

After Methods, What Then?

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From input to interaction:

Teacher Training → Teacher *Education* &
Development

'Craft model' ('do as I do')

'Applied science' model ('do as science tells you')

both are top-down models → 'cognitive revolution' (active construction of own knowledge)

→ Experiential/Reflective model of teacher-learning

There is a place for theory but it needs to be processed / developed in interaction with practice and context

Some critical views of the 'method' concept

'There is no best method – why?' (Prabhu) One size cannot fit all – and teachers have always been eclectic in practice, because they have their own experience-derived theories (which are undervalued)

Methods serve the interests of their promoters, but not necessarily of teachers or learners (Pennycook)

Methods are associated with UK / USA export industry
(Phillipson) / 'native speakerism' (Holliday)

'Tissue rejection' -- we need 'appropriate methodology
in social context' (Holliday)

We live in a post-method era (Kumaravadivelu) – but
we don't, in fact!





Photo © Christopher Tribble, 2004





Photo © Christopher Tribble, 2004



Photo © Christopher Tribble, 2004





Photo © Christopher Tribble, 2004



We are supposed to live in a 'post-method era', but ...

- the concept of 'method' still predominates as a way for conceptualizing teaching;
- 'methods-in-materials' are dominant in practice;
- in-service teacher training and teacher association events are often set up for the provision of 'recipes' / quick-fix 'solutions'
- externally imposed teaching competency frameworks are increasingly dominant

- the concept of 'method' is still dominant as a way for conceptualizing teaching (cf. pre-service training);

Because of ...

the academic and commercial interests 'methods' serve –
and a continuing idolization of science / lack of
understanding of the limitations of 'science' and of
applying science in our field

- 'methods-in-materials' are dominant in practice;

because of ...

hard-selling of materials and associated testing systems –
and the deskilling / decline of teacher agency they entail;

- in-service teacher training and teacher association activities are often set up to favour 'recipes' / quick-fix 'solutions' and (celebrity-centred) entertainment;

Because ...

Commercial / academic interests predominate -- it is said that busy teachers want entertainment and recipes – not something heavier. But it creates / reinforces dependency

- externally determined teaching competency frameworks are increasingly dominant

Because ...

We do not define teaching competence sufficiently for ourselves

Within teacher education /
development, a key concept has
emerged for me:

'Teacher-learner autonomy' –
Teachers' ability to take control of /
responsibility for their own learning
(their own professional development)

Learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person.

(‘Bergen definition’, in Trebbi 1990)

Teacher-learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person.

(based on 'Bergen definition', in Trebbi
1990)

So, how do we change the situation I've described (if we want to!)? How to enhance 'teacher-learner autonomy'?

1) Deconstruction –

Deconstruct allegiance to methods, (misapplied) science, commercial interests, published materials and testing systems, recipes / quick-fix 'solutions', celebrity-centred entertainment, externally imposed teaching competency frameworks!!

2) (Re)construction-

After methods – what then?

Part 1. Deconstructive history

DER
SPRACHUNTERRICHT
MUSS UMKEHREN!

EIN BEITRAG
ZUR
ÜBERBÜRDUNGSFRAGE
VON
QUOUSQUE TANDEM
(WILHELM VIÉTOR).

DRITTE, DURCH ANMERKUNGEN ERWEITERTE
AUFLAGE.



LEIPZIG.
O. R. REISLAND.
1905.

Wilhelm Viëtor (1850-1918)

