

Fundamentals of Language Teaching: A Quick Overview

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Integrated skills

- Learners use all four skills together creatively
- Receptive skills: Listening and reading
- Productive skills: Speaking and writing
- All lessons exploit all skills

Task-based instruction

- Students are given problems to solve or are asked to develop an opinion
- Often in groups
- Conducted in the target language
- Tasks have clear instructions and time limit
- Always includes a form of language input
- Just above learners' proficiency levels

Contextualized language

- Classroom language is situated within an authentic social/professional context
 1. Language is real-world
 2. Grammatical forms are not isolated
 3. Learners understand the personal practicality of classroom language
 4. All language production has a real audience
 5. Purpose precedes form

Learner autonomy

- Teacher is a “guide on the side,” not a “sage on the stage”

- Teacher models successful learning strategies and allows learners to share them with each other
 1. repairing communication breakdown
 2. developing reading/writing skills
 3. study skills
 4. intercultural communication
- Assessment involves application of these strategies

Critical and creative thinking

- Learners solve problems in class and come to unique conclusions
- Learners are encouraged to express their opinions
- Classroom environment is non-judgmental
- Teacher often learns from students
- Motivating for learners, lively classroom

Meeting student needs/goals

- Every learner has unique reasons for studying English
- Diagnostic tests should be given on day one
- Every learner has his/her own learning style

Pair and group work

- Students get more talk time
- Smaller audience lowers their affective filter
- Encourages greater collaboration
- Allows for project work/group presentations
- Gives learners more control over the lesson