

[FLED 303] Contemporary Methods of Foreign Language Teaching



**LANGUAGE TEACHING METHODS
TECHNIQUES AND PRINCIPLES**

What are we going to cover?



- Foreign language teaching methods:
 - The Grammar-Translation Method
 - The Direct Method
 - The Audio-Lingual Method
 - The Silent Way
 - Suggestopedia
 - Community Language Learning
 - Total Physical Response
 - Communicative Language Teaching
 - Content-based and Task-based Approaches

The Grammar Translation Method



- once called “The Classical Method” (Chastain,1988)
- Grammar within the context of target language literature
- The study of the grammar of target language results in becoming better NATIVE language speaker and writer;

Teaching Techniques

(The Grammar Translation Method)



- Translation of a literary passage
- Reading Comprehension Questions
- Antonyms/Synonyms
- Cognates
- Deductive Application of Rules
- Fill-in-the-blanks
- Memorization
- Use words in Sentences
- Composition

The Goals of the Teachers

(The Grammar Translation Method)



- To be able to read literature written in Target Language
- To learn grammar rules and vocabulary
- To develop minds with the study of target language

Teacher's Role vs. Students' Role

(The Grammar Translation Method)

- Teacher □ Authoritative Transmitter of Knowledge (Atlas Complex)
- Students □ Passive Audience, Receptive Vessels into which Knowledge is poured

(Lee, J. & VanPatten, B. 2003)

Teaching/Learning Process

(The Grammar Translation Method)



- Translation one language to another
- Deductive Grammar Teaching
- Grammar Paradigms
- Memorizing Vocabulary Items

The Nature of Interaction in the Classroom

(The Grammar Translation Method)



- **ONE WAY:**
Teacher □ Students
- **No or Little Interaction among Students**

Language Areas and Skills

(The Grammar Translation Method)



- Vocabulary and grammar are emphasized.
- No emphasis on Pronunciation

- Reading and Writing are primary skills
- Less attention given to Speaking and Listening

Role of Students' Native Language and Evaluation

(The Grammar Translation Method)



- Native Language is the primary means of communication.
- Evaluation;
 - Translation of Written Texts
 - Comprehension Questions



The Direct Method

The Direct Method



- Like the Grammar-Translation Method, the Direct Method is not new.
- Since the G-T Method was not effective in preparing students to use the target language communicatively, the Direct Method became popular.
- The basic rule: No translation allowed. Meaning should be conveyed directly in the L2.

Teaching Techniques

(The Direct Method)



- Reading aloud
- Question and Answer exercise
- Getting students to self-correct
- Conversation Practice
- Fill-in-the blank exercise
- Dictation
- Map Drawing
- Paragraph Writing

The Goal of the Teachers

(The Direct Method)



- To teach students how to communicate in the target language. In order to do this successfully, students should learn to think in the target language...

Teacher's Role vs. Students' Role

(The Direct Method)



- The teacher directs classroom activities, however, the students' role is less passive than the one in G-T Method.
- The teacher and the students are more like partners in the teaching/learning process.

Teaching/Learning Process

(The Direct Method)



- Meaning should be associated with the target language directly.
- New target language words or phrases are introduced through the use of realia, pictures, or pantomime. The instructor never translates them into students' native language.
- Real situations are created to present a model for everyday speech.
- Grammar is taught inductively.

The Nature of Interaction in the Classroom

(The Direct Method)



INTERACTION

TEACHER □ □ *STUDENTS*

STUDENT □ □ *STUDENT*

Language Areas and Skills

(The Direct Method)



- Vocabulary is emphasized over grammar.
- Although work on all four skills (reading, listening, speaking, writing) occurs from the start, oral communication is seen as basic.
- Reading and writing exercises are based upon what students practice orally.
- Pronunciation also receives attention right from the beginning of a course

Role of Students' Native Language and Evaluation

(The Direct Method)

- Native language shouldn't be used in the classroom.
- Evaluation:
 - Students are asked to use their knowledge about the language by using oral and written skills.
(Oral Interviews, Writing a paragraph)



The Audio-Lingual Method (Audiolingualism)