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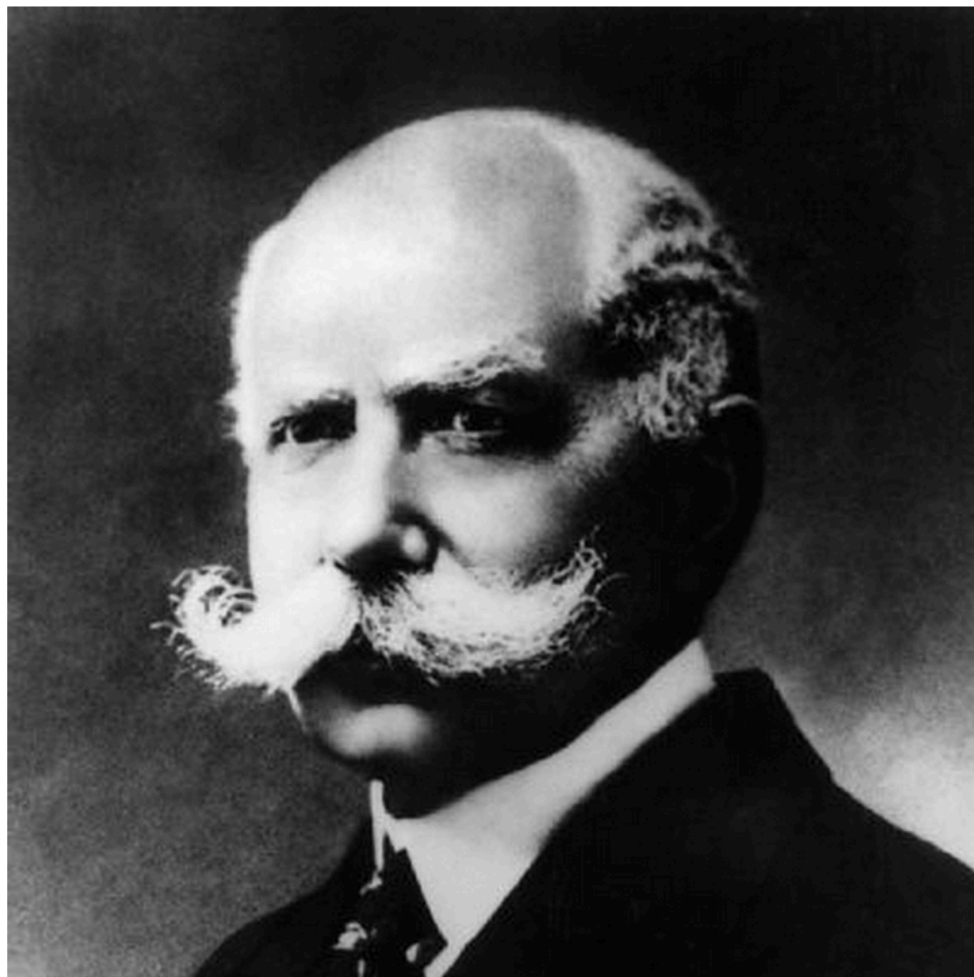


Life

Works

Archive

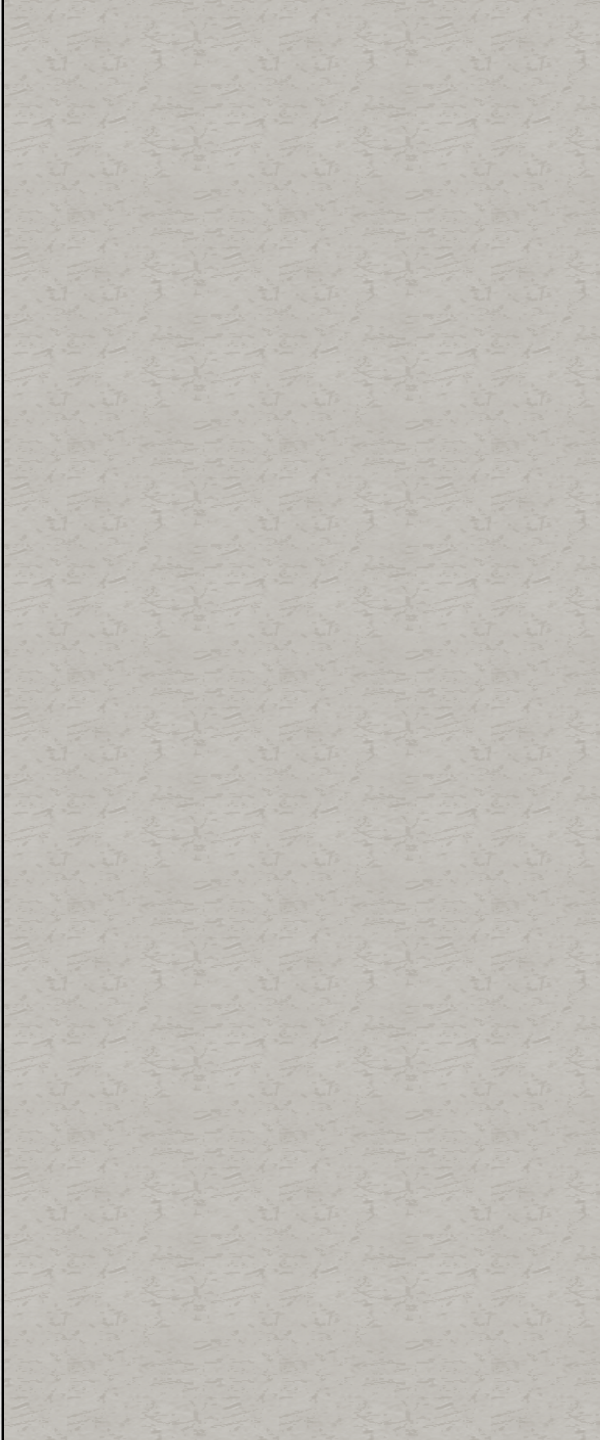
Maximilian Berlitz (1852-1921)



