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بنام خدا

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تعداد واحد ۴

نام منبع:



Techniques and principles in
Language Teaching

تهیه و تنظیم : مینا عباسی بنابی
عضو هیات علمی دانشگاه پیام نور



اهداف کتاب

یکی از اهداف کتاب این است که شما را با روشهای مختلف تدریس زبان آشنا سازد

هدف دوم کتاب این است که شما را در کشف تفکراتی که اعمال شما در مقام یک معلم از آن منتج می شود یاری نماید

هدف سوم این کتاب این است که شما را با انواع مختلف فنها و تکنیک های که برخی از آنها جدید هستند آشنا سازد

CHAPTER 2

The Grammar– Translation Method

- The Grammar-Translation Method has had different names. At one time it was called the **Classical Method** since it was first used in the teaching of the classical languages, Latin and Greek.

The objectives of the method in the past

Grammar-translation method

- In past, this method was used for the purpose of helping students read and appreciate foreign language literature

Another objective of the method in the past

Grammar-translation method

- It was also hoped that, through the study of **grammar** of the target language, students would become more familiar with the **grammar of their native language**.

One other objective of the method in the past

Grammar-translation method

- It was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language.

The observations and their underlying principles

Grammar-translation method

- **Observation:** The class is reading an excerpt from a novel.
- **Principle:** A fundamental purpose of learning a foreign language is to be able to **read literature**. *Literary language is superior to spoken language*



Grammar-translation method

- **Observation:** Students translate the passage from English to Spanish.
- **Principle:** An important goal is for students to be able to translate each language into the other.



Grammar-translation method

- **Observation:** The teacher asks students in their native language if they have any questions.
- **Principle:** The ability to **communicate** in the target language is not a goal of foreign language instruction.



Grammar-translation method

- **Observation:** The students write out the answers to reading comprehension questions.
- **Principle:** Primary skills to be developed are **reading** and **writing**. Little attention is given to **speaking** and **listening**.



Grammar-translation method

- **Observation:** The teacher decides whether an answer is correct or not.
- **Principle:** The teacher is the **authority** in the classroom. It is very important that students get the correct answer.



Grammar –translation method

- **Observation:** Students translate new words from English into Spanish.
- **Principle:** It is possible to find native language equivalents for all target language words.



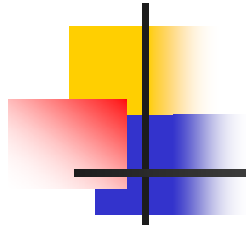
Grammar-translation method

- **Observation:** Students learn that English *'-ty* corresponds to *-dad* and *-tad* in Spanish.
- **Principle:** Learning is facilitated through attention to **similarities** between the target language and the native language.

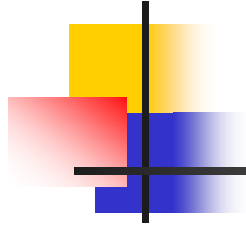


Grammar-translation method

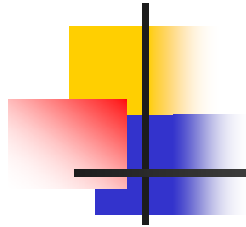
- **Observation:** Students are given a grammar rule for the use of a direct object with two-word verbs.
- **Principle:** It is important students learn *about* the **form** of the target language.



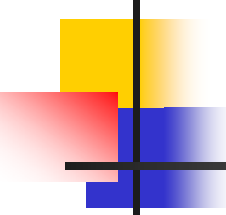
- **Observation:** Students apply a rule to examples they are given.
- **Principle:** **Deductive** application of an explicit grammar rule is a useful pedagogical technique.



- **Observation:** Students memorize vocabulary.
- **Principle:** Language learning provides good **mental exercise**.



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- **Observation:** The teacher asks students to state the grammar rule.
 - **Principle:** Students should be conscious of the grammatical rules of the target language.

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- **Observation:** Students memorize present tense, past tense, and past participle forms of one set of irregular verbs,
 - **Principle:** Wherever possible, **verb conjugations** should be committed to memory.

The teacher goals

Grammar-translation method

- According to the teacher following this method, the purposes of language learning is to:
 - **enable students to read literature,**
 - **provide students with good mental exercise.**

The roles of the teacher & the students

Grammar-translation method

- The roles are very **traditional**. The teacher is the **authority** in the classroom. The students do as she says so they can learn what she knows.

Characteristics of teaching/learning process

Grammar-translation Method

- Students are taught to **translate** from one language to another.
- Students study grammar **deductively**.
- Students also learn grammatical **paradigms**.
- Students memorize native language **equivalent** for target language words.



Interaction

Grammar-translation method

- Most of interaction in the classroom is from the teacher to the students. There is little student **initiation** and little student- student interaction.



What about students' feelings?

Grammar-translation method

- In this method, there are **no principles** which relate to this area.



Views on language & culture

Grammar-translation method

- **Literary** language is considered *superior* to **spoken language** and is therefore the language that students study. **Culture** is viewed as consisting of literature and the fine arts.



Emphasis

Grammar-translation method

- **Vocabulary** and **grammar** are emphasized. **Reading** and **writing** are the primary skills that the students work on. There is much less attention given to **speaking** and **listening**. **Pronunciation** receives little, if any, attention.

The role of the native language

Grammar-translation method

- The meaning of the target language is made clear by **translating** it into the students' **native language**. The language that is used in class is mostly the students' native language.



Evaluation

Grammar-translation method

- **Written tests** in which students are asked to **translate** from their native language to the target language or vice versa are used. Questions that ask students to apply **grammar rules** are also common.



Response to errors

Grammar-translation method

- Having the students get **the correct answer** is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.



Deductive Grammar

Grammar-translation method

- In the Grammar-Translation Method, students study grammar **deductively**; that is to say, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.



Some techniques used in the Method

Grammar-translation method

- **Technique: Translation of a literary passage .**
- Students translate a reading passage from the target language into their native language. Vocabulary and grammatical structures in the passage are studied in subsequent lessons.



Grammar-translation method

- **Technique: Use of words in the sentences**
- In order to show that students understand the meaning and use of new vocabulary item, they make up sentences in which they use the new words .



Grammar-translation method

- **Technique: Composition**
- The last technique to be mentioned here is composition in which the teacher gives the students a topic to write in the target language.



Grammar-translation method

- **Technique: Reading comprehension questions.**
- The first group of questions asks for information contained in the passage. The second group requires inferences. The third group requires students to relate the passage to their own experience.



Grammar-translation method

- **Technique: Antonyms/ synonyms**
- This is another technique associated with the method in which students are given a set of words and are asked to find **antonyms** or **synonyms** in the reading passage.

- **Technique: Cognates**
- Still another technique used in the method is to teach students to recognize **cognates** by learning the spelling or sound pattern that correspond between the languages.

- **Technique:** **Deductive application of rule**
- Grammar rules are presented with examples. Exception to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

- **Technique: Fill-in-the-blanks**
- Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items of a particular grammar type, such as prepositions or verbs with different tenses.



