Reading Guides

You will be asked to provide complete answers based on what you read as part of your independent work. So, be ready. This represents an important percentage of your final grade. In each article focus on identifying the teacher’s role, the learners’ role, the way language is conceived, the evaluation and the skills featured in each method or approach.

Article No. 1 The Changing World of English
1. From the factors that influence the widespread use of a language, which is for you the most important? Why?
2. What factors have influenced the use of foreign languages in Colombia?
3. What are the implications of ELF for new foreign language teachers like you?

Article No. 2 Language Teaching Approaches: An Overview
1. Why does foreign language teaching show so many options through time? Does it mean that teaching a language is impossible or that none of the options work?
2. Which other lingua francas have existed through time?
3. Why did these lingua francas appear and why did they fade away?
4. How would you summarize the evolution of FLT methods?

Article No. 3 Grammar-Translation Method
1. Describe thoroughly the origins of GTM
2. What did this method advocate in terms of accuracy and fluency?
3. What are the demands for the teacher when following this method? What do you think about them?
4. Which are the potentialities and limitations of this method?
5. Describe the method in terms of the activities, materials and evaluation used.
6. Contrast GTM and the SM.

Article No. 4 The Audiolingual Method
1. Explain the origin and the reasons for the demise of ALM
2. What is the Coleman Report? Do you agree with it? Why or why not?
3. Did the ALM have any theory of learning or language?
4. Which learning principles of the ALM are still in use among teachers? Do you agree with them?
5. Describe the syllabus, objectives, materials and activities of the method. Are they feasible?
6. Why are ‘drills’ and ‘structure’ so important? Explain three drills.

Article No. 5 Communicative Language Teaching
1. Make a chart comparing CLT and the early language teaching methods in terms of activities, materials, T and Ss role and objectives.
2. What is the difference between the strong and the weak versions of CLT?
3. Who are the most relevant people in CLT and why are they important?
4. What is the students’ role?
5. Why can’t we state specific objectives for CLT?
6. Do you think CLT can be implemented in Pasto? To what extent? With whom?
7. Explain Canale & Swain’s model of communicative competence.

Article No. 6 Total Physical Response
1. Who developed TPR and what trends were the bases for this method?
2. What new elements does TPR incorporate in relation to teaching and learning?
3. What limitations can be found in relation to the procedure and activities of TPR?
4. TPR is supposedly better for teaching children. Do you agree with this affirmation? How would you use it in an EFL setting such as Pasto?

Article No. 7 The Silent Way Method
1. What are the objectives of TSW?
2. Explain the hypotheses Gattegno put forward in TSW. State your personal opinion.
3. Despite Gattegno’s claims which elements in the procedure show that TSW follows traditional theories of language and learning?
4. How is vocabulary seen in TSW and how does it contribute to the objective of TSW?
5. Identify the T’s role, Ss’ role, and procedure in TSW and state your opinion about it.
6. What are the teaching and learning activities in TSW?

Article No. 8 Community Language Learning
1. What aspects of CLL make evident the influence of Psychology?
2. Is the theory of language in CLL strong or weak? Explain.
3. What is the objective of CLL? Do you think it is realistic and pertinent?
4. What could be the limitations of applying the syllabus presented by CLL in Pasto?
5. Describe the T’s role, the procedure and the learning activities and provide your opinion about them.

Article No. 9 The Natural Approach
1. Explain Krashen’s 5 hypotheses and their limitations in terms of teaching
2. Do you agree with the responsibilities assigned to learners and the evaluation in the NA? Do you think they would work in our environment?
3. How would you provide comprehensible input to Ss in an EFL setting like Pasto?
4. Which elements of NA would you use and which ones would you neglect?

Article No. 10 Suggestopedia
1. Explain Lozanov’s view of learning and give your opinion about it.
2. What are the theoretical components of Suggestopedia? Which is the most important in your opinion?
3. Describe the role of materials and the objectives in Suggestopedia. Do you agree with it? Do you think teaching a course with suggestopedia would work?

Article No. 11 Multiple Intelligences
1. Provide your personal definition of MI taking into consideration current literature
2. Describe how you can implement MI approach in EFL classes in Pasto
3. What basic limitations do you find for MI?

Article No. 12 Content-Based Instruction
1. What is the rationale behind the development of CBI?
2. Explain the theory of language behind CBI
3. How would you organize a lesson around CBI?
4. Which model of CBI is more suitable to be used in a setting like Pasto?

