

APPROACHES AND PRINCIPLES IN ENGLISH AS A FOREIGN LANGUAGE (EFL) EDUCATION

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TABLE OF ABBREVIATIONS

ALM	Audio-lingual Method
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive and Academic Language Proficiency
CBI	Content-based Instruction
CCA	Cognitive-code Approach
CEFR	Common European Framework of Reference for Languages: Learning, Teaching, Assessment
CL	Cooperative Learning
CLIL	Content and Language Integrated Learning
CLL	Community Language Learning
CLT	Communicative Language Teaching
CoE	Council of Europe
EFL	English as a Foreign Language
ELP	European Language Portfolio
ELT	English Language Teaching
ESL	English as a Second Language
FFI	Form-focused Instruction
GTM	Grammar Translation Method
L1	First Language
L2	Second/Foreign Language
LAC	Language Across Curriculum
MI	Multiple Intelligences
NLP	Neurolinguistic Programming
PPP	Present-Practice-Produce
SLA	Second Language Acquisition
TBL	Task-based Learning
TBLT	Task-based Language Teaching
TPR	Total Physical Response
TPRS	Teaching Proficiency through Reading and Storytelling

FOREWORD

Standing on the shoulders of giants, the authors and scholars of this volume tackle the Herculean task of bringing a fresh view to the many classical and contemporary teaching methods that encompass the behavioral, cognitive and sociocultural approaches to language teaching. The authors build on the writings of Larsen-Freeman and Richards and Rogers, taking these methods further into the 21st century by highlighting the key steps of each of these now-traditional approaches to language teaching. The reader is invited into a user-friendly interchange that allows access to the key components of good teaching-teaching that is informed by contemporary conditions in local classrooms in Turkey and in similar teaching contexts.

This work builds upon the evolution of scholarship in this field from its beginnings, when Edward Anthony (1963) of the University of Pittsburgh was first to draw a distinction between ‘method,’ ‘approach’ and ‘technique,’ through the paradigm shift of the late 1970s, which impelled language teachers to either go ‘eclectic’ (picking and choosing what worked for students) or to avoid the word *method* and use *approach* instead (note chapters 5, 6 and 10). This book helps navigate Richards and Rogers (1986), who offered different definitions for the critical terms first worked on by Anthony. *Approaches and Principles in English as a Foreign Language (EFL) Education* aims to unscramble this terminology, offering both background and the current ways that each method is being applied in language teaching in contemporary, transnational contexts.

With this move away from the search for “one true method” and any certainty that it could deliver fluent speakers of a language, the teaching profession began to broaden its theoretical scope while becoming more inclusive of understanding student needs and how learners managed their own learning through strategic approaches. Broader theories also moved from a narrow but necessary focus on behavioral and cognitive aspects to more social and learner-centered concerns. These trends are evident in this volume when addressing cooperative, task-based and participatory learning.

These well-researched chapters offer a strong background for each method and bring together many events and aspects of teaching in one place for readers to thoughtfully assess and decide on the aspects to ‘harvest’ for their own classrooms. Indeed, the chapters engage the reader with questions and challenges to think more deeply about the issues presented in the overview or in the accompanying method-specific lesson plans.

The provocative questions posed, quick overviews, and lists of practices make this an excellent text to use to explore teachers’ and teacher-trainees’ beliefs about language learning and teaching. Without getting bogged down in the minutiae of competing theoretical perspectives, readers can skim for the sections relevant to their teaching needs. For teacher educators like myself, there is much to choose from to help guide pre-service and practicing teachers in critically deciding

which aspects of these methods may work best for the language learning needs of students, given the different curricula, teaching contexts and types of learners we serve.

Much of current teacher education centers on ways to take the tacit knowledge of preservice teachers into operational, pedagogical content knowledge (Shulman, 1987). By critically assessing the language teaching methods presented here, teachers are invited to become more aware of the implicit knowledge they have and to use the organizing principle of pedagogical content knowledge to meld what they know about content with specific ways to organize, model and demonstrate material. In this manner, they are better able to accommodate students' ways of learning so that students are able to appropriate that knowledge and make it actively their own.

From a learning styles stance, this book will especially appeal to a more visually literate generation. Graphics, clip art, illustrations from ancient manuscripts and actual pages from historical language textbooks keep the reader engaged with the ideas and lessons. It is easy for readers to quickly access illustrative lesson plans and lists of key factors and steps, lending to the friendly approach taken by the authors of this inviting volume.

Reading about approaches and methods is the bedrock of our language teaching profession. In teacher education and applied linguistics, most programs focus on the key language teaching methods described in this volume. These methods continue to be reviewed for their historical perspectives, and more importantly, for their affordances in terms of specific techniques that can be harvested and wisely used when addressing students' language needs. The clear, engaging style of this work makes it an essential practical reference for students desiring to have a solid theoretical framework as well as an excellent guide to practical application of current language teaching methods.

It is my fervent hope that this essential reference work will be enjoyed and valued for its contributions to our understanding of engaging, effective and contemporary language teaching in our technological and transcultural community.

Martha Nyikos
Indiana University

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PREFACE

Why another English language teaching methods book...?

The initial idea for this book came about as a result of a conversation with a colleague during a conference I attended in Antalya. I had recently taught a graduate-level course on English language teaching methodologies; and as we talked about one thing and another, it occurred to me that, among the existing texts on methodologies, few, if any of these, focus specifically on the considerations involved in the teaching of English in a *foreign* language context; i.e., in educational settings where English is not widely used as a primary or official language (as opposed to a *second* language context, where learners can expect to use the target language in the course of everyday life).