The Audio-Lingual Method



- Like the Direct Method, it is also an oral-based approach.
- Drills play a significant role.
- A strong theoretical base in linguistics and psychology.
- Native language habits should be overcome and new habit should be formed in the target language

Teaching Techniques

(The Audio-Lingual Method)



- Dialog Memorization
- Expansion Drill
- Repetition Drill
- Chain Drill
- Single-Slot Substitution Drill
- Multiple-Slot Substitution Drill
- Transformation Drill
- Use of Minimal Pairs
- Complete the dialog
- Grammar Game

The Goal of the Teachers

(The Audio-Lingual Method)



- To enable students to use the target language communicatively. In order to do this, students need to overlearn the target language (to learn to use it automatically without stopping to think)
- Students need to form new habits in L2 and overcome the old habits of their native language.

Teacher's Role vs. Students' Role

(The Audio-Lingual Method)



- Teacher = Orchestra Leader, directing and controlling the language behavior of the students. HE/She is also responsible for providing the students with a good model of imitation.
- Students = Imitators of the teacher's model. They follow the teacher's directions and respond as accurately and rapidly as possible.

Teaching/Learning Process

(The Audio-Lingual Method)



- New vocabulary and structural patterns are presented through dialogues.
- The dialogues are learnt through imitation and repetition.
- Drills are conducted based upon the patterns present in the dialogues.
- Grammar is taught inductively. No explicit grammar rule is given.

The Nature of Interaction in the Classroom

(The Audio-Lingual Method)



INTERACTION

TEACHER □ □ *STUDENTS*

STUDENT □ □ *STUDENT*

Language Areas and Skills

(The Audio-Lingual Method)



- Vocabulary is kept minimum while students are mastering the sound system and grammatical patterns.
- The natural order of skills presentation is adhered to: listening, speaking, reading, writing.
- The oral/auditory skills receive most of the attention.
- Pronunciation is taught from the beginning.

Evaluation Procedures

(The Audio-Lingual Method)



- The habits of students' L1 are thought to interfere with students' attempts to master L2. Therefore, L2 should be used in the classroom.
- Evaluation:
 - Students might be asked to distinguish between words in a minimal pair or to supply an appropriate verb form in a sentence.

The Silent Way



- Derived from the Cognitive Approach
- Learners seen as actively participative in learning instead of simply receptive .
- Teaching is aimed at serving the learning process rather than imposing on it.
- Learners is an internal process which builds upon previous knowledge.

Teaching Techniques & Materials

(The Silent Way)



- Sound-Color Chart
- Teacher Silence
- Emphasis on Peer Correction
- Rods
- Self-Correction Gestures
- Word Charts
- Fidel Charts
- Structured Feedback

The Teacher's Goal

(The Silent Way)



- Students need to use the language for self expression, and need to learn independently (operates under the assumption that learning is an internal process)
- Teacher instruction is a last resort, the students must become independent by relying on themselves

The Teacher and Student's Role

(The Silent Way)



- The teacher does not utter the sounds of the target language, but rather gestures to students how to adapt L1 sounds to the target language's sounds.
- Students are encouraged to be autonomous, Teacher verbal instruction is a last resort.
- No homework is given, with the assumption that students will assimilate the knowledge naturally over time
- Peer correction is encouraged
- “The teacher works with the student, the student works on the language”

Characteristics of the Learning Process

(The Silent Way)



- Students begin learning the language through learning the sounds, with the help of a sound-color chart, and adapting L1 sounds into the target language's
- Teachers structure lessons to focus on the structure of the target language, and intelligible pronunciation
- Teachers use student errors to find areas to focus on
- Students practice language structures without drill-like repetition

Classroom Interaction

(The Silent Way)



- The Teacher is mostly silent, but structures instruction to focus on problem areas for students
- Instruction is predominately non-verbal, consisting of gestures and teaching materials.
- The teacher speaks to give clues to students, not model the form of the language
- Student to student interaction is desirable and encouraged

Language Skill Emphasis

(The Silent Way)



- Students practice making target language sounds and native-like pronunciation
- No linear syllabus, the instructor builds on student knowledge and recycles topics and forms
- All skills are utilized, but in no particular order