Life

Works

Archive



Paul Passy (1859-1940)



Life

Works

Archive

THE BULLETIN

OF
THE INSTITUTE FOR RESEARCH IN
ENGLISH TEACHING

Department of Education, Tokyo, Japan

No. 126

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第十卷第一號

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DEPARTMENT OF EDUCATION, TOKYO, JAPAN

Vol. I, No. 1.

定價一部二十錢

June 1, 1923

Institute for Research in English Teaching Established

Mr. Palmer's Office at the Department of Education will be the Centre of Language Teaching Research.

On Tuesday May 1, the special committee of the Department of Education, consisting of Messrs C. Matsuura, T. Komatsubara, S. Ichikawa, Y. Okakura, J. Nagaya, S. Mikami, K. Fujioka appointed to advise in matters pertaining to the work of Mr. Palmer in Japan, met at the Mombusho to hear from Dr. Sawayanagi the plans of the Institute for Research in English Teaching.

The committee approved the Institute, and as individuals they consented to become members of the Advisory Council of the Institute.

It was also resolved to entrust the details of administration and research to a committee which shall be nominated by Dr. Sawayanagi.

Dr. Sawayanagi has therefore with Mr. Palmer appointed the following as the Administrative Committee of the Institute: Dr. M. Sawayanagi, President of the Imperial Education Association; Mr. T. Komatsubara, Inspector of the Department of Education; Prof. Shigeharu Kimura of the Tokyo University of Commerce; Prof. Rinsiro Ishikawa of the Higher Normal School, Tokyo; Prof. Tsutomu Chiba of the School of Foreign Languages, Tokyo; Prof. Shigeru Araki of the Peers's School, Tokyo; Miss Ai Hoshino of the Tsuda Eigaku Juku Tokyo; Prof. Eishiro Hori of Keio University, Tokyo; Prof. J. Victor Martin of Aoyama Gakuin, Tokyo; and Mr. W. E. Laxon Sweet, of the Kokusai News Agency.

English Phonetician Recommends American Pronunciation for Japan; Whereas, American Phonetician Recommends "Southern English."

Professors Daniel Jones and C. H. Grandgent Differ as to a Standard of English Pronunciation for Japanese Schools.

Prof. Daniel Jones, head of the Phonetics Department of University College, London, in a recent letter to the Pronunciation Committee of the Commission on English Teaching by Foreigners in Japan, suggests that it might be found desirable to adopt for teaching purposes in Japan a pronunciation intermediate between the Public School Pronunciation (PSP) of England, (sometimes referred to as "Southern English") and American speech. At this point Prof. Jones suggests that if this committee thought such a course desirable that the west of England pronunciation be adopted especially as it is transcribed in Cassell's French and English Dictionary (new edition).

As an alternative he suggests the adoption of American pronunciation as shown in Krapp's book, "The Standard Pronunciation of English in America". The full text of Prof. Jones's note on this subject will be published in a subsequent Bulletin.

In the same mail Prof. Charles H.

Grandgent of Harvard University, Cambridge, Mass., one of America's foremost phoneticians advised this same committee to adopt "Southern English" as that type of pronunciation is the only one that has been scientifically recorded on a phonetic basis.

Again, in the same way Miss Anne M. Rae, a teacher of phonetics at the Girls High School, New York City, in an article called "Cultured Speech", (to be reproduced subsequently) intimates that there is one standard of cultured speech among educated peoples in the leading centres of the English-speaking world which may be studied in Jones's Pronouncing Dictionary.

The members of the Institute who have seen these statements consider them very significant as well as interesting, and they have expressed a hope that here in Japan there may be discovered the standard that is neither too English to be incomprehensible to Americans, or too American as to be displeasing to the ears of English people.

Kaitakusha Appointed Distributors of Institute Publications.

