

The Methods of Language Teaching

History of Language Teaching

- Grammar Schools
 - Rigorous introduction to Grammar
 - Rote learning of grammar rules
 - Translation
 - Practice in writing simple
- Earlier methods of Language Teaching maintained this Latin legacy
- Primarily focused on the illustration of grammatical
- Language of real communication was neglected

Grammar Translation Method/ Traditional Method

- It emphasises the teaching of second language grammar
- Principle technique is the translation from and into the target language
- Practitioners
- Johann Seidenstucker
- Karl Plotz
- H.S.Ollendrof
- Johann Meidinger

History

- Introduced in the 1500s – became a standardised method in the late 18th century
- Maxmilian Berlitz was a proponent
- It was called Prussian Method in the US

- Other text book writers like Seidenstucker also adopted the same method
- In mid – nineteenth century , Karl Ploetz adapted Seidenstucker’s French textbook for use in schools- began considering grammar translation as a principal method of teaching modern languages in schools
- In the early 20th century , the GTM became the principal method of teaching foreign languages in classrooms
- However from its beginning the method has been criticized for its ‘direct approach’
- Dodson’s bilingual method and the cognitive code-learning theory influenced by it.

Features

- It the late 19th century it was considered as a necessary preliminary to the study of literary works
- Even in periods of criticism, it was considered as educationally valid mental discipline
- Grammar is taught deductively- giving the general rules first and illustratio

Teaching Techniques

- Language is presented in short grammatical chapters or lessons containing a few grammar points or rules.
- Grammatical features are not disguise or hidden
- Learner is expected to memorize and study a rule and its examples
- Words, phrases , and sentences in the first language are translated into the target language with the help of bilingual vocabulary list
- As teaching progresses, complex sentences are given for practice which will illustrate a number of rules simultaneously

Theoretical

- Target language is considered as a system of rules and it is taught in relation with first
- Language learning is viewed as an intellectual activity involving rule learning which required massive translation
- First language is maintained as a reference system.

Assessment

- Still relevant on many levels – first language as a reference system important for language learners
- Translation helps in this
- Learning as an ‘active problem solving situation’ made it an academic learning strategy.

Limitation

- Considering language as a mass of rules and limitations of practice techniques never emancipated the learner from the dominance of the first language.
- No emphasis on speaking/listening of second language
- It is a book oriented method.

The Reform Movements

- Earlier critics – Marcel, Gouin, Prendergast, etc. ‘Modern’ foreign language teaching can be said to have begun in the 1800s with them.
- Argued for the replacement of traditional GTM with oral language learning
- 1886- Phonetic Association

- Henry Sweet – English Philologist and Phonetician
 - *The Practical Study of Languages*
- Wilhelm Vietor – German phonetician and language
 - *The Language Teaching must Start Afresh*
- Paul Passy – French Linguist
 - Founder of the International Phonetic

Direct Method

- Characterised by the use of target language for instruction and communication in the language
- It avoids the use of first language and translation as a technique to teach second language.

Practitioner

- Lambert Sauveur (1826-1907)
 - Opened a school in Boston
 - Natural Method – Foreign language can be taught without translation or use of learners' native tongue
 - Focus of exposure or input not
 - Intensive oral interaction, but no drilling, no error correction,

F. Franke

- German Scholar- about the psychological principles of direct associations between forms and meanings in the target
- Argued for the monolingual approach in teaching
- Actual use of target language in classroom will facilitate learning.

Maxmillian Berlitz (1852-1921)

- American Linguist
- Founder of the Berlitz Language Schools (1878)
- Berlitz Method – Conversational teaching method that present practical vocabulary and grammar in the context of real life
- Teaching new language through natural

History

- As a result of the language teaching reforms from 1850 to 1990 in Europe against GTM
- But the reforms were temporary
- Some titles- reform method, natural method, phonetic method etc.