Grammar-translation method

- **Technique: Memorization**
- Students are given lists of target vocabulary words and the native language equivalents and are asked to **memorize** them. Students are also required to memorize grammatical rules.

CHAPTER 3

The Direct Method

- The Direct Method is not new. Most recently, it was revived as a method when the goal of instruction became learning how **to use** the target language to **communicate**.



Direct method

- Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.



No Translation

Direct method

- The Direct Method has one very basic rule: **No translation is allowed.** That is to say, meaning is conveyed **directly** in the target language through the use of demonstration and visual aids.

Observations and their underlying Principles

Direct method

- **Observation:** The students read aloud a passage about United States geography.
- **Principle:** Reading should be taught from the beginning of language instruction.



Direct method

- **Observation:** The teacher points to a part of the map after each sentence is read.
- **Principle:** **Objects** (e.g. realia or pictures) should be used to help students understand the meaning.



Direct method

- **Observation** : The teacher uses the target language to ask the students if they have a question.
- **Principle**: The native language should not be used in the classroom.



Direct method

- **Observation:** The teacher answers the students' questions by drawing on the blackboard or giving examples.
- **Principles:** The teacher should demonstrate, not explain or translate.



Direct method

- **Observation** : The teacher asks questions about the map in the target language.
- **Principle:** Students should learn to think in the target language as soon as possible.



Direct method

- **Observation:** Students ask questions about the map.
- **Principle:** the purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).



Direct method

- **Observation:** The teacher works with the students on the pronunciation of 'Appalachian'.
- **Principle:** Pronunciation should be worked on right from the beginning of language instruction.



Direct method

- **Observation:** The teacher corrects a grammar error by asking the students to make a choice.
- **Principle:** Self-correction facilitates language learning.



Direct method

- **Observation:** The teacher asks questions about the students; students ask each other questions.
- **Principle:** Lessons should contain some conversational activity- some opportunity for students to use language in real contexts.



Direct method

- **Observation:** The students fill in the blanks with prepositions practiced in the lesson.
- **Principles:** Grammar should be taught *inductively*. There may never be an explicit grammar rule given.



Direct method

- **Observation:** The teacher dictates a paragraph about United States geography.
- **Principle:** *Writing* is an important skill, to be developed from the beginning of language instruction.



Direct method

- **Observation:** All of the lessons of the week involve United States geography.
- **Principle:** The syllabus is based on situations or topics, not usually on linguistic structures.



Direct method

- **Observation:** A proverb is used to discuss how people in the U.S. view punctuality.
- **Principle:** Learning another language also involves learning how speakers of that language live.



The teacher goals

Direct method

- Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

The roles of the teachers & the students



Direct method

- Although the teacher directs the class activities, the student role is **less passive** than in the Grammar-Translation Method.

Characteristics of the teaching/learning process

Direct method

- In this method, students need to associate meaning and the target language directly.
- Students speak in the target language a great deal.



Some other characteristics

Direct method

- In the Direct Method, is based upon **situations** or **topics**.
- Grammar is taught **inductively**.
- An **explicit grammar rule** may never be given.



Inductive Grammar teaching

Direct method

- In Direct Method Grammar is taught **inductively**; that is, the students are presented with examples and they figure out the rule or **generalization** from the examples.



Interaction

Direct method

- In the Direct Method the initiation of the interaction goes both ways, from teacher to the students and from students to teacher, although the latter is often teacher directed.



What about the students' feelings

Direct method

- There are no principles of the method which relates to this area.

View on language



Direct method

- Language is primarily **spoken**, not **written**. Therefore, students study **common, everyday speech** in the target language.



View on culture

Direct method

- The students study culture consisting of the *history* of the people who speak the target language, the *geography* of the target countries, and the information about the *daily lives* of the speakers of the language.



Emphasis

Direct method

- **Vocabulary** is emphasized over **grammar**. Although work on all four skills occurs from the start, **oral communication** is seen as basic. **Pronunciation** also receives attention from the beginning.



Evaluation

Direct method

- In the Direct Method, students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so using both oral and written skills.



Response to errors

Direct method

- The teacher, employing various techniques, tries to get students to self-correct.

Some techniques used in the Method

Direct method

- **Technique: Reading aloud**
- Students takes turn reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.



Direct method

- **Technique: Questions and answer exercise**
- This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words .



Direct method

- **Technique: Getting students to self-correct**
- The teacher has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.



Direct method

- **Technique: Conversation practice**
- The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly.



Direct method

- **Technique: Fill-in-the-blank exercise**
- This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method.



Direct method

- In the Direct Method, all items in 'fill-in-the-blank exercises' are in the target language. No explicit grammar rule would be applied. The students should induce the grammar rule they need to fill the blanks from the examples.



Direct method

- **Technique: Dictation**
- The teacher reads the passage three times. In the first and the last time, he reads with normal speed. In the second time, he reads phrase by phrase, allowing the students to write down what they have heard.



Direct method

- **Technique: Map drawing**
- This technique is used to give students listening comprehension practice. The students are given a map with the geographical features unnamed. Then the teacher gives the students directions so that the students, following the instruction, have a completely labeled map.



Direct method

- **Technique: Paragraph writing**
- The teacher asks the students to write a paragraph on a topic which has already been introduced to them through the reading passage. They can write the paragraph from memory, or they can use the reading passage in the lesson as a model.

Chapter 4

The Audio-Lingual Method

- The **Audio-Lingual Method**, like the Direct Method, is an **oral-based** approach. However, rather than emphasizing **vocabulary** acquisition, the Audio-Lingual Method drills students in the use of **grammatical sentence patterns**.



The Audio-lingual method

- The Audio-Lingual Method, unlike the Direct Method, has a strong theoretical base in linguistics. **Charles Fries** (1945) led the way in applying principles from structural linguistics in developing the method.



The Audio-lingual method

- In the development of the Audio-Lingual Method, principles from **psychology** (Skinner 1957) were also incorporated. It was thought that the way to acquire the sentence patterns of the target language was through **conditioning**.

Observations and their underlying principles

The Audio-lingual method

- **Observation:** The teacher introduce a new dialog.
- **Principle:** Language forms do not occur by themselves; they occur most naturally within a **context**.



The Audio-lingual method

- **Observation:** The teacher uses only the target language in the classroom. Actions, pictures, or realia are used to give meaning otherwise.
- **Technique:** The native language and the target language have separate linguistics systems. They should be kept apart.



The Audio-lingual method

- **Observation:** The teacher introduces the dialogs and drills by **modeling** them; she also corrects mispronunciation by modeling correct sounds.
- **Principle:** One of the teacher's major roles is that of a **model** of the target language.



The Audio-lingual method

- **Observation:** The students repeat each line of the new dialog several times.
- **Principle:** Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.



The Audio-lingual method

- **Observation:** The students stumble over one of the lines of the dialog. The teacher uses a backward build up drill.
- **Technique:** It is important to prevent learners from making **errors**. Errors lead to the formation of **bad habits**.



The Audio-lingual method

- **Observation:** The teacher initiates a chain drill in which each student greets another.
- **Technique:** The purpose of language learning is to learn how to use the language to communicate.



