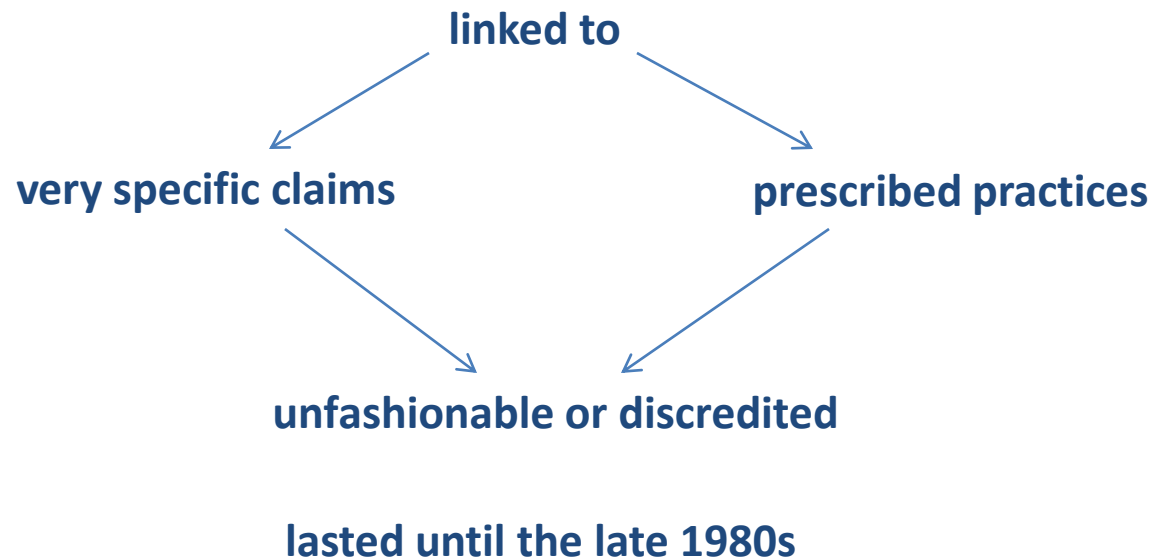
What is the best method to teach a second or foreign language?

New Millennium

Post Methods Era

How did we get there?

Methods of the 1970s had a very short shelf-life!



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Criticisms

top-down

Good teaching



correct use of the method

Roles of teachers and learners



prescribed

learners



passive recipients

perfect method



Post Methods Era

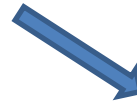


processes of learning and teaching

Language Teaching



action research



reflective teaching

Communicative approaches

Let's see now why Communicative Language Teaching has survived into the new millennium.

Communicative Language Teaching refers to a diverse set of rather general and uncontroversial principles:

- **The goal of language learning is communicative competence.**
- **Learners learn a language through using it to communicate.**
- **Authentic and meaningful communication should be the goal of classroom activities.**
- **Fluency and accuracy are both important dimension of communication.**
- **Communication involves the integration of different language skills.**
- **Learning is a gradual process that involves trial and error.**

Context and Resources

Learning is not confined to the classroom, using the computer and other forms of technology.

Teachers and learners live in a technology-enhanced learning environment.

Videos, computers and the internet are accessible to almost all teachers and learners.

Technology has facilitated the shift from *teacher-centered* to *learner-centered* learning.

In *smart schools/institutions* the language laboratory has been turned into a *multimedia centre* that supports *on-line-learning*.

Influences from Corporate Sector

Language teaching has also been influenced by concepts and practices from the corporate world.

In the seventies, four ingredients were seen as essential to provide for effective teaching:

teachers, methods, course design, and tests.

By comparison effective language teaching today is seen both as a pedagogical problem And as well as an organizational one.

On the pedagogical side, teachers are no longer viewed merely as skilled implementers of a teaching method

but

as creators of their own individual teaching methods

as classroom researchers

and curriculum and materials developers.

Influences from Corporate Sector

At the level of the institution

Schools are increasingly viewed as having similar characteristics to other kinds of complex organizations.

They can be studied as a system involving:

inputs, processes, and outputs.

Teaching is embedded within an organizational and administrative context and influenced by organizational constraints and processes. In order to manage schools efficiently and productively it is necessary to:

understand the nature of the organizational activities that occur in schools, the problems that these activities create, and how they can be effectively and efficiently managed and controlled.

These activities include: setting and accomplishing organizational goals, allocating resources to organizational participants, coordinating organizational events and processes, and setting policies to improve their functioning.

Influences from Corporate Sector

This management-view of education has brought into language teaching concepts and practices from the commercial world, with an emphasis on:

- planning,**
- efficiency,**
- communication processes,**
- targets and standards,**
- staff development,**
- learning outcomes and competencies,**
- quality assurance,**
- strategic planning,**
- performance appraisal,**
- and best practice.**

Then:

- **Methods seen as the key to successful language teaching**
- **Top-down approaches to teaching**
- **Prescriptivism in teaching**
- **Schools and institutions still installing language labs**
- **Teaching and learning took place in the classroom**
- **The teacher was the primary source of input.**
- **Teaching largely book and paper-based**

Now:

- **Post-methods era**
- **Communicative approaches**
- **Bottom-up approaches to teaching**
- **Exploratory and reflective approaches to teaching**
- **Language lab converted to a multimedia center.**
- **Video and computers a common teaching and learning resource**
- **Learning occurs inside and outside the classroom.**
- **Classrooms are connected to one another and to the world.**
- **Teachers and students use the World Wide Web as a teaching/learning resource.**
- **Educational software is an integral part of the curriculum.**
- **Focus on organizational systems and processes**

Thank You