Article No. 13 Task-based Language Teaching
1. What assumptions are considered in task-based instruction?
2. Define task and explain why tasks are important in current L2 instruction
3. What limitations do you find in this approach?

Article No. 14 Cooperative Language Learning
1. What are the goals of Cooperative language learning?
2. What are the advantages of using Cooperative LL for Ss?
3. Why is group work in Cooperative LL different from regular group work?
4. How is the T’s role different from that present in traditional methods?

Article No. 15 Competency-Based Language Teaching
1. Explain the different meanings of the term competence in TESOL
2. Would CBLT be more useful in ESL or EFL contexts? Why?
3. Describe how you would teach a class using CBLT in Pasto, with limited resources and large classes

Article No. 16 Brown – English Language Teaching in the "Post-method" Era Toward...
1. Provide your own definition of method considering what the article says about it.
2. What might be possible reasons for the "defeat" of methods?
3. Why would the concept of approach be more advisable for teachers nowadays?
4. From the principles mentioned by Brown which is, in your opinion, the most important and why?
5. What does a principled approach allow teachers to do? Do we do that in EFL settings?

Article No. 17 Nunan – Listening in Language Learning
1. Why has listening been neglected and why is it gaining momentum nowadays?
2. What are the possible sources of difficulty for teaching listening in Pasto or Colombia?
3. Why should teachers implement listening in their classes if at all?

Article No. 18 Harmer - Listening
1. Make a chart comparing intensive and extensive listening regarding place, type of texts used, advantages and disadvantages of each of them.
2. What are, in your opinion, feasible, realistic listening tasks we can carry out with our Ss in our setting? Which elements make speaking maybe the most difficult skill to develop, at least in EFL settings?

Article No. 19 Harmer – Speaking
1. What does "speaking" really entail?
2. Do we teach conversational strategies in Colombia? Why should we do it?
3. What problems can you add to the ones mentioned in the article? What solutions would you give?

Article No. 20 Harmer - Reading
1. What is the value of extensive and intensive reading for EFL Ss?
2. How can we cope with the lack of reading materials and the "I don’t buy books" culture in Colombia?
3. Do you think that extensive reading is an option in Colombia or Pasto, where not even college students have good readings habits?

Article No. 21 Seow – The Writing Process and Process Writing
1. When would you implement writing with your students? Why?
2. Which activities do you consider the most effective in teaching writing?
3. Why do EFL teachers in this context focus so much in writing? Do you think that it is because they believe that learners are really good writers or because learners need writing?

Article No. 22 Harmer – Vocabulary
1. Why do EFL students in Pasto tend not have a strong vocabulary background? How can this be solved?
2. What strategies for vocabulary instruction do you consider the best?
3. Why are vocabulary lists "useless"? How can we improve the use of lists?

Article No. 23 Swan – Seven Bad Reasons for Teaching Grammar – and Two Good Ones
1. Why do you think EFL teachers have such an obsession with teaching grammar (in Spanish?) Has this been successful?
2. Which of the seven bad reasons provided by Swan is the most negative for learners?
3. What approaches to grammar teaching should new teachers be considering nowadays in EFL settings?

Article No. 24 Ellis – Grammar Teaching – Practice or Consciousness-Raising?
1. If you were not allowed to teach grammar in an English course, what would you do?
2. What do teachers need to be able to do when incorporating consciousness-raising activities?
3. Why aren’t teachers in Pasto going to implement consciousness-raising activities in the near future? (or at least so it seems)

Article No. 25 Harmer - Pronunciation
1. What does research in SLA suggest regarding pronunciation?
2. Do you think pronunciation can and should be taught? If so, how would you do it in real life?
3. Do you think that teaching pronunciation is necessary or valuable considering the students you will have and the learning purposes they have?
4. What would you do to cope with the scarcity of materials in schools?

Article No. 26 Harmer – Describing Learners
1. Is age the most important factor in learning a foreign language?
2. What advantages do children have over teenagers and adults and vice versa?
3. What do learner differences entail for the teacher?

Article No. 27 Brown – Teaching Across Age Levels
1. What are the challenges and advantages of each age group regarding teaching? What skills do you think are more suitable to teach to people with different ages?
2. How would you cope with having people from different ages in your classroom? Provide specific strategies that you would use.