The Audio-lingual method

- **Observation**: The teacher uses a single- slot and multiple-slot substitution drills.
- **Principle** : In order to create new sentences, the students must learn which part of speech occupies which slots.



The Audio-lingual method

- Technique: The teacher says, 'Very good', when the students answer correctly.
- Principle: Positive reinforcement helps the students to develop correct habits.



The Audio-lingual method

- **Observation:** The teacher uses spoken cues and picture cues.
- **Principle:** Students should learn to respond to both verbal and nonverbal **stimuli**.



The Audio-lingual method

- **Observation:** The teacher conducts transformation and question-and-answer drills.
- **Principle:** Each language has a finite number of **patterns**. Pattern practice helps students to form the habit of using them.



The audio-lingual method

- **Observation:** The teacher poses questions to the students rapidly.
- **Principle:** Students should 'overlearn', i.e. learn to answer automatically without stopping to think.



The Audio-lingual method

- **Observation:** New vocabulary is introduced through lines of the dialog; vocabulary is limited.
- **Principle:** The major objective of language teaching is the **structural patterns**. **Vocabulary** can be learned afterward.



The Audio-lingual method

- **Observation:** Students are given no grammar rule; grammatical points are taught through examples and drills.
- **Principle:** Like native language learning, the rules of the target language should be **induced** from examples.



The Audio-lingual method

- **Observation:** The teacher does a contrastive analysis of the target language and the students' native language in order to locate the places where the students may have trouble.



The Audio-lingual method

- **Principle:** The major challenge of foreign language teaching is getting students **to overcome the habits of their native language.** A comparison between the languages will reveal the areas of difficulties.



The Audio-lingual method

- **Observation:** The students do some limited written work.
- **Principle:** **Speech** is more basic to language than **written** form. The natural order of language acquisition is: listening, speaking, reading and writing.



The Audio-lingual method

- **Observation:** American and football is included.
- **Principle:** Language is not separated from culture. Culture is not only literature and fine arts, but also the everyday behavior of people



The teacher goals

The Audio-lingual method

- Teachers want their students to be able to use the target language **communicatively**. In order to do this, they believe students need to **overlearn** the language and use it **automatically**.

The roles of the teacher and the students

The Audio-lingual method

- The teacher is like an orchestra leader, directing and controlling the language behavior of the students. Students are imitators of the teacher's model or the tape.

Characteristics of the teaching/ learning process

The Audio-lingual method

- New vocabulary and structural patterns are presented through dialogs.
- Grammar is induced from the examples given.
- Cultural information is contextualized in the dialogs.
- Reading and writing are based upon the oral work.



Interaction

The Audio-lingual method

- There is student-to-student interaction in chain drills, but this interaction is teacher-directed. Most of the interaction is between teacher and students and is initiated by the teacher.



What about students' feeling?

The Audio-lingual method

- There are **no principle** of the method that relates to this area.



View on language

The Audio-lingual method

- The view of language in the Audio-Lingual Method has been influenced by **descriptive linguistics**. **Every language is seen as having its own unique system.**



The Audio-lingual method

- Everyday speech is emphasized in the method. The level of complexity of the speech is graded so that beginning students are presented with only simple patterns.

What areas of language is emphasized?

The Audio-lingual method

- **Vocabulary** is kept to a minimum while the students are mastering the **sound system and grammatical patterns**. A grammatical pattern is not the same as a sentence.

What language skills are emphasized?

The Audio-lingual method

- The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receives most of attention. Pronunciation is taught from the beginning.



The role of the native language

The Audio-lingual method

- The habit of the students' native language are thought to **interfere** with the students' attempts to master the target language. Therefore, **the students' native language is not used** .



Evaluation

The Audio-lingual method

- The tests in this method are **discrete-point** in nature, that is, each question on the test will focus on only one point of the language at a time.



Response to errors

The audio-lingual method

- Students **errors** should **be avoided** through the teacher's awareness of where the students will have difficulty and restriction of what they are they are taught to say.

Some techniques used

The Audio-lingual method

- Dialog memorization, Backward build-up (expansion), Repetition drill, Chain drill, Single-slot substitution drill, Multiple-slot substitution drill, Transformation drill, Question-and-answer drill are some of techniques used in the method.



Chapter 5

The Silent Way

- One of the shortcomings of the Audio-Lingual Method was the students' inability to readily transfer the habits they had mastered in the classroom to communicative use outside of it.

A reaction against the method

The silent way

- Linguists Noam Chomsky argued that language acquisition could not possibly take place through **habit formation** since people create and understand utterances they have never heard before.



An Alternative view

The silent way

- Chomsky proposed that speakers have a knowledge of underlying abstract rules, which allow them to understand and create novel utterances. So language is not a product of habit formation, but rather of rule formation



Cognitive Approach

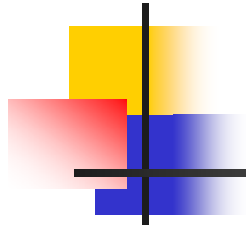
The silent way

- The emphasis on human cognition led to the establishment of the **Cognitive Approach**. Rather than simply being responsive to **stimuli** in the environment, learners **formulate hypotheses** to discover the rules of the language.



The silent way

- According to cognitive approach, errors were inevitable and were signs that learners were actively testing their hypotheses. In the early 1970s there were great interest in applying this approach to language teaching.

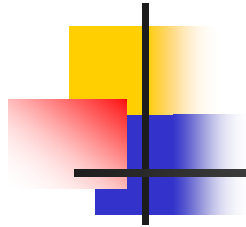


- No language teaching method ever really developed from the Cognitive Approach; instead a number of 'innovative methods' emerged. In the next few chapters we will take a look at these.

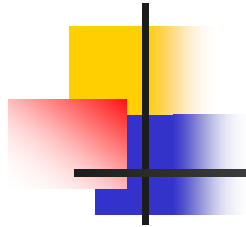


The Silent Way

- Although Caleb Gattegno's Silent Way did not stem directly from the Cognitive Approach, it shares certain principles with it.



- One of the basic principles of the Silent Way is that 'Teaching should be subordinated to learning'. This principle is in keeping with the active search for rules ascribed to the learner in the Cognitive Approach.



- Gattegno look at language learning from the perspective of the learner. He said that learning is a process which we initiate by ourselves by mobilizing our inner resources to meet challenge at hand.

Observations and their underlying principles

The silent way

- **Observation:** The teacher points to five blocks of color without saying anything. The blocks of color represent the sounds of five English vowels close to the five simple vowels of Portuguese.



The silent way

- **Principle:** The teacher should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic.



The silent way

- **Observation:** The teacher points to the first block of color and says /a/. Several students say /e/, /i/, /o/, /u/ as the teacher points to the other four blocks.



The silent way

- **Principle:** Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.



The silent way

- **Observation:** The teacher does not model the new sounds, but rather uses **gestures** to show the students how to modify the Portuguese sounds.



The silent way

- **Principle:** Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness.



The silent way

- **Observation:** Students take turns tapping out the sounds.
- **Principle:** Students' action can tell the teacher whether or not they have learned.



