The post-methods era

a. The chronological development
b. Approaches and Methods
c. Major criticisms

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The chronological development

- 1900s   Grammar Translation
- 1950s   Audiolingual Method
- 1970s   Guru-led methods
  - Silent way
  - Suggestopedia
  - TPR
- 1980s   Communicative Language teaching
- 1990s   New Breakthroughs
  - Neurolinguistic programming
  - Task-based instruction
  - Multiple intelligences

2

Approaches and Methods

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Approaches and Methods

- CLT
- Competency-based
- Content-based
- Cooperative learning
- Lexical approach
- Multiple intelligences
- The Natural Approach
- Neurolinguistic programmaing
- Task-based language teaching
- Whole language

- Audiolingual
- Counseling –learning
- Situational language teaching
- The Silent way
- Suggestopedia
- Total Physical Response

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Approaches	Methods
- a core set of theories and beliefs about the nature of language, of language learning and a derived set of principles for teaching a language. - no specific teaching techniques - Allow high flexibility of classroom practices	- specific instructional design based on a particular theory of language and language learning

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Advantages of Methods over Approaches

- Solve many problems for beginning teachers.
- Create a professional community of like-minded teachers
- A rich source of activities

However, because of the high level of flexibility and possibility of personal interpretations and application, approaches tend to have a longer life.

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Major criticisms

- The top-down criticism
  p. 247 line 5 "good teaching ...a correct use of the method and its prescribed principles and techniques."
  = classroom practices (role of teachers/ students/ techniques) are prescribed.

- This limits teachers' creativity and leads to the absence of a concept of learner-centeredness.

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Role of contextual factors

- P. 248 line 3 "In trying to apply approaches and methods, teachers sometimes ignore...a careful consideration of the context in which teaching and learning occurs, including cultural (Thai, Chinese) context, political context (Engineering university), institutional context (EST materials), classroom context (50 sts- 3 hrs a week).

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The need for curriculum development process

Four steps are
1. Planning
2. Developing and Implementing
3. Assessing (evaluating)
4. Revising

It must be a network of interacting system.

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Lack of research basis

- Few of principles and methods are based on second language acquisition research or have been empirically tested.

- "current knowledge is tentative, partial , and changing."

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Similarities of classroom practices

- P. 249 line 1 "it is very difficult for teachers to use approaches and methods in ways that *precisely reflect the underlying principles of the method.* "... in their classroom practices.

- Brown (1997) mentions that methods are quite distinctive at the beginning level and rather similar in the higher levels.

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Beyond approaches and methods

1. P. 250 (last paragraph) teachers and teachers in training need to be able to use approaches and methods flexibly and creatively based on their own judgment, experience and (constraints).
2. They, therefore, need to know:
   - her role in the classroom
   - the nature of effective classroom teaching and learning
   - the difficulties learners face
   - successful learning activities
   - the structure of effective lessons.

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True or False ?

- 1. Teacher's belief depends on his/her own experience. Subsequent teacher education appears not to change his/her belief.

2. You can accept the innovation which proves helpful though it does not initially conform to your prior belief.

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- It is easier for novice teachers to accept the change than the experienced ones do.

- Reflection and critical questioning in their professionalism provide greater self-awareness and later adaptation.

- Teachers' conceptualization depends upon their personal belief.

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