Guided reading worksheet

Chapter 4

Issues

Complete the following statements so they reflect at least one aspect your own opinion.

1 Exam teaching can have a negative impact on language teaching because …

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2 Traditional drill-style techniques are still useful in language teaching today because …

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3 Coursebooks can be an obstacle to language teaching because …

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4 Mobile phones can be a useful resource in the language teaching classroom because …

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5 It is a bad idea to follow any single language teaching methodology rigidly because …

Discuss

If you have someone to discuss with, compare your sentences and talk about the different ways you have completed them, and why. Look at Chapter 4 again and see how far your own opinions and arguments are supported.

Check

1 **Match the beginnings (1–4) with the endings (a–d).**

1 An *approach* to language learning is ☐

2 A language learning *method* is ☐

3 An example of a language teaching *technique* is ☐

4 A *procedure* in language learning is ☐

a an ordered sequence of techniques.

b the use of silent viewing of a video.

c a theory of language learning and the conditions which will support successful language learning.

d the practical classroom realisation of an approach.

2 **What do these letters stand for?**

1 CLT -----------------------------

2 PPP -----------------------------

3 TBL -----------------------------

4 ESA -----------------------------

5 BYOD -----------------------------

3 **Explain in a few words the main features of each of these language teaching methodologies. Check the answer key. How different are the explanations there from your own?**

   1 Grammar-translation

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   2 The direct method

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   3 Audiolingualism

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   4 The communicative approach

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   5 Dogme

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   6 Task-based learning

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   7 The lexical approach

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   8 Suggestopaedia

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   9 The flipped classroom

Evaluate

4 **List two advantages and two disadvantages for each of the three different language teaching methods in the table.**

	Advantages	**Disadvantages**
Dogme		
Task-based learning		
The lexical approach		

5 **Reflect on your own teaching style and practice. Tick any of the methods below that you integrate into your teaching on a regular basis.**

- ☐ Grammar-translation
- ☐ Direct method
- ☐ Audiolingualism
- ☐ The communicative approach
- ☐ Dogme
- ☐ Task-based learning
- ☐ The lexical approach
- ☐ Suggestopaedia
- ☐ Flipped classroom
- ☐ Follow the coursebook

Which is your preferred 'methodology'? Why? Which is your least preferred? Why?

6 Now reflect on the needs and preferences of the different classes which you teach. How far do you feel you customise your teaching for different classes? Think of two ways you could adapt your teaching more to the specific needs of the people you teach.

Action

7 Look at a unit from a coursebook which you might need to teach in the near future. Think about ways you could enhance the content and teaching approaches in the unit by:

- omitting things which don't fit very well with the learning objectives and preferences of your class;
- adding your own content or adapting existing content and activities to make the content or learning processes more relevant and motivating.

8 Design a task-based activity which involves pairs of students giving short presentations to other pairs on areas of interest to them. The activity could follow the following task-based learning process:

Pre-task:	The teacher introduces the topic and task (and language learning objectives, e.g. language useful for giving a short presentation).
Task:	Task planning is done by the students in pairs. The presentations are then made to other pairs, and finally a report is prepared by each pair and given to the rest of the class.
Post-task (1):	The students and teacher examine a list of useful presentation phrases and compare this with the language which was actually used in the task, adding to the list any specific phrases which came up in the task and which are seen as useful.
Task repeat:	The task is repeated, this time with the aim of integrating useful presentation phrases.
Post-task (2):	A quick plenary session is held to collect feedback on how the presentations went the second time around, and to discuss ideas on how to remember and use the presentation language in the future.

9 Plan a learning session (between 20 and 30 minutes if this is your first time) where you can experiment with the Dogme procedure – just talking to your class and identifying useful language learning opportunities as they arise in an improvised fashion. If you feel it would be useful, research more about Dogme before you try to use it.

In class, explain the objective of the session clearly – to use 30 minutes for 'free conversation' with the teacher, and to identify between three and five very useful language learning points that arise as a result of the conversation. As you identify the learning points, you can write them on the board or flipchart, giving explanations and examples, so that at the end of the lesson it is clear that the 20 to 30 minutes have produced useful learning.

Write a brief evaluation (for yourself) of what happened. How did it compare with your normal teaching style? How would you do it differently in the future?

Key

1 1 c 2 d 3 b 4 a

2 1 Communicative language teaching
2 Presentation – Practice – Production
3 Task-based learning
4 Engage – Study – Activate
5 Bring your own device

3 (Suggested answers)
1 The focus is on accuracy of sentence grammar, using explanations of grammar and translation from target language to L1.
2 Grammar is learnt inductively through exposure to the language in meaningful exchanges, exploiting dialogues to present language; the teacher speaks in the target language only.
3 Draws on behavioural psychology and relies on drills and accurate reproduction of language.
4 Has a strong focus on the purpose of language: teachers train functional language, such as inviting, agreeing, apologising, etc., with practice taking place using realistic and meaningful communicative tasks, e.g. roleplay and simulation.
5 Challenges reliance on materials and technology; focuses on real conversations between teacher and student, responding to and exploiting language which arises in the context of conversation rather than planned as a syllabus.
6 Believes that learning will be generated through the completion of meaningful focus tasks, with the language focus offered essentially as feedback following an activity, rather than as input preceding it.
7 A focus away from syntax and tense grammar, towards the teaching of phrases which show words in generative combinations.
8 A learning method which emphasises relaxation and reading and repetition alongside the use of music.
9 A procedure which combines self-study of materials (often online) in advance of face-to-face sessions which focus on communicative activities only as outputs of the autonomous language learning.

4 (Suggested answers)
Dogme
Advantages: can focus motivatingly on relevant language; provides high levels of flexibility to teachers
Disadvantages: is difficult to apply in large classes with the dialogic model; may favour native-speaker teachers
Task-based learning
Advantages: gives an opportunity to practise and repractise language following feedback; encourages learners to be creative with language
Disadvantages: unjustly prioritises the language of problem solving; lacks a systematic approach to the introduction and teaching of relevant language
The lexical approach
Advantages: avoids overconcentration on syntax and tense grammar; supports the development of fluency with provision of relevant and generative language chunks
Disadvantages: it is time consuming to teach and learn a vast quantity of formulaic chunks; lack of clear principles about what to teach and in which order