The silent way

- **Observation:** One student says, '*A esquerda,*' to help another.
- **Principle:** Students should learn to rely on each other and themselves.



The silent way

- **Observation:** The teacher works with gestures, and sometimes instructions in the students' native language, to help the students to produce the target language sounds as accurately as possible.



The silent way

- **Principle:** The teacher works with the students while the students work on the language.



The silent way

- **Observation:** The students learn the sounds of new blocks of color by tapping out the names of their classmates.
- **Principle:** The teacher make use of what students already know.



The silent way

- **Observation:** The teacher points to a rod and then to three blocks of color on the sound-color chart. The students respond, 'rod'.
- **Principle:** Learning involves transferring what one knows to new contexts.



The silent way

- **Observation:** The teacher points to the words 'a' and 'rod' on the word chart.
- **Principle:** Reading is worked on from the beginning but follows from what students have learned to say.



The silent way

- **Observation:** The teacher sits down at the table and is **silent**. After a minute, a girl points to a rod and says , 'A rod.'
- **Principle:** **Silence is a tool**. It helps to foster autonomy.



The silent way

- **Observation:** The teacher points to a particular rod and taps out ' a blue rod' on the sound-color chart.
- **Principle:** Meaning is made clear by focusing students' perceptions, not through translation.



The silent way

- **Observation:** One student tries to say 'a pink rod' and has trouble. He looks to the teacher, but the teacher **remains silent** and looks to the other students.



The silent way

- **Principle:** Students can learn from one another. The teacher's silence encourages group cooperation.



The silent way

- **Observation:** The first student tries to say ' a pink rod' again. This time the teacher accepts the student's correct pronunciation.



The silent way

- **Principle:** If the teacher praises or criticizes students, they will be less self-reliant. The teachers actions can interfere with students' developing their own criteria.



The silent way

- **Observation:** Another student has trouble pronouncing part of the phrase 'a pink rod'. Using gestures, the teacher isolates the trouble spot for her.



The silent way

- **Principle:** Errors are important and necessary to learning. They show the teacher where things are unclear.



The silent way

- **Observation:** After locating the error, the teacher does not supply the correct language until all self-correction options have failed.
- **Principle:** If students are simply given answers, they will not retain them.



The silent way

- **Observation:** The teacher mouths the correct sound, but does not vocalize it.
- **Principle:** Students need to learn to listen to themselves.



The silent way

- **Observation:** The student's pronunciation is improved but still not as close to the target language sounds as some of the students are able to come. The teacher works with her a bit longer.



The silent way

- **Principle:** At the beginning, the teacher needs to look for **progress, not perfection**. Learning takes place in time. **Students learn at different rates.**



The silent way

- **Observation**: The teacher listens attentively.
- **Principle**: A teacher's silence frees the teacher to closely observe the students' behavior.



The silent way

- **Observation:** The teacher says, 'Take the green rod,' only once.
- **Principle:** Students learn they must give the teacher their attention in order not to miss what he says. Students attention is a key to learning.



The silent way

- **Observation:** The students take turns issuing and complying with commands to take a role of certain color.
- **Principle:** Students should engage in a great deal of meaningful practice without repetition.



The silent way

- **Observation:** The students practice commands with compound objects.
- **Principle:** The elements of the language are introduced **logically**, expanding upon **what** students **already know**.



The silent way

- **Observation:** The students take turns tapping out the sentences of their choice on the word charts.
- **Principle:** Students gain **autonomy** in the language by exploring it and by making choices.



The silent way

- **Observation:** Some students choose to tap out simple commands; others tap out more complex ones.
- **Principle:** Language is for self-expression.



The silent way

- **Observation:** The teacher asks the students for their reactions to the lessons.
- **Principle:** The teacher can gain valuable information from student feedback.



The silent way

- **Observation:** There is no homework assigned.
- **Principle:** Some learning takes place naturally as we sleep. Students will naturally work on the day's lesson then.



The silent way

- **Observation:** In subsequent lessons, the students will learn to use a number of different linguistic structures.
- **Principle:** The Syllabus is composed of linguistic structures.



The silent way

- **Observation:** The students will practice making sentences with different combinations of the linguistic structures.
- **Principle:** The structures of the **syllabus** are not arranged in a linear fashion, but rather are constantly being recycled.



The silent way

- **Observation:** The students will practice writing the sentences they create.
- **Principle:** The skills of speaking, reading, and writing reinforce one another.



The teacher goals

The silent way

- Students should be able to use the language for **self-expressions**. In order to do this, they need to develop **independence** from the teacher, to develop their own inner **criteria for correctness**.

The roles of the teacher and the students

The silent way

- The teacher is a technician or engineer. The role of the students is to make use of what they know, to free themselves of any obstacles, and to actively engage in exploring the language.

Characteristics of the teaching/learning process

The silent way

- Students begin the study of language through its basic building blocks, its sounds.
- The teacher sets up situations that focus students attention on the structures of the language.



Some other characteristics

The silent way

- The teacher uses the students' errors as evidence of where the language is unclear to students and, hence, where to work.



The silent way

- The students receives a great deal of practice with a given target language structure without repetition for its own sake. They gain autonomy in the language by exploring it.



Interaction

The silent way

- For much of the student- teacher interaction, the teacher is silent. He is still very active listening attentively to students' speech, and silently working with them on their production through the use of nonverbal gestures.



What about the students' feelings?

The silent way

- The teacher constantly observes the students. When their feelings interfere, the teacher tries to find ways for the students to overcome them.



Views on language & culture

The silent way

- Languages of the world share a number of features. However, each language also has its own unique reality, or spirit.
- The culture is inseparable from the Language.

What areas of language are emphasized?

The silent way

- **Pronunciation** is worked on from the beginning. There is also a focus on the **structures** of the language, although explicit grammar rules may never be supplied. **Vocabulary is somewhat restricted.**



Language skills

The silent way

- All four skills are worked on from the beginning of the course, although there is a sequence in that students learn to read and write what they have already produced orally.

The role of the native language

The silent way



- The students' native language is used to **give instructions** when it is necessary. It is also used during the **feedback sessions**.
- Knowledge students possess of their native language **can be exploited by the teacher of the target language**.



Evaluation

The silent way

- Although the teacher may never give a formal test, he assesses student learning all the time. One criterion of whether or not students have learned is their ability to transfer what have been studying to new contexts.



Response to errors

The silent way

- Student errors are seen as a natural, indispensable part of the learning process. The teacher uses student errors as a basis for deciding whether further work is necessary.

Sound-color chart



The silent way

- The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.

Teacher's silence

The silent way

- The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation, and then is silent.

Peer correction

The silent way

- Students are encouraged to help another student when he is experiencing difficulty. Any help should be offered in a cooperative manner, not a competitive one.

Rods



The silent way

- At the beginning level, the rods can be used to teach colors and numbers. Later on they can be used for more complicated structures.

Self-correction gestures



The silent way

- For example, the teacher may put his palms together and then move them outwards to signal to the students the need to lengthen the particular vowel they are working on.



Word chart

The silent way

- The teacher, and later the students, points to vowels on the wall charts in a sequence so that they can read aloud the sentences they have spoken.