Role of L1 and Evaluation Procedures

(The Silent Way)



- L1 is used to focus student perception and for students to give feedback.
- Teachers exploit similar sounds in L1 and target languages to aid student pronunciation
- No formal evaluation procedures, student evaluation is based on their ability to transfer previous knowledge to new contexts
- Emphasis on student progress, not perfection

Desuggestopedia



- Aims to lower psychological barriers to learning to stimulate language learning at an accelerated rate.
- Class time is structured to remove student performance anxiety.
- Focused on integration of fine arts into language learning
- Ideally a unity between the conscious and subconscious will be achieved.

Teacher Goals

[Desuggestopedia]



- Accelerate learning for students by lowering psychological barriers.
- Utilize techniques to activate the “paraconscious” area of the mind
- Paraconscious area is apparently “just below” the conscious area of the mind.

Teacher and Student Roles

[Desuggestopedia]



- The teacher is the classroom authority.
- If the teacher is respected, the students will be more prone to desuggesting their barriers
- Secure students that trust the instructor promote spontaneity

The Learning Process

[Desuggestopedia]



- Bright and vibrant posters containing grammatical information are hung around the room and changed every few weeks
- Students assume target language identities
- Students work with lengthy target language dialogs alongside L1 translations and glossing material
- The instructor reads the dialog while syncopating their voice to music
- Students follow along
- The instructor reads at a normal pace
- Students read the dialog that evening before bed and in the morning
- Students perform dramatization activities etc. the next meeting

Classroom Interaction

[Desuggestopedia]



- The instructor initiates interaction with the group and individuals
- Later, students will be able to respond in target language, eventually initiating interaction

Views on Language and Culture

[Desuggestopedia]



- Language is the first plane on a two plane process of communication
- Nonverbal context is the second plane
- Fine arts are emphasized

Language Skills Emphasized

[Desuggestopedia]



- Vocabulary is emphasized
- Grammar is dealt with explicitly, but sparingly
- Students read dialogs in the target language
- Students write imaginative dialogs
- Emphasis is on communicative speaking

Role of L1 and Evaluation

[Desuggestopedia]



- L1 is used to make meaning clear
- L1 is phased out of the classroom over time
- Evaluation is assessed through in class performance, but not through formal procedures

Community Language Learning



- Another humanistic psychology learning method
- Focuses on teacher-counselor role
- Teacher focuses on understanding student struggles

Teacher Goals

[Community Language Learning]



- Communicative abilities of the student
- Student responsibility and comprehension of their own language learning
- Student to Student learning
- Value student's thoughts AND feelings

Role of Teachers and Students

[Community Language Learning]



- Teacher is primarily a counselor
- Understands student struggles and supports student learning
- Teacher slowly shifts focus from supporting students to accuracy

Learning Process Characteristics

[Community Language Learning]



- Students have conversations in L1, then the teacher interjects “chunk’s” of the target language
- The conversation is recorded and transcribed, to become material for later classes
- Grammar points are examined
- Students tell teacher how they feel
- Teacher understands
- Six elements to non-defensive learning
 - Security
 - Aggression
 - Attention
 - Reflection
 - Retention
 - Discrimination

Nature of Classroom Interaction

[Community Language Learning]



- Teacher to student interaction is dynamic.
 - Sometimes the teacher facilitates students expression
 - Other times students are assertive
 - And still other cases the teacher instructs the class
- Over time the students are more and more involved in their instruction
- Students work in a cooperative manner

L1 and Cultural Views

[Community Language Learning]



- Language is for communication (Curran)
- Initially students try to create a group identity through language tasks
- Later, the focus shifts to the target language
- Culture is viewed as an integral part of language learning

Areas and Skills of Language Emphasized

[Community Language Learning]



- Students develop material to reflect what they want to learn in the target language
- When students feel more secure the teacher may use textbooks
- Particular language points are picked out of students material
- Comprehension and speaking of target language is the primary goal
- Reinforcement of language learning through reading and writing

L1 Usage and Evaluation Procedures

[Community Language Learning]



- Literal translations and cognates from L1 to target languages are used as much as possible
- Students may express their feelings in L1
- If there are multiple L1's, target language conversations are utilized from the beginning of the course
- No concrete evaluation procedures
- Teacher made classroom tests are ideal

(TPR) Total Physical Response



- This method is based upon the natural acquisition of language, that is, it follows the ways in which an infant acquires the first language.
- A baby spends many months listening to people around it. No one tells the baby that it must speak. So, the advocates of this method believed that this should be the way the learners acquire L2.