- Unconventional teaching reformers like Berlitz and Gouin argued for better language learning in a new world of industry and international trade and travel
 - Historically linked with the introduction of phonetics into language pedagogy – both insisted on the use of spoken language
 - Pioneered by Cleveland Plan conceived by Emilie B Sause in 1919
- ☐ Teacher speaks a word, students hear it, write it and then speak it.

Features

- Characterised by the shift from literary language to everyday spoken language
- Mind training is not considered as important
- Grammar is taught
- Activity
- Both listening and speech emphasized

- Lot of Practices- transposition, dictation, free composition
- Since it stresses on the use of actual language, good pronunciation is ensured.

Theoretical

- Teaching is based on phonetics and coherent
- Analogous to first language acquisition – emphasis on sounds and simple sentences
- Language is taught in relation to the immediate environment- classroom, home etc.

Assessment

- As a result of the involvement by the language practitioners and linguists
- First method which insisted on the importance of language use in classrooms and encouraged students to abandon first language as a frame of reference.

- Demanded inventiveness on the part of teachers – method involving use of pictures, objects, interactive sessions, etc were
- Influenced methods developed by Harold E Palmer in twentieth century and audio lingual and audio visual methods in fifties and sixties
- Can be considered as predecessor of present day's immersion techniques

Limitatio

- How to convey meaning without translation and how to prevent misunderstanding in the absence of first language
- Suitable only for elementary learners, not for advanced learners.
- Though critiqued for the total avoidance of the use of first language, it was considered as a valid approach to language teaching by American educators like Hester and Diller

Audio Visual Method

- For teaching everyday language in the early stage of second or foreign language learning
- Visually represented scenario provides the chief means of involving the learner in meaningful utterances and
- Based on behaviourist approach – language is acquired by habit formation.

History

- Audio Visual Method emerged in the 1950's in France by a team directed by Guberina and Rivenc at CREDIF
- Was devised for adult beginners
- Later adopted by institutions in America, Britain and
- The CREDIF methods were made popular through the teachers courses in which the method was introduced.

Features

- Language learning is visualised as falling into different
 - ☐ First Stage – with the help of audio-visual methods, learner becomes familiar with everyday language.
 - ☐ Second Stage- capacity to consecutively read general topics and specialised
 - ☐ Third Stage- To be proficient in professional

Techniques

- As devised by CREDIF, it consists of carefully thought out but rigid order of events
 - ☐ The lesson begins with film strip and tape
 - ☐ It is played repeatedly
 - ☐ The visual image and spoken utterance compliment each
 - ☐ Grammatical as well as phonological features are
 - ☐ Writing and reading are delayed but taught in a later

Theoretical

- Rooted in Descriptive
- Stresses on the social nature and situational embeddedness of language (behaviourism)
- It is intended to simulate the social context in which language is used
- Also rooted in Gestalt Psychology.

Assessment

- Tried to place language learning into a simplified social context and to teach language from the outset as a meaningful spoken communicatio

Limitation

- It has difficulty in conveying meaning- use of film strip and recording does not ward off chances of
- The rigid teaching sequences imposed by this method are based on an entirely unapproved assumption about learning

Suggestopedia

- Also known as desuggestopedia to reflect the importance of desuggesting limitations on
- Advocated in the 1970's by Dr Georgi Lozanov, a Bulgarian doctor of medicine , psychiatrist and parapsychologist
- It is based on the theory of 'joy and easiness'
- Based on Suggestology – A psychological theory which says that human beings respond to subtle clues of which they are consciously aware.

- Lozanov described suggestology as a “ science ..concerned with the systematic study of the non-rational and/or non-conscious influences.
- Lozanov argued that we do not use our mental capacities to the full because of many psychological barriers.
- It is the pedagogic application of suggestion- helps learner to overcome the mental barriers to learning.

Three main principles

- Joy and Psycho
- Gaining access to the reserve powers of the mind
- Harmonious collaboration of the conscious and the

Objective

- To develop advanced conversational proficiency
- To increase memory power
- To encourage students to make dialogues graded with lexis and grammar

Classroom

- Equipment/aids-posters,charts and music are used as aids. The whole setting ensures a relaxed atmosphere for the
- The method- interactive session using games, role play, creative language work etc.