Fidel charts

The silent way

- The teacher, and later the students point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling.



Structured feedback

The silent way

- Students are invited to make observations about the day's lesson and what they have learned. The teacher accepts the students' comments in a nondefensive manner.

Chapter 6

Desuggestopedia

- The methods presented in this chapter and the next chapters are illustrative of what Celce-Murcia calls **an affective-humanistic approach**, an approach in which there is **respect for students' feelings**.

- The originator of this method, **Georgi Lazanov**, believes as does Silent Way's Caleb Gattegno, **that language learning can occur at a much faster rate than ordinarily transpires.**

- According to Lozanov, the reason for our inefficiency in language learning is that we set up psychological barriers to learning. In order to learn better, the **limitations** need to be **desuggested**.



Observations and their underlying principles

- **Observation:** The classroom is bright and colorful.
- **Principle:** Learning is facilitated in a cheerful environment.

- **Principle:** Among the posters hanging around the room are several containing grammatical information.

- **Principle:** Students can learn from what is present in the environment, even if their attention is not directed to it (Peripheral learning).

- **Observation:** The teacher speaks confidently.
- **Principle:** If students trust and respect the teacher's **authority**, they will accept and retain information better.

- **Observation:** The teacher gives the students the impression that learning the target language will be easy and enjoyable.



Desuggestopedia

- Principle: The teacher should recognize that learners bring certain **psychological barriers** with them to the learning situation. She should attempt to **'desuggest'** these.

- **Observation:** The students choose new names and identities.
- **Principle:** Assuming a new identity enhances students' feeling of security and allows them to be more open.

- **Observation:** The students introduce themselves to the teacher.
- **Principle:** The dialog that the students learn contains language they can use immediately.

- **Observation:** The students play rhythmic instruments as they sing a song.
- **Principle:** Songs are useful for 'freeing the speech muscles' and evoking positive emotions.

- Observation: The teacher distributes a lengthy handout to the class. The title of the dialog is 'To want is to be able to.'

- Principle: The teacher should integrate **indirect positive suggestions** (there is no limit to what you can do) into the learning situation.

- **Observation:** The teacher briefly mentions a few points about English grammar and vocabulary.
- **Principle:** The teacher should present and explain the grammar and vocabulary, but not dwell on them.

- **Observation:** There are reproductions of classical painting throughout the text.
- **Principle:** Fine art provides positive suggestions for students.

- **Observation:** In the left column is the dialog in the target language. In the right column is the native language translation.
- **Principle:** One way that meaning is made clear is through **native language translation.**

- **Observation:** The teacher reads the dialog with a musical accompaniment. She matches her voice to the rhythm and intonation of the music.

- **Principle:** Communication takes place on 'two planes': on one the linguistic message is encoded; and on the other are factors which influence the linguistics message.

- Communication takes place on 'two planes'. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant.

- **Observation:** For the homework, the students are to read the dialog at night and in the morning.
- **Principle:** At these times, the distinction between the **conscious** and the **subconscious** is most blurred and, therefore, learning can occur.

- **Observation:** The teacher gives the students hats to wear for the different characters in the dialog. The students take turns reading portions of the dialog.

- **Principle:** Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.

- **Observation:** The teacher tells the students that they are auditioning for a play.

- **Principle:** The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.

- **Observation:** The teacher teaches the students a **children's song**.
- **Principle:** It is desirable the students achieve a state of **'infantilization'** so they will be more open to learning.

- **Observation:** The teacher and students **play a game.**
- **Principle:** In the atmosphere of play, the conscious attention of the learner does not focus on **linguistic forms**, but rather on **using the language.**

- **Observation:** The student makes an error and the teacher corrects the error in a **soft voice**.
- **Principle:** Errors are corrected **gently**, not in a direct, confrontational manner.



The teacher goals

Desuggestopedia

- Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication.



The role of the teacher & the students

- The teacher is the **authority** in the classroom. If the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited.



Some characteristics of the teaching/learning process

- A Desuggestopedic course is conducted in a **bright and cheerful** classroom. Posters displaying grammatical information are hung around the room to take advantage of students' **peripheral learning**.



Desuggestopedia

- Students select language names and choose new occupations.
- The texts students work from are handouts containing lengthy dialogs.
- There are two major phases: the **receptive phase** and the **activation phase**.



Interaction

- The teacher initiates interactions with the whole group of students and with the individuals right from the beginning of a language course.



What about students' feeling?

- A great deal of attention is given to students' feelings in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will learn language easily.



Views on language

- Language is the first of two-plane process of communication. In the second plane are the factors which influence the linguistic message.



Views on culture

- The culture which students learn concerns the everyday life of people who speak the language. The use of the fine arts is also important in Desuggestopedic classes.



What areas of language is emphasized?

- Vocabulary is emphasized. Grammar is dealt with explicitly but minimally.
- Speaking communicatively is emphasized. Students also read and write in the target language.



The role of the student native language

- Native-language translation is used to make the meaning of the dialog clear. The teacher also uses the native language in class when necessary.



Evaluation

- Evaluation usually is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning.



Response to student errors

- Errors are corrected **gently**, with the teacher using a soft voice.



Reviewing the techniques and the classroom set-up

- Classroom set-up
- The challenge for the teacher is to create a classroom environment which is bright and cheerful.



Peripheral learning

- This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend.



Positive suggestion

- It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them.



Direct & indirect suggestions

- **Direct suggestion** appeals to the students' consciousness. **Indirect suggestion** which appeals to the students' subconscious, is actually the more powerful of the two.



Choose a new identity

- The students choose a target name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves.



Some more techniques

- Role play, First concert, Second concert, Primary activation, and creative activation are other techniques used in the method.

Chapter 7

Community Language Learning

- This method advises teachers to consider their students as 'whole persons'. Whole person learning means that teachers consider not only their students' intellect, but also their feelings.



Community language learning

- The method takes its principles from the more general **Counseling-Learning approach** developed by **Charles A. Curran** who was influenced by Carl Rogers 'humanistic psychology'.



Community language learning

- Adults are threatened by the change inherent in learning. Curran believed that a way to deal with the fears of students is for teachers to become 'language counselors'.



Observations and their underlying principles

- **Observation:** The teacher greets the students, introduces himself, and has the students introduce themselves.
- **Principle:** Building a relationship with and among students is very important.



Community language learning

- **Observation:** The teacher tells the students what they are going to do.
- **Principle:** Any new learning experience can be threatening. People learn non-defensively when they feel secure.



Community language learning

- Observation: Students have a conversation.
- Principle: Language is for communication.



Community language learning

- **Observation:** The teacher stands behind the students.
- **Principle:** The superior knowledge and power of the teacher can be threatening.



Community language learning

- **Observation:** The teacher translates what the students want to say in chunks.
- **Principle:** The teacher give the students what they need to be successful.



Community language learning

- **Observation:** The students are invited to talk about how they felt during the conversation.
- **Principle:** Teacher and students are whole persons.



Community language learning

- **Observation:** The teacher understands what the students say.
- **Principle:** The teacher '**counsels**' the students. He does not offer advice, but rather shows them that he is really listening to them.