Teaching Techniques

[Total Physical Response]



- Using commands to direct behavior
- Role reversal
- Action Sequence

The Goal of Teachers

[Total Physical Response]



- This method aims at stress-free learning environment for students.
- The teacher encourages the students to persist in their study beyond the beginning level of proficiency.

Teacher's Role vs. Students' Role

[Total Physical Response]



- Initially the teacher is the director of all student behavior.
- The students are the imitators of the non-verbal teacher model.
- The teacher and the students switch their roles when students are ready to speak.

Teaching/Learning Process

[Total Physical Response]



- First, the teacher issues commands.
- Next, the students act the commands to show their understanding.
- After learning to respond to some aural commands, they learn how to read and write them.

The Nature of Interaction in the Classroom

[Total Physical Response]



- Initially the interaction is characterised by the teacher speaking and the students responding nonverbally.
- Later on, students become more verbal and the teacher responds nonverbally.

Language Skills and Areas

[Total Physical Response]



- Vocabulary and grammatical structures are embedded within imperatives.
- The reason for the use of imperatives is the frequent occurrence of it in the language directed at young children.
- Spoken language is emphasized over written language.

and Evaluation

[Total Physical Response]



- TPR is usually introduced in L1.
- After the introduction, the native language is rarely used.
- Meaning is made clear through body movements.
- Formal evaluations can simply be conducted by asking the students to perform a series of commands.
- For advanced learners, the evaluation can be made through skids.

Communicative Language Teaching



- Communicative language teaching foregrounds the importance of communicative competence rather than linguistic competence.
- It focuses on enabling students to perform language functions such as, introducing, inviting, apologizing, etc.

Teaching Techniques

[Communicative Language Teaching]



- Authentic Materials
- Scrambled Sentences
- Language Games
- Picture Strip Story
- Role Play

The Goal of the Teachers

[Communicative Language Teaching]



- To enable students to communicate in the target language. In order to do this, students need the knowledge of the linguistic forms, meanings and functions.
- Students must be able to manage the process of negotiating meaning with their interlocutors.

The Role of the Teacher and the Students

[Communicative Language Teaching]



- The teacher acts like an advisor facilitating communication in the classroom. He is supposed to establish situations likely to promote communication.
- Students are communicators. They are actively engaged in negotiating meaning even when their knowledge is incomplete.

Teaching/Learning Process

[Communicative Language Teaching]



- Almost everything that is done is done with communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.
- In each activity, there is an information gap, which leads students to exchange new information.
- True communication is purposeful.
- The materials used during the activities are authentic.

The Nature of Interaction in the Classroom

[Communicative Language Teaching]



INTERACTION

Teacher □ □ Students

Student □ □ Students

Language Areas and Skills

[Communicative Language Teaching]



- Students work on all four skills from the beginning.
- Students work with the language in the suprasentential or discourse level.
- A variety of linguistic forms is introduced to help students practice various language functions.

The Role of Students Native Language and Evaluation

[Communicative Language Teaching]



- Students can use their L1 if the teacher lets them do so. However, whenever possible the target language should be used for not only communication but also explaining activities or assignments
- Evaluation
 - The teacher can evaluate the students' performance in an informal way like asking them to write a letter to a friend, etc. Also the teacher can be advisor or co-communicator when necessary

Content-based, Task-based, and Participatory Approaches



- The point where these three approaches meet is that they all make the communication central as is the case in CLT.
- These approaches focus on ‘using English to learn it’ rather than ‘learning English to use it’

Content-based Instruction



- The special contribution of the content-based instruction is that it integrates the learning of language with the learning of some other content,