1.1. Approaches of Language Learning

1.1.1. Standards Based Approach

addresses what students should know and be able to do and demonstrate at the end of the process of the language study. There are three types of standards:

- **Content standards:** it is a statement about what learners should know and be able to do with English.

- **Performance standards:** shows how the learners have achieved the standards targeted.

- **Proficiency standards:** tell us how learners should perform.

Standards Based Approach "SBA" is concerned with developing the following five areas C5:

- **Communication:** learners will communicate in both oral and written forms, understand and interpret both oral and written messages to various audiences for a variety of purposes. The three modes of communication are interpersonal (functions: advice, suggestion, opinion), interpretive (receptive skills: reading and listening) and presentational (productive skills: writing and speaking) communication.

- **Culture:** learners will gain deeper understanding of their culture and the target culture in terms of their perspectives (ideas, attitudes etc.), practices and products like books, laws, music. (to interact with others, to understand the way they think and to avoid misunderstanding and embarrassment)

- **Connections:** learners will make connections with other subject areas such as history, Arabic... (what we've learned in a specific subject, we relate it to other subjects for us to understand well).

- **Comparison:** learners will gain awareness of cross-cultural similarities and differences in culture that exist between the target culture and language and their own through comparing.

- **Communities:** learners will extend their learning experiences or knowledge from the EFL classroom to the outside world through activities such as the use of the internet. We apply what we've learned in the classroom, in other situations and contexts outside the class. And this process is known as 'Learner Training' which is the focus of the Standard based approach.

1.1.2. Competency-based Approach

A Competency-Based Approach is an educational and training method that focuses on developing specific, measurable competencies or skills in learners. It is often used to ensure that individuals acquire the practical knowledge and abilities needed to perform effectively in various contexts (real life situations)

- **Clear, Measurable Competencies:** The approach defines specific competencies or skills that learners need to acquire. These competencies are concrete, measurable, and observable, making it clear what learners are expected to achieve.

- **Individualized Learning:** Competency-based education often allows learners to progress at their own pace. It accommodates diverse learning styles and individual needs, ensuring that each learner masters the required competencies before moving on

- **Authentic Assessment:** Assessment methods focus on evaluating the learners' ability to apply their competencies in real-life situations. This may involve performance assessments, practical tasks, and demonstrations.

- **Application of Knowledge:** It prioritizes the practical application of knowledge and skills in real-world contexts (workplace), emphasizing the ability to perform tasks and solve problems.

1.1.3. Communicative Language Teaching Approach

It is a learner-centered Approach because it gives the chance to the learners to learn by themselves, to involve in the process of learning. This approach "helps the learner to develop not only the linguistic competence but also the communicative skills as to what to say, how to say, when to say and where" in order to satisfy his daily needs as larger aim. In this approach fluency and accuracy are equally important. The teacher here is a co-participant not that of an authoritarian master. The teacher should provide all the recourses necessary for communication to be effective in every context.

The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning.

1.1.4. Content-based approach (CBI / CBA)

A Content-Based Approach, often used in language education, is an instructional method that places content at the center of the learning process. Instead of focusing solely on language skills and structures, this approach integrates language learning with the study of subject matter or content areas.

This approach prioritizes the teaching and learning of language through meaningful and relevant content. It involves selecting specific subject matter or themes, and using these as the context for language instruction. The content becomes a vehicle for language learning, allowing learners to acquire language skills while engaging with real and authentic material related to the content area.

1.1.5. Content and Language Integrated Learning (CLIL) / (e.g., EMI)

CLIL integrates language learning and content learning in a single curriculum. It places equal importance on language proficiency and the acquisition of subject matter knowledge. This approach aims to enhance both language and content skills simultaneously, making the learning process more holistic. CLIL programs deliver instruction in two languages: the students' native language (L1) and the target language (L2) (Bilingual/ multilingual). The target language is used for content instruction.

Authentic Context and materials	Language Learning	Integrated Skills
Motivation and Engagement	CLIL	Cultural Awareness

Language Support	Content Learning	Code Switching

Key elements in a CLIL classroom

1.1.6. Humanistic approach

It is a scientific approach aims to teach language scientifically with regard to the learners' readiness and centeredness. In this approach, learners are treated as humans who can talk, participate, react and express their feelings and personal opinions… they can even decide what they like to study.

- Humanistic approach empowers the role of learner in the language learning process. It is based on the learner-centeredness principle.
- Teacher is more of an enabler and a facilitator while students are involved in socioaffective learning activities.
- Consider the learner as humans.
- No anxiety in learning.
- To promote love and self-esteem.
- To care about the psychology of the learners in general.
- Teacher's role is facilitating, supporting, and encouraging learners.
- Learning a foreign language is a process of self-realization and of relating to other people

1.1.7. Eclectic Approach

Eclecticism in education recognizes that no single teaching method or approach is universally applicable to all learners or all instructional situations. Instead, it encourages teachers to be open-minded, adaptive, and creative in their teaching practices by selecting and combining elements from different approaches to meet the unique needs of their students. This approach involves the selective and thoughtful integration of various methods, techniques, and approaches based on the specific needs and goals of learners, as well as the teaching context.

✓ **Key elements of an eclectic teaching context:**

- **Flexible Integration:** Educators choose methods, techniques, and materials from various language teaching approaches (e.g., communicative, structural, functional, task-based) and apply them as appropriate to the learning context.
- **Student-Centered:** The eclectic approach allows for tailoring instruction to the individual learning styles, preferences, and needs of the students, taking into account their backgrounds, goals, and abilities.
- **Dynamic and Adaptive**: Teachers are encouraged to adapt their teaching methods and materials as they assess the progress of their students and the effectiveness of their instructional choices.
- **Holistic Learning:** This approach promotes a holistic view of language learning,

recognizing that language acquisition is influenced by various factors, including cognitive, social, and cultural aspects.

- **Varied Resources**: Educators use a wide range of resources, including textbooks, multimedia, authentic materials, and technology, to support learning.
- **Pragmatic Selection**: The selection of methods and materials is pragmatic, guided by the specific goals of language instruction and the immediate needs of the learners.
- **Continual Professional Development**: Teachers continuously seek to expand their teaching repertoire, acquire new strategies, and stay informed about developments in language education.
- **Mix of Skills and Strategies**: The eclectic approach allows for the integration of different skills (e.g., speaking, listening, reading, writing) and strategies to create a comprehensive learning experience.

Question for reflection:

a. Evaluate the effectiveness of each approach in terms of language acquisition and proficiency. Are there specific advantages or limitations to each approach, and under what circumstances might one approach be more effective than another?

b. Consider the evolving landscape of language teaching and learning. How have these approaches adapted to changes in educational trends and the needs of the globalized world?

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