Community language learning

- **Observation:** The students listen to the tape and give the Indonesian translation.
- **Principle:** The students' native language is used to make the meaning clear.



Community language learning

- **Observation:** The teacher reads the transcript three times. The students relax and listen.
- **Principle:** Students need quite reflection time in order to learn.



Community language learning

- **Observation:** In the Human Computer activity, the students choose which phrase they want to practice pronouncing; the teacher repeats the phrase until the learner is satisfied and stops.



Community language learning

- **Principle:** Students best learn when they have a choice in what they practice. Students develop an inner wisdom about where they need to work.



Community language learning

- **Observation:** Students work together in groups of three.
- **Principle:** In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher.



Community language learning

- **Observation:** The teacher corrects by repeating correctly the sentence the students have created.
- **Principle:** The teacher should work in **non-threatening way** with what the learner has produced.



Community language learning

- **Observation:** The students read their sentences to the class.
- **Principle:** Developing a community among the class members builds trust and reduces the threat of the new learning situation.

- **Observation:** The teacher plays the tape two more times while the students listen.
- **Principle: Retention** will best take place somewhere in between novelty and familiarity.



Community language learning

- **Observation:** The students are once again invited to talk about the experience in that evening.
- **Principle:** In addition to reflecting on the language, students reflect on what they have experienced.



Community language learning

- **Observation:** Other activities with the transcript of the first conversation occur.
- **Principle:** In the beginning stages, the 'syllabus' is generated primarily by the students.



The teacher goals

Community language learning

- The teacher wants the students to learn how to use the target language **communicatively**, to learn about **their own learning**, to take **responsibility** for it, and to learn how to learn from one another.



The role of the teacher

Community language learning

- The teacher's initial role is a counselor.
- Initially the learners are very **dependent** upon the teacher. However, as they continue to study they become increasingly **independent**.



Community language learning

- Five stages have been identified from dependency to mutual interdependency with the teacher. In stages I, II, and III, the teacher focuses not only on the language but also on **being supportive of learners.**



Community language learning

- In Stage IV, the teacher can focus more on accuracy. **Accuracy** is subordinated to **fluency** in the first three stages. The reverse is true in Stages IV and V.

Some characteristics of the teaching/learning process

Community language learning

- In this method, students typically have a conversation using their native language. The teacher translates what they want to say in chunks.



Community language learning

- These chunks are recorded, and when they are replayed, it sounds like a fairly fluid conversation. Later, a transcript is made of the conversation, and native language equivalents are given.



Community language learning

- According to Curran, there are six elements necessary for non-defensive learning: security, aggression, attention, reflection, retention, and discrimination.



Interaction

Community language learning

- The nature of student-teacher interaction changes within the lesson and over time. At all times initially, the teacher structures the class; at later stages, the students assume more responsibility.



Interaction

Community language learning

- Students can learn from their interaction with each other as well as their interaction with the teacher. A spirit of **cooperation**, not **competition**, can prevail.



What about the student feelings?

Community language learning

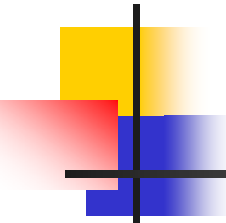
- Responding to the students' feelings is considered very important in Counseling-Learning. In this method, the attempt is to provide a sense of security for students in a number of ways.



Views on language & culture

Community language learning

- Language is for communication. At first, the focus is on sharing and belonging between persons through the language tasks. Then the focus shifts to the target language. Culture is an integral part of language learning.



What areas of language are emphasized? What language skills are emphasized?

- Particular grammar points, pronunciation patterns, and vocabulary are worked with.
- The most important skills are understanding and speaking the language at the beginning.



The role of the students' native language

- Students' security is initially enhanced by using their native language. Directions in class are conducted in the native language. In later stages, more and more of the target language is used.



Evaluation

Community language learning

- The test would likely be more of an **integrative test** than a discrete-point one. It is also likely that teachers would encourage their students to **self-evaluate**.



Some techniques used in the method

- Tape recording student conversation, Transcription, Reflection on experience, Reflective listening, Human Computer, Small group tasks are techniques used in the method.

Chapter 8

Total Physical Response

- The **Comprehension Approach** is a general approach to foreign language instruction which gives the importance to **listening comprehension**.



Natural Approach

- In Krashen and Terrell's Natural Approach which fits within Comprehension Approach, emphasis is placed on students' developing basic communication skills and vocabulary through their receiving meaningful exposure to the target language.



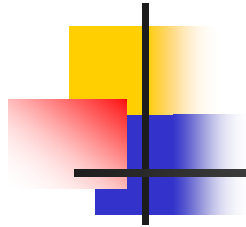
Natural Approach

- It is thought that if the teacher uses language that is just in advance of students' current level of proficiency, while making sure that her input is comprehensible, acquisition will proceed **naturally**.



Natural Approach

- In this method, creating a low affective filter is also a condition for learning that is met when there is a good classroom atmosphere.



- Another method that fits within the Comprehension Approach is Winitz and Reed's self-instruction program and Winitz' *The learnables*.



Winitz' method

- In this method, students listen to tape-recorded words, phrases, and sentences while they look at accompanying pictures. The meaning of the utterances is clear from the context the picture provides.



Lexical approach

- **The Lexical Approach**, also fits within the Comprehension Approach. Lexical Approach. developed by Michael Lewis, is less concerned with student production and more concerned with providing **comprehensible input**.



Total Physical Response

- A fourth method, James Asher's **Total Physical Response (TPR)**, which is the focus of this chapter, puts the principles of Comprehension Approach into practice.

Observations & their underlying principles

TPR

- **Observation:** The teacher gives a command in the target language and performs it with the students.
- **Principle:** Meaning in the target language can often be conveyed through **actions**.

- **Observation:** The students say nothing.
- **Principle:** The students' understanding of the target language should be developed before speaking.



TPR

- **Observation:** The teacher gives the commands quite quickly.
- **Principle:** Students can initially learn one part of the language rapidly by moving their bodies.

- **Observation:** The teacher sits down and issues commands to the volunteers.
- **Principle:** The imperative is a powerful linguistic device through which the teacher can direct student behavior.



TPR

- **Observation:** The teacher directs students other than the volunteers.
- **Principle:** Students can learn through observing actions as well as by performing the actions themselves.



TPR

- **Observation:** The teacher introduces new commands after she is satisfied that the first ones have been mastered.



TPR

- **Principle:** It is very important that the students feel successful. Feeling of success and low anxiety facilitate learning.



TPR

- **Observation:** The teacher changes the order of commands.
- **Principle:** Students should not be made to memorize fixed routines.

- **Observation:** When the students make an error, the teacher repeats the command while acting it out.
- **Principle:** Correction should be carried out in an unobtrusive manner.



TPR

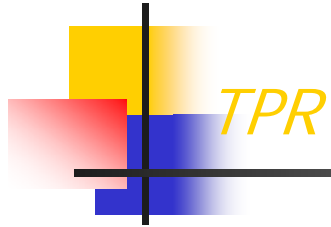
- **Observation:** The teacher gives the students commands they have not heard before.
- **Principle:** Students must develop *flexibility* in understanding novel combinations of target language chunks.

