

Integrated Approaches in Language Teaching

Content-Based Instruction (CBI)

Definition:

It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught

CBI: Assumptions about language teaching

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- CBI better reflects learners' needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills.

CBI: the implementation

1. As the framework for a unit of work
2. As the guiding principle for an entire course
3. As a course that prepares students for mainstreaming
4. As the rationale for the use of English as medium to teaching
5. As the framework for commercial EFL/ESL materials

Task-Based Instruction (TBI):

basic assumptions

- Language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks.
- Tasks are the primary unit to be used in planning teaching and in classroom teaching.

TBI: tasks

Definition

Task:

1. Something that learners do or carry out using the existing language resources
2. An outcome which is not simply linked to learning language
3. A focus on meaning
4. The learners' use of communication strategies and interactional skills

TBI: types of tasks

1. Pedagogical tasks: designed classroom tasks that intended to require the use of specific interactional strategies and may also require the use of specific types of language
e.g. Finding different things in two pictures (information gap)
2. Real-world tasks: tasks that reflect real-world uses of language and which might be considered a rehearsal for real world tasks
e.g. Role-play

Text-Based Instruction/Genre-Based Instruction (GBI)

- GBI sees communicative competence as involving the mastery of different types of texts
- Feez & Joyce (in Richards, 2005):
 - a. Teaching explicitly the structures and grammatical features of texts
 - b. Linking spoken and written texts to the cultural context of their use
 - c. Designing units of work which focus on developing skills in relation to whole texts
 - d. Providing students with guided practice as they develop language skills for meaningful communication through whole texts

GBI: several types of texts

- Procedures
- Explanations
- Expositions
- Recounts
- Reports
- Narratives
- Conversation and short functional texts

GBI: the implementation

Phases of the GBI implementation in the class:

Phase 1: Building the context

Phase 2: Modelling and deconstructing the text

Phase 3: Join construction of the text

Phase 4: Independent construction of the text

(Feez & Joyce, 1998:29)