The Japanese Y. M. C. A. Press (Kaitakusha) of 10 Omote Saragaku-cho, Kanda, Tokyo have been appointed distributing agents and business brokers of the Institute. Mr. Kobayashi, the manager of the Press, acts as a secretary of the Institute and voluntarily tends to all of the business of the In-

stitute. This relieves the other secretaries for the technical work of research which is so important for the Institute to concentrate its efforts on.

Arrangements are also underway with Mr. Palmer's British publishers to make Kaitakusha their stock depository for Japan so that there will always be an adequate supply of Mr. Palmer's books in Japan.

1923-36

Founder and editor: Harold E. Palmer



**Harold E.
Palmer
(1877-194
9)**



ENGLISH THROUGH ACTIONS

(THIS FORMING PART OF THE "ORAL OSTENSIVE LINE OF APPROACH" OF THE STANDARD
ENGLISH COURSE IN PREPARATION BY THE INSTITUTE.)

BY

HAROLD E. PALMER

Linguistic Adviser to the Department of Education, Director of the Institute for Research in English Teaching

AND

DOROTHÉE PALMER

Editorial Secretary of the Institute for Research in English Teaching.

TOKYO

THE INSTITUTE FOR RESEARCH IN ENGLISH TEACHING

1925





- 1) An applied linguistic approach – going back to 1880s ‘Reform movement’ – was set up to counter ‘patent methods’. Cf. (1950s) ‘methodics’ / Stern’s (1983) *Foundations of Language Teaching*
- 2) But ‘linguistics applied’ arose (Fries, Corder) – SLA may appear as the latest manifestation
- 3) Critique of ‘linguistics applied’ (Widdowson) needs to be continually reasserted – as does valuing of experience theorized
- 4) An ‘alternative applied linguistics’ – more bottom up, more governed by – and feeding into -- ‘real world problems’, more concerned with teachers’ contexts, experiences and theories, less ‘applicationist’

Part 2. Constructive engagement with / development of learner autonomy

Some 'small steps':

- Ask students what they do outside class to improve their English, and/or what they could do, and/or what they have done before but have now stopped doing.

- Make sure the students get to hear about one another's ideas, and suggest further ideas for out-of-class learning that you may have heard of.

- Ask students to choose what they'd like to do to improve their English outside class, perhaps in replacement for (some of) their homework. Give them some kind of credit for out-of-class learning. Ask them to commit to some kind of contract for this learning.

- Find time for sharing, evaluation and replanning of out-of-class learning contracts

- Ask students at the end of a normal lesson what suggestions they have for classroom work
- Summarize students' suggestions for classroom work and [a big step] act on (some of) them, then evaluate together.

- [a bigger step] Suggest the formation of learning groups which will take forward some of the suggestions more 'independently'. Evaluate (with possibility of reverting to previous arrangements) and replan, together with students

Part 3. Constructive teacher- research



Three contexts

Chile – British Council 'Champion Teachers' project (Jan – Dec. 2013)

Chilean Champion Teachers

- Background
- Our progress
- FAQs
- Facebook
- Links
- Final reports



A two-day workshop in January 2013 launched the British Council Chile 'Champion Teachers - Action Research Project',

Here are [Photos from this two-day workshop](#) for Chilean secondary school teachers, [further information in Spanish](#), and a [video about the project in English](#).

This first iteration of the project ended in January 2014 with another two-day workshop in Santiago. Congratulations to all participating Champion Teachers! Here's a photo

Chile – British Council ‘Champion Teachers’ project (Jan – Dec. 2013)

Cameroon (August 2013) – CAMELTA conference, leading to ‘Teacher Association Research’ project

CAMELTA



Three experiences / contexts of supporting teacher-research 'for difficult circumstances'

Chile – British Council 'Champion Teachers' project (Jan – Dec. 2013)

Cameroon (August 2013) – CAMELTA conference, leading to 'Teacher Association Research' project

Nepal (November 2013)– 5-day 'Hornby Regional School' on 'The Low-Resource Classroom', setting up teacher-research projects in groups



TELC (Teaching English in Large Classes) Network

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TELC Home

Network rationale

Large class size is a challenge faced by many teachers and learners around the world and is a particular issue in many 'developing' countries where teacher recruitment has not kept pace with rapid increases in school enrolments. Investigations of large class size and other challenges involved in teaching in 'difficult circumstances' constitute the focus of our concern as a research network.

bit.ly/telcnet-home

(1) Teachers share success stories











(2) Seeking clarification of problems through questioning and discussion



How CAN we involve Parents into the English Learning Process of their CHILDREN?