- **Observation:** The teacher says: "Jump to the desk". Everyone laughs.
- **Principle:** Language learning is more effective when it is fun.



TPR

- **Observation:** The teacher writes the new commands on the blackboard.
- **Principle:** Spoken language should be emphasized over written language.



- **Observation:** A few weeks later, a student who hasn't spoken before gives commands.
- **Principle:** Students will begin to speak when *they are ready*.

- **Observation:** A student says, "Shake hand with your neighbor."
- **Principle:** Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them.



Teacher goals

TPR

- Teachers who use TPR believe in the importance of having their students *enjoy* their experience in learning to communicate in a foreign language.



What is the role of the teacher?

What is the role of the students?

- Initially, the teacher is the director of all student behavior. The students are imitators of her nonverbal model.



Some characteristics of the teaching/learning process

- The first phase of a lesson is one of **modeling**. The instructor issues commands to a few students, then performs the actions with them.



TPR

- In the second phase, the same students demonstrate that they can understand the commands by performing them alone.



Interaction

TPR

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



What about the student feeling?

- One of the reasons TPR was developed was to **reduce** the **stress** people feel when studying foreign languages. Feeling of success and low anxiety facilitate learning.



Ways to relieve anxiety

TPR

- One way is to allow learners to speak when they are ready. Another way to is to make language learning as enjoyable as possible. Finally, there should not be too much modeling.



Views on language & culture

TPR

- Just as with the acquisition of the native language, the oral modality is primary. Culture is the lifestyle of people who speak the language natively.

What areas of language are emphasized?

TPR

- Vocabulary and grammatical structures are emphasized over other language areas. These are embedded within imperatives.

What language skills are emphasized?

TPR

- Understanding the spoken word should precede its production. The **spoken language** is emphasized over written language.

What is the role of the students' native language?

TPR

- TPR is usually introduced in the student's native language. After the introduction, rarely would the native language be used. Meaning is made clear through body movement.



Evaluation

TPR

- Formal evaluation can be conducted simply by commanding individual students to perform a series of actions. For more advanced students, the performance of skits they have created can become the basis for evaluation.



Response to student errors

TPR

- It is expected that students will make errors when they first begin speaking. Teachers should be tolerant of them and only correct major errors.



Using commands to direct behavior

TPR

- The use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning clear.

Other techniques



TPR

- **Role reversal** is a technique in which students command their teacher and classmates to perform some action.
- **Action sequence** is another technique used in this method.

Chapter 9

Communicative Language Teaching

- The goal of most of the methods we have discussed is for students to learn to communicate in the target language, but in the 1970s ,educators noticed that the methods could not meet the goal in the right way.



Background

- Some educators observed that students could produce sentences **accurately** in a lesson, but could not **use** them **appropriately** when genuinely communicating outside of the classroom.



Background

- Others noted that being able to communicate required more than mastering linguistic structures. Students may know the **rules** of linguistic usage, but be unable to ***use*** the language.



Background

- In short, being able to communicate required more than **linguistics competence**; it required **communicative competence** that is, knowing when and how to say what to whom.



Background

- Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to a *Communicative Approach*.



Communicative Language Teaching

- Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making *communicative competence* the goal of language teaching.



Observations and their underlying principles

- **Observation:** The teacher distributes a handout that has a copy of a sports from a recent newspaper.



CLT

- **Principle:** Whenever possible, 'authentic language'- language as it is used in a real context- should be introduced.



CLT

- **Observation:** The teacher tells the students to underline the reporter's predictions and to say which ones they think the reporter feels most certain of and which he feels least certain.



CLT

- **Principle:** Being able to figure out the speaker's or writer's intentions is part of being **communicatively competent.**

- **Observation:** The teacher gives the students the directions for the activity *in the target language*.
- **Principle:** The target language is a *vehicle* for classroom communication, not just the object of study.



CLT

- **Observation:** The students try to state the reporter's prediction in *different words*.
- **Principle:** One function can have many different linguistic forms.



CLT

- **Observation:** The students unscramble the sentences of the newspaper article.
- **Principle:** Students should work with language at the **discourse level**.



- **Observation:** The students play a language game.
- **Principle:** Games are important because they have certain features in common with real communicative events.



CLT

- **Observation:** The students are asked how they feel about the predictions.
- **Principle:** Students should be given an opportunity to express their ideas and opinions.



CLT

- **Observation:** A student makes an error. The teacher and other students ignore it.
- **Principle:** Errors are tolerated and seen as a *natural outcome* of the development of communication skills.



CLT

- **Observation:** The teacher gives each group of students a strip story and a task to perform.
- **Principle:** One of the teacher's major responsibilities is to establish situations likely to promote communication.



CLT

- **Observation:** The students work with a partner to predict what the next picture in the strip story will look like.
- **Principle:** Communicative interaction encourages cooperative relationships among students.



CLT

- **Observation:** The students are to do a role play.
- **Principle:** *The social context* of the *communicative event* is essential in giving meaning to the utterances.



CLT

- **Observation:** The teacher reminds the students that one of them is playing the role of the boss and that they should remember this when speaking to her.



CLT

- **Principle:** Learning to use language forms appropriately is an important part of **communicative competence.**



CLT

- **Observation:** The teacher moves from group to group offering advice and answering questions.
- **Principle:** The teacher acts as a facilitator in setting up communicative activities.



CLT

- **Observation:** The students suggest alternative forms they would use to state a prediction to a colleague.
- **Principle:** In communicating, a speaker has a choice not only about what to say but also how to say it.



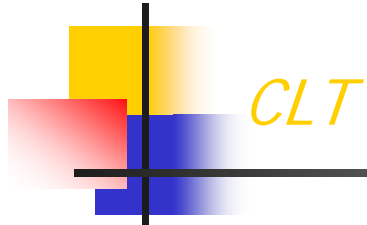
- **Observation:** After the role play is finished, the student elicit relevant vocabulary.



- **Principle:** The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.



- **Observation:** For their homework, the students are to listen to a debate on the radio or watch it on television.



- **Principle:** Students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies on how to improve their comprehension.



The teacher goals

CLT

- The goal of the teachers who use **Communicative** Language Teaching is to enable students to communicate in the target language.



What is the role of the teacher?

CLT

- The teacher facilitates communication in the classroom. During the activities he acts as an advisor. He might make note of students' errors to be worked on during accuracy-based activities.



What is the role of students?

CLT

- Students are **Communicators**. They are actively engaged in **negotiating meaning**- in trying to make themselves understood and in understanding others.

Some characteristics of the teaching/learning process

CLT

- The most obvious characteristic of CLT is that almost everything that is done is done with a **communicative intent**. Students *use* language a great deal through communicative activities.



Communicative activities

- Activities that are truly communicative have three features in common: **information gap**, **choice**, and **feedback**.

Another characteristic of the teaching/learning process

CLT

- Another characteristic of CLT is the use of authentic materials. It is desirable to give students an opportunity to develop strategies for understanding language as it is actually used.



