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Chapter 1 : Techniques and Principles in Language Teaching by Diane Larsen-Freeman

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Chapter 2 : Techniques and Principles in language teaching

Techniques and Principles in Language Teaching has influenced the way thousands of teachers have taught English. This classic guide to developing the way you teach has been an essential resource to new and experienced teachers worldwide, and is now in its third edition.

A major purpose of teacher education is to help teachers make the tacit explicit Shulman ; Freeman 1. When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do. They become aware of their own fundamental assumptions, values, and beliefs. They are able to see why they are attracted to certain methods and repelled by others. They are able to make choices that are informed, not conditioned. They may be able to resist, or at least argue against, the imposition of a particular method by authorities. In other situations, where a method is not imposed, methods offer teachers alternatives to what they currently think and do. It does not necessarily follow that teachers will choose to modify their current practice. The point is that they will have the understanding to do so, if they are able to and want to. With it, teachers join a community of practice Freeman Being a community member entails learning the professional discourse that community members use so that professional dialog can take place. Being part of a discourse community confers a professional identity and connects teachers with others so they are not so isolated in their practice. This in itself provides an additional avenue for professional growth, as some teachers find their way to new philosophical positions, not by first entertaining new principles, but rather by trying out new techniques. Moreover, effective teachers who are more experienced and expert have a large, diverse repertoire of best practices Arends , which presumably helps them deal more effectively with the unique qualities and idiosyncrasies of their students. Despite these potential gains from a study of methods, it is important to acknowledge that since the publication of the first edition of this book in , a number of writers in our field have criticized the concept of language teaching methods. Some say that methods are prescriptions for classroom behavior, and that teachers are encouraged by textbook publishers and academics to implement them whether or not the methods are appropriate for a particular context Pennycook ; Richards ; Holliday Others have noted that the search for the best method is ill-advised Prabhu ; Bartolome , that teachers do not think about methods when planning their lessons Long , and that methodological labels tell us little about what really occurs in classrooms Allwright ; Karz These criticisms have made me stop and think. I suppose it is true, I thought, that a particular method can be imposed on teachers by others. However, these others are likely to be disappointed if they hope that mandating a particular method will lead to standardization. For we know that teaching is more than following a recipe. Teachers are not mere conveyor belts delivering language through inflexible prescribed and proscribed behaviors Larsen-Freeman ; they are professionals who can, in the best of all worlds, make their own decisions. They are informed by their own experience, the findings from research, and the wisdom of practice accumulated by the profession see, for example, Kumaravadivelu Furthermore, a method is decontextualized. In addition, decisions that teachers make are often affected by exigencies in the classroom rather than by methodological considerations. Saying that a particular method is practiced certainly does not give us the whole picture of what is happening in the classroom. Then, too, since a method is more abstract than a teaching activity, it is not surprising that teachers think in terms of activities rather than methodological choices when they plan their lessons. Thus, while I understand the criticisms, I do not believe that a study of language teaching methods should be excluded from language teacher education. It is not methods, but how they are used that is at issue. A study of methods need not lead to the de-skilling of teachers but rather can serve a variety of useful functions when used appropriately in teacher education. Methods can serve as models of the integration of theory the principles and practice the techniques. Their study can encourage continuing education in the lifelong process of learning to teach Larsen-Freeman Teachers and teacher educators should not be blinded by the criticisms of methods and thus fail to see their invaluable contribution to teacher

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education and continuing development. Key to doing so, though, is moving beyond ideology to inquiry, a movement to which I hope this book will contribute. Further, the Introduction Chapter 1 has been expanded. Contrary to those who fear that a method will be imposed on practitioners, my experience as a teacher educator is that the challenge lies in getting teachers to leave behind teaching as they were taught and become aware of, and open to, alternatives. I therefore welcome the opportunity that the expanded chapter has given me to elaborate on one way that openness can be encouraged. Another change is the inclusion of methods that have come into prominence since the first edition of this book. In order to keep this book from becoming too long, I have grouped a number of methods in two chapters. In addition to considerations of length, I have justified this decision because it seems these methods have in common the views that first, xii To the Teacher Educator language can best be learned when it is taught through communication, rather than for it Chapter 10, on content-based, task-based, and participatory approaches], and second, that language acquisition can be enhanced by working not only on language, but also on the process of learning Chapter 11, on learning strategies, cooperative learning, and multiple intelligences. A further substantial modification is that the epilogue of the first edition has grown into a full chapter of its own Chapter 12 in this second edition. Readers of the first edition have told me that they wished that I had concluded with a more explicit evaluation and comparison of the methods. I chose not to do so in the first edition of this book, as I am not of the opinion that the purpose of learning about methods is so one can adopt the right one, or that I could choose for others which one that would be. A word about nomenclature is also in order. Anthony has made the case for a tripartite hierarchy. As he put it: Following Anthony, in certain of the chapters, I will introduce a particular method by showing how it is an example of a more general approach to language teaching. However, not all methods discussed in this book conveniently follow from a general approach. They all do, though, have both a conceptual and an operational component, fitting the definition in Richards et al. Nevertheless, others feel that a method designation is very appropriate.

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Chapter 6 : [PDF/ePub Download] techniques and principles in language teaching eBook

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techniques (p.), and how content-based and task-based language teaching (TBLT) are in essence "strong versions" of CLT and thus can look similar on the surface but in fact represent distinctive scopes and foci.