• They don't invest in resources for the English Subject. (to keep a record) at the end of MARCH

• They don't spend time with their kids to do Homeworks. (we will survey our students in Spanish)

• Parents don't go to school, when the English teachers ask them to go. (a check list in parents' internet)

at the end of April ☺

Make school fun
Parents are the key
to the success of the
child's education

How is it important
to involve the
parents to get
involved?

Parents are the
key to the success
of the child's
education

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of the child's
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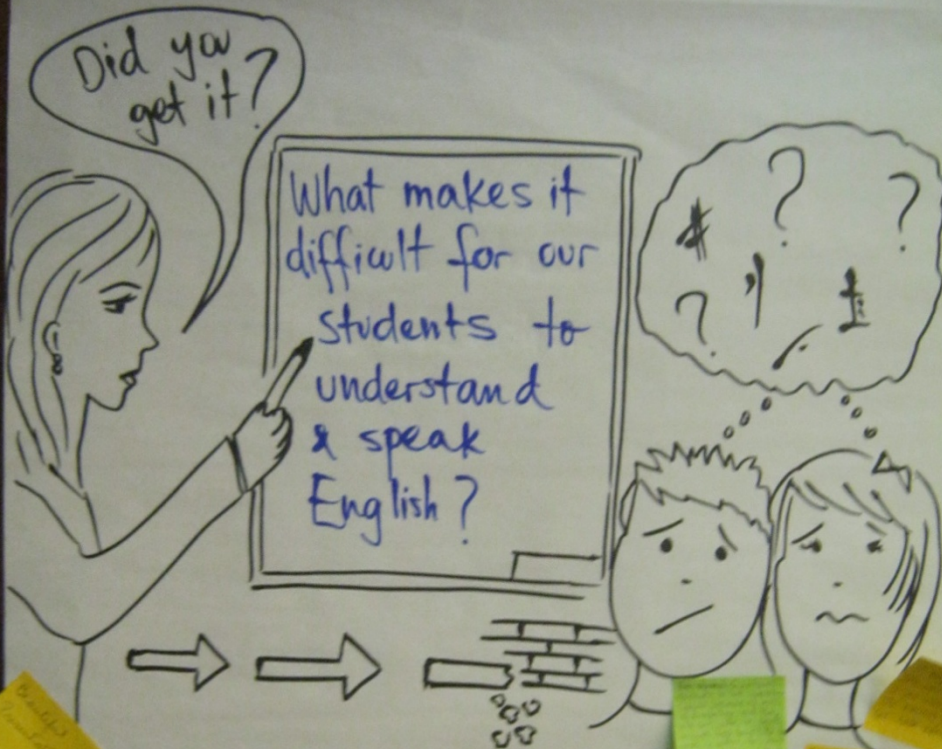
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Lily Carr
Elizabeth
Patricia
Rodriguez



ACTION RESEARCH
WILL GIVE THE ANSWER

To be continued

Karel
Arias
Carla
Cisternas

(3) Taking time for exploration before new action

Action research:

Problem -> Action -> Data to evaluate intervention ->
Analysis -> Interpretation (-> further action etc.)

Exploratory action research:

Problem/puzzle -> Questions ->

Data -> Interpretation (-> Action or further exploration)

Problems can partially disappear through discussion with students, or be conceived in a different way (examples from last year's talk) and/or new actions can be suggested by students.

Roberto Delgado (Chile) – ideas for action from students' feedback – he gained a 'whole new repertoire' of speaking (assessment) activities

(4) Peer-to-peer and near-peer support

- Cameroon Teacher Association Research

(5) Peer-to-peer and near-peer support

- Cameroon Teacher Association Research
- Second cycle of the Chilean project (from July 2014): presentations and potentially mentoring by former participants in June 2015

(5) Informal reporting – speaking before writing

Chilean Champion Teachers - Final Reports (January 2014)

Teachers who completed Exploratory/Action Research projects first gave a poster presentation to other teachers - this helped them quickly write an informal written report.



Wrapping up classes

Andrea Robles

"The end is as important as the beginning of the class"

The written report can be viewed as pdf below with most browsers:

“Wrapping up Classes”

The end is as important as the beginning of the class

Andrea Robles López

My name is Andrea Robles, I am a teacher from Iquique and I'll share with you my action research project called “Wrapping up Classes” The end is as important as the beginning of the class.

