

THE HISTORY OF ELT APPROACHES, METHODS, AND MATERIALS



جامعة ساوية

كلية التربية

قسم اللغة الانكليزية

المرحلة 3

Introduction

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History of ELT

THE HISTORY OF ELT APPROACHES, METHODS, AND MATERIALS

The history of ELT shows the development of different types of approaches and methods as a

response to meet the demands of English language teaching and learning

Throughout history, the emergence and development of different theories in Applied Linguistics and Second Language Acquisition have influenced the types of methods used in ELT



FROM TRADITIONAL TO MODERN

Modern ELT methods have replaced traditional and old fashioned methods to resolve issues that hinder successful language learning and application

Traditional methods had failed to achieve the ultimate purpose, which is language communication

PHASES OF THE DEVELOPMENT OF ELT METHODS



ELT has experienced three phases of instructional approaches and methods:

- The traditional methods phase
- The modern approach phase
- The post method phase

THE FIRST PHASE

The traditional phase included :

- ❖ Grammar-Translation Method
- ❖ the Direct Method (Natural Method),
- ❖ the Audio-Lingual Method,
- ❖ the Community Language Teaching Approach,
- ❖ Total Physical Response Approach (Comprehension Approach)

Each emerged as a reaction to a previously unsuccessful method as well as a way to meet and fulfil particular demands regarding language teaching and learning.



THE SECOND PHASE

It brought a modern approach to meet current ELT demands and to help language learners **communicate** the classroom language they learn and use it effectively in **real situations** beyond the classroom settings.

This approach is known as the **Communicative Approach** and has two versions in ELT:

Communicative Approach

Content-Based Language Teaching (weak)

Task-Based Language Teaching (strong)



THE THIRD PHASE

- ❖ Also known as the **post-method era**
- ❖ It was developed as a criticism to the notion of methods that some are superior to others.
- ❖ Building on such a consensus, Prabhu (1990) explains that the answer to the question, “**Why there is no best method**” has three possible answers:
 1. Different teaching and learning settings require different methods
 2. Some validity and truth do exist in all methods
 3. There is no good or bad method

However, it has been argued that the best classroom instructions should be designed based on well-established language teaching and learning principles.



WELL-ESTABLISHED LANGUAGE TEACHING AND LEARNING PRINCIPLES

:Kumaravadivelu (1994)

- ❖ Maximize learning opportunity
- ❖ facilitate negotiated interaction
- ❖ minimize perceptual mismatches
- ❖ activate intuitive heuristics
- ❖ foster language awareness
- ❖ contextualize linguistic input
- ❖ integrate language skills
- ❖ promote learner autonomy
- ❖ raise cultural consciousness
- ❖ ensure social relevance



As a conclusion ➔

Implementation of these principles is essential in today's classroom instructions and practices / teachers should pay special attention to these principals