Learners' Role

- Learners must try not to figure out, manipulate or study the material presented but must maintain a pseudo-passive state.
- Learners are expected to tolerate and encourage their own 'infantalization'

Teachers role

- To create situations in which learner is more suggestible and to encourage positive reception and retention by the
- Lozanov lists several expected teacher behaviours. They are:
 - Show absolute confidence in the method
 - Display fastidious conduct in manner and

Pedagogic Principles

- Learning takes place best in a relaxed and happy atmosphere
- Sufficient listening time must be given for learner to absorb the new material.
- Active participation helps in learning of new
- Role play reduces threats where barriers to learning can be overcome.
- The functional aspects of the language should be

Limitation

- Traumatic themes distasteful lexical materials are avoided in order to maintain concert pseudo-passiveness
- It appears effective only with other successful techniques in language teaching

Community Language Learning

- Developed by Charles A Curran (1913-1978) and his associates
- Counselling-learning approach – teacher is more a ‘counsellor’ than a figure of authority- a judge of right or wrong
- It is described as ‘humanistic technique’ which engages with the whole individual. His/her emotions and feelings as well as linguistic knowledge and behaviour skills.

Theory of Language

- It must start with criteria for sound features, the sentence and abstract models of language
- La Forge discussed the interactional view of language underlying
- “Language is people; Language is persons in contact; Language is persons in

Theory of Learning

- Whole person learning
- It takes place in a communicative situation where teachers and learners are involved in “an interaction..where both experience a sense of their own wholeness”
- Currans learning philosophy addresses psycholinguistics and cognitive process as well as personal commitments of the learner.

- The method:
- Learners sit in a circle, while the teacher-counsellor remains outside the circle
- A conversation is started and the teacher will help the learners with vocabulary, if they need help
- With the help of the recorder, the responses are recorded and the teacher corrects them in the next day
- Learners are encouraged to correct themselves with minimal help of the teacher

Learners Role

- Learner becomes members of a community and learn through interaction with the
- They are expected to listen attentively to the knower, to freely provide meanings they wish to express

Teachers' role

- Counsellor role
- Provide target language translations and monitor learner
- Must be highly proficient in both L1 and

The Structural Approach

- Popular in the US and in the
- Sees language as a complex grammatical rules. These rules are learnt one by one after a systematic selection and grading of grammatical structures and sentence
- The assumptions: Language is speech, not writing and set of habits. Language is emphasized. An inductive approach to grammar teaching is adopted. The focus is on descriptive and authentic language. Students are actively involved in the learning process.

Total Physical Response (TPR)

- A method of teaching vocabulary concepts or language by using physical movement to react to verbal input.
- The process mimics the way that infants learn their L1
- The learner responds to simple commands such as 'sit down' or 'open your book'
- The focus is on listening comprehension
- Reduces student inhibition and lowers

The Silent Way

- Devised by Caleb
- The teacher says as little as possible so that the learner can speak as much as he/she wants to do
- L1 is not used
- Aim is to help beginning level students gain basic fluency in the TL, with the ultimate aim attaining near-native language proficiency and good

Immersion

- Used in English medium schools in India
- The student is immersed in an English language environment. The English language is used as the medium of instruction of other subjects like maths, science and social sciences.
- Immigrant children in local schools are immersed in the TL environment

Task-Based Language Learning

- The focus is on the completion of a task that is interesting to the learners
- The task may be searching the internet, listening to taped material etc.
- Learners use whatever L2 competence they have to complete the task
- There is no excessive focus on

The Natural Method

- Propounded by Stephen Krashen
- Language is allowed to emerge spontaneously after students have attended to large amounts of comprehensible language
- Based on observation and interpretation of how learners acquire both L1 and L2 in non formal

Other Methods

- Computer Based Language Learning (CALL)
- Web Based Language Learning
- Multimedia
- Smartphones