There are, of course, a number of worthy books handling this subject that have been authored by highly-regarded English language teaching professionals; and on the whole, this body of material leaves little to be desired in terms of the methods covered and the insights offered concerning the teaching of English. However, as I considered the matter further, I began to feel strongly that educators who have personally experienced the challenges related to English language instruction in foreign language contexts, not only as teaching professionals, but as former EFL learners themselves, would be able to offer a unique perspective that could prove invaluable to teacher trainees who are soon to find themselves in a similar position.

Upon talking the subject over with other professionals in the field, it emerged that I was not the only one who felt this way, and my belief in the need for such a work evolved into a determination to bring it about. This project was developed as a result, as I drew on the expertise of English language teaching professionals throughout Turkey and beyond in an effort to address the major foreign language teaching methods of the twentieth and twenty-first centuries. In considering these issues, I felt that it was important to account for the unique challenges and requirements that come with implementing these methods in EFL contexts in order to offer practical suggestions and concrete solutions that EFL teachers can apply across a wide range of educational settings. Accordingly, the text presented here consists of a collaborative work that blends the voices of influential Turkish educators with those of significant international authors and provides a detailed look at both the underlying theories of learning and the practical knowledge needed to frame an effective approach to foreign language instruction. In order to situate these methods within the context of the modern language classroom, current trends and critical social issues in foreign language education are also discussed in detail, as well as suggestions for utilizing digital and online technologies in language instruction.

Before continuing on with a description of the content and organization of the book, I would like to take the opportunity to offer my sincere thanks and appreciation to each of the contributing authors, who graciously extended not only their considerable knowledge and experience, but also their time, support and patience in bringing this project to completion.

Servet Çelik
Trabzon, Turkey

INTRODUCTION

Why learning about language teaching methods, past and present, is important...

Teaching a foreign language, as with teaching in general, is a complex enterprise which involves not only knowledge of the subject to be covered, but a multitude of social factors, including interpersonal dynamics; attitudes and beliefs toward learning (on the part of the teacher as well as of the students); and the particular educational context in which instruction takes place. These multifaceted and dynamic concerns cannot always be anticipated and dealt with in the course of a teacher education program. For this reason, it may seem counterintuitive that learning to teach according to a particular method could be of much value, as it is unlikely that a prescribed set of techniques and instructional practices could fit more than a handful of teaching situations.

It is true that teaching methods, as they are generally presented in a formative program, are decontextualized, and that a single method or collection of methods is unlikely to address all needs of all learners in any given educational setting. In addition, teacher trainees often exhibit a tendency to teach as they were themselves taught, drawing on their own experiences as learners and their fundamental assumptions about teaching to establish their identities as teachers. However, by internalizing the principles and methods outlined in this book, future teachers may be provided with a starting point for understanding *why* they do what they do in the classroom, in essence making the tacit explicit (Shulman, 1987) and drawing their attention to their decision-making process as they gain real-life teaching experience.

In addition, awareness of the current trends and issues related to language teaching will provide new teachers with a framework for reflection on their practice, enabling them to make informed decisions and rationalize their teaching, rather than simply reacting to challenges as they encounter them. Understanding the pedagogical, cultural and political concerns related to language instruction, as well as matters of educational policy, will help them to better conceptualize their role in helping learners progress from language students to competent users of English who are prepared to take their place in a rapidly globalizing, increasingly technology-oriented society.

Finally, as Larsen-Freeman and Anderson (2011) explain, “a study of methods is also a means of socialization into professional thinking and discourse that language teachers require in order to ... participate in their profession and to learn throughout their professional lives” (p. xi); thus, the material covered in this book may serve to ease the transition for novice teachers as they assimilate into a global community of language educators who will become a source of guidance, support and motivation throughout their teaching careers.

Organization of the book...

The material in this text is organized in two parts. In Part One, the major language teaching methods are introduced, beginning with the Grammar Translation Method that was prevalent in the early 20th century and progressing through the teaching methodologies that resulted from ongoing research in linguistics, as well as behavioral and cognitive psychology. We end this section with a review of the communicative approaches to language teaching and the more eclectic techniques that characterize the “post-methods” era. For each method, we provide the relevant historical information concerning how it was developed and the major figures that were involved, as well as the linguistic and educational theories on which it was grounded. Following this background information, we offer a discussion of how the method can be implemented on a practical level, as well as some of the considerations that are involved in applying the method in an EFL classroom. Where appropriate, sample lesson plans are provided, supplemented by suggestions for further exploration of the topic.

In Part Two, the discussion continues with some of the important pedagogical and socio-political issues that are integral to language teaching and learning. Consideration is given to teaching English to diverse types of learners, in addition to accounting for a variety of learning styles; and the use of digital and Internet technologies in the foreign language classroom is also explored. Finally, we draw attention to some of the cultural and political issues related to globalization and the English language, as well as matters of educational policy and professional development. As students work their way through the material covered in this book, they are encouraged to think critically about the topics that are raised, considering the context in which they expect to teach English as well as their own past learning experience, and to reflect on how each of these may inform their future practice.

Servet Çelik
Editor

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- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.

PART I

PART ONE

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- ❖ **Chapter 14: Task-based Language Teaching**
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CHAPTER 1

THE GRAMMAR TRANSLATION METHOD

Arda Arıkan, Akdeniz University, Turkey

- ▶ A Historical Perspective on the Grammar Translation Method
- ▶ Instructional Practices in GTM
- ▶ Learner Outcomes and Consideration for the Turkish Context
- ▶ Suggestions for Further Study
- ▶ A Sample Lesson Plan
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