I work in Academia Iquique School, it is one of the best subsidized schools in Iquique, and it is a huge school with more than one thousand and seven hundred students. Here we receive students who have a high performance in many subjects including English, if they don't get a 6.0 average at the end of the year they have to leave the school. For this reason we have good results and I do not have problems with grades, motivation, or class participation but what I do have is a puzzle, a wondering about my own teaching practice. I actually teach 11th graders and I have many questions about how I am doing my classes.

When all this process of action research started I sat down and thought about the things I considered weak about my teaching practice in that moment, and the

I tried 4 more activities:

-The magic boards: that is a white plastic folder with a white paper inside where the students can write with a whiteboard marker and show the answers in English to the teacher then they can erase the answer and write again. I did that in pairs with different contents.

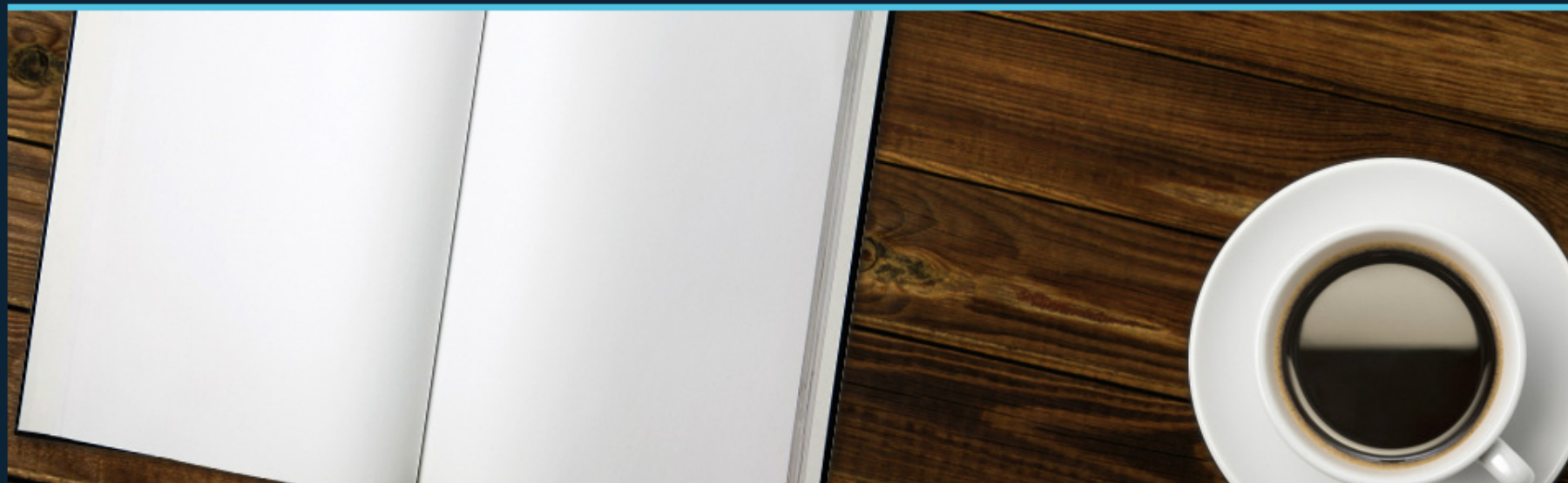


-The traffic light: it is a traffic light made with cardboard paper where the students wrote in English the previous knowledge they have in red, the things they learned in the class in yellow, and the things that were not very clear or they want to explore





IATEFL Research SIG

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Teachers Research!: Posters, Talks, Discussions

'Teachers Research!'^{*} was a special participant-centred day dedicated to research **by** teachers **for** teachers. The day was structured around short presentations by poster followed by informal discussion, in combination with commentary and discussion sessions involving Dick Allwright, Anne Burns and Donald Freeman as guest commentators (see [Programme for the day](#)). With the permission of all participants, we have made videos and photos of the day available below.



First morning session

Introduction to the Day (Richard Smith & Sarah Brewer)

Poster presentations:

- * **Christina Gkonou**
- * **Katie Moran**
- * **Becky Steven & Jessica Cobley**
- * **Esma Asuman Eray**
- * **Jayne Pearson**
- * **Bushra Ahmed Khurram**
- * **Elena Oncevska**

Commentary on these posters by Dick Allwright, Anne Burns and Donald Freeman (10 min.)



After Methods, What Then?

History – Learner autonomy – Teacher-research

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