

# **METHODOLOGY OF TEACHING ENGLISH**

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# Components of methodology

- ▶ Learning process/teaching process
- ▶ Goals/aims
- ▶ Contents
- ▶ Principles
- ▶ Methods/approaches
- ▶ Teaching techniques
- ▶ Means of teaching
- ▶ Forms of teaching

# Methods

- ▶ Traditional language teaching
- ▶ Communicative language teaching
- ▶ Innovative language teaching

# The Direct Method

- ▶ reaction against Grammar-translation Method (the end of the 19<sup>th</sup> century)
- ▶ stresses direct thinking and discussion in foreign language
- ▶ emphasizes the use real-world objects and actions to show what is being communicated
- ▶ regarded as a tool for communication and something that is generated spontaneously
- ▶ pre-requisites (industry, trade, colonial expansion, psychology)

# The Direct Method (Natural)

- ▶ The Direct Method is a system of instructing a foreign language using only that language and without focus on the study of grammar
- ▶ It is a method of teaching a foreign language through conversations, discussions, and reading in the language itself, without the use of the pupils' language, translation and without the study of formal grammar
- ▶ Direct because it was done without any resort to the mother tongue
- ▶ Assumption: we learn a foreign language as we learn the mother tongue

## ▶ Characteristics:

- ▶ Teaching is entirely in the target language (native language is not permitted)
- ▶ Grammar rules are avoided
- ▶ Strong focus on the sound pronunciation
- ▶ Method attempts to form an intentional connection between thought and expression and between experience and language

# Principles of the Direct Method

- ▶ Active use of the language in the classroom
- ▶ Instructions are conducted solely in the target language
- ▶ Only everyday vocabulary and sentences were taught
- ▶ Oral communication skills were built in graded progression
- ▶ Organized around question-answer exchanges between teacher and students
- ▶ Grammar rules were not explicitly taught but rather learned through intensive listening and imitation, thus memorizing conjugations and rules is not prioritized, importance is on speech
- ▶ New teaching points are introduced orally

# Principles of the Direct Method

- ▶ Translating is perceived as unproductive practice (thus, theatrical presentation, demonstration or pointing at objects are used to explain the meaning of words)
- ▶ Small, intensive class
- ▶ Concrete vocabulary (tangible items) - demonstration, pictures
- ▶ Abstract vocabulary - associations of ideas
- ▶ Reading and writing are postponed until firm ground is secured in listening and speaking



# Typical Direct Method lesson

- ▶ Starts with warm up activity (physically active to refresh students' memories)
- ▶ Introduction of new material (one term or phrase at the time), then modelling how to use phrases
- ▶ Working in pairs (guided work/independent practice)

# Typical techniques of the Direct Method

- ▶ Questions and answers activities (use of words and grammar rules in new sentences)
- ▶ Reading aloud
- ▶ Self-correction
- ▶ Conversation activities
- ▶ Fill-in-the-blank exercise
- ▶ Dictation
- ▶ Map drawing
- ▶ Paragraph writing (using the model and teaching materials)
- ▶ The 'mim-mem' technique
- ▶ Songs
- ▶ Memorizing

## Strengths/advantages

- ▶ Teacher and students are partners in the process
- ▶ Large amount of learner-learner interaction
- ▶ Natural order in developing skills
- ▶ Emphasis on speaking
- ▶ Better pronunciation
- ▶ Learners learn the language, not about the language
- ▶ Lively classroom procedure - motivation
- ▶ Learning is contextualized
- ▶ Teaching vocabulary through realia brings authenticity into the classroom

## Weaknesses/shortcomings

- ▶ More applicable in the classrooms of small size
- ▶ Requires a lot of time to point out the meaning of words, especially abstract ones
- ▶ Spelling errors due to focus on speaking mostly
- ▶ Not suitable for all learning styles

# The Audio-Lingual Method (Army Method)

- ▶ Emphasizes listening and speaking before reading and writing
- ▶ Dialogues are the main means of presenting a language; drills are the main tools for learning
- ▶ Assumption: certain traits of living things can be trained by reinforcement
- ▶ Language is a system of sounds and for social communication; writing is a secondary derivative system for recording of spoken language
- ▶ Language is a form of behaviour to be learnt through the formation of correct speech habits

# The Audio-Lingual Method

- ▶ Emphasis on the acquisition of structures and patterns in common everyday dialogue
- ▶ Drills are used to teach structural patterns
- ▶ Set phrases are memorized with a focus on intonation
- ▶ Grammatical explanations are kept to a minimum
- ▶ Vocabulary is taught in context
- ▶ Audio-visual aids are used
- ▶ Focus is on pronunciation
- ▶ Correct responses are positively reinforced immediately
- ▶ Each skill is treated and taught separately (reading and writing are not neglected but focus is on listening and speaking)
- ▶ Dialogue is the main feature
- ▶ Language lab was introduced

# Techniques of ALM

- ▶ Dialogues are used to teach useful vocabulary and common communication structures (students must memorize every line from the dialogue; learning occurs by mimicking the instructor, through repetition over time, starting with whole class, then smaller groups, finally, the individuals)
- ▶ Combination of listening and speaking makes sense; listening is the key to effective speaking
- ▶ Listening comprehension is still the most neglected aspect of language learning

# Improving listening comprehension:

- ▶ Dialogues should be presented as a story
- ▶ Teach content in the story using gestures, visuals, synonyms
- ▶ Different role plays to be used in the dialogues
- ▶ Dialogues goes non-stop a normal speed
- ▶ True-false activities
- ▶ Repeat the dialogue
- ▶ Comprehension test
- ▶ Speaking practice: pattern practice - mimicking the dialogue - performance in front of the class changing roles
- ▶ Practice is how the learning of the language takes place

## Strengths/advantages

- ▶ Visuals are effective in vocabulary learning
- ▶ Easy to use in larger groups

## Weaknesses/shortcomings

- ▶ Teacher-dominated method
- ▶ Not all four skills are given equal importance
- ▶ Mechanical method (pattern practice, drilling, memorization)



# DM vs ALM

- ▶ Both reject mother tongue
- ▶ Combat deficiencies presented by GTM