Interaction

CLT

- The teacher may **present** some part of lesson. At other times, he is the **facilitator** of the activities. Sometimes he is a **co-communicator**. Students interact a great deal with one another.



What about the students' feeling?

CLT

- One of the basic assumptions of CLT is that by learning to communicate students will be more **motivated** to study a foreign language.



How is language viewed?

- Language is for communication. **Linguistic competence**, the knowledge of form and their meaning, is just one part of communicative competence. Another aspect of communicative competence is the **knowledge of the functions language is used for.**

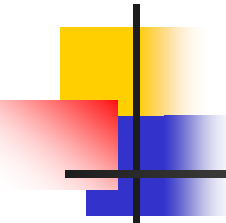


- Learners need knowledge of forms **and** meaning **and** functions. However, they must also **use** this knowledge **and** take into consideration the social situation in order to convey their intended meaning **appropriately**.



What areas of language are emphasized?

- Language **functions** might be emphasized over forms. Students work with language at the suprasentential or **discourse level**. They learn about **cohesion** and **coherence**.



What language skills are emphasized?

- Students work on all four skills from the beginning. Just as oral communication takes place through negotiation between speaker and listener, so too is for written texts.



The role of the native language

- Judicious use of the students' native language is permitted in the CLT. However, whenever possible, the target language should be used.



Evaluation

CLT

- A teacher evaluates not only the students' accuracy, but also their fluency. A teacher can *informally* evaluate his students' performance in his role as an **advisor** or **co-communicator**.



Formal evaluation

CLT

- For more *formal* evaluation, a teacher is likely to use an integrative test which has a real communicative function.



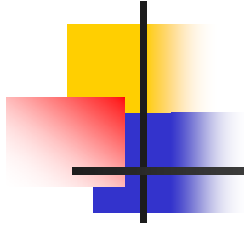
Some techniques used in CLT

- Authentic materials, scrambled sentences, language games, picture strip story, and role play are some techniques used in the method.

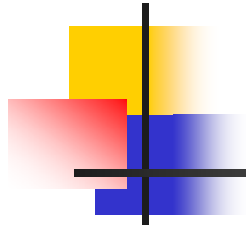


Chapter 10

- In this chapter, we will be investigating three more approaches that make **communication** central: content-based instruction, task-based instruction, and the participatory approach.



- The approaches we examine in this chapter do not begin with functions, or indeed, any other language items. Instead, they give priority to process over predetermined linguistic content.

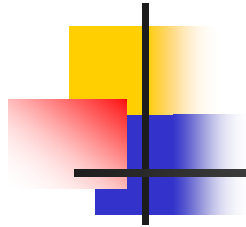


- In these approaches rather than 'learning to use English,' students 'use English to learn it'. In spite of their differences, the three approaches have in common **teaching through communication** rather than for it.



Content-based instruction

- The special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter.



- In content-based instruction the selection and sequence of language items arise from **communicative needs**, not **predetermined syllabi**.



Observations and their underlying principles

- **Observation:** The class is studying geography.
- **Principle:** The subject matter content is used for language teaching purposes.



Content-based approach

- **Observation:** The teacher asks the students what they know about a globe.
- **Principle:** Teaching should build on students' previous experience.



Content-based approach

- **Observation:** The student call out their answers enthusiastically as the teacher writes them on the blackboard.
- **Principle:** When learners perceive the **relevance** of their language use, they are **motivated** to learn.



Content-based approach

- **Observation:** The teacher supplies the missing language when the students have trouble in explaining a concept in the target language.



Content-based approach

- **Principle:** The teacher 'scaffold' the linguistic content, i.e. helps learners say what it is they want to say by building together with the students to a complete utterance.



Content-based approach

- **Observation:** The teacher reads the new vocabulary and then the students watch a video.
- **Principle:** Language is learned most effectively when it is used as a medium to convey informational content of interest to the students.



Content-based approach

- **Observation:** The students fill in the vocabulary words in the blanks in the modified cloze passage as they watch the video.
- **Principle:** Vocabulary is easier to acquire when there are contextual clues.



Content-based approach

- **Observation:** The teacher provides a number of examples using the present passive with latitude and longitude coordinates.
- **Principle:** When they work with authentic subject matter, students need language support.



Content-based approach

- **Observation:** For homework, the students are given a map, which they are to label based on a descriptive reading they have been given.



Content-based approach

- **Principle:** Communicative competence involves more than using language conversationally. It also includes the ability to read, discuss, and write about content from other fields.



Content-based approach

- There are different models of content-based instruction. In the first model academic subjects are learned through the **medium** of a foreign language.



Content-based approach

- In the **adjunct model**, students enroll in a regular academic course. In addition, they take a language course that is linked to the academic course.



Content-based approach

- In sheltered- language instruction in a second language environment, a third model of content-based instruction has been used.



Whole Language Approach

- Although the Whole Language Approach originated in classes for children who speak English as a native language, it has often been used with second language learners as well.



Whole Language Approach

- The Whole Language Approach calls for language to be regarded **holistically**, rather than as pieces, i.e. the vocabulary words, grammar structures and pronunciation points.



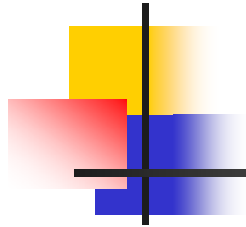
The top-down approach

- In the Whole Language Approach, students work from the 'top-down', attempting first to understand the meaning of the overall text before they work on the linguistic forms comprising it.



The bottom-up approach

- In the **'bottom-up'** approach students learn a language piece by piece and then work to put the pieces in place, constructing whole meaningful texts out of the pieces.



- Whole Language educators see errors as part of learning and they embrace the ideas of Vygotsky about the **social nature** of learning.



Language Experience Approach

- The Language Experience Approach is a technique to teach reading that fits with principles of Whole Language Approach.



Task-based instruction

- A task-based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact.



Observations and their underlying principles.

- **Observation:** The teacher tells the class that they are going to complete a timetable.
- **Principle:** The class activities have a perceived purpose and a clear outcome.



Task-based instruction

- **Observation:** The teacher begins by having the class help her begin to fill out a class schedule. This done through whole-class interaction.



Task-based instruction

- **Principle:** A pre-task, in which students work through a similar task to one that will later do individually, is a helpful way to have students see the logic involved in what they are being asked to do.



Task-based instruction

- **Observation:** The teacher first has the students label the time periods and then the days.
- **Principle:** The teacher breaks down into smaller steps the logical thinking process necessary to complete the task.



Task-based instruction

- **Observation:** The students' papers were marked by the teacher on the basis of the content.
- **Principle:** Students should receive feedback on their level of success in completing a task.



Task-based instruction

- **Observation:** Students are asked to design a way to survey the other students about their favorite subjects.
- **Principle:** This gives the students more opportunity for authentic and meaningful interaction.



Task-based instruction

- Prabhu identified three types of tasks. An information-gap activity, an opinion-gap activity, and a reasoning-gap activity. **An information-gap activity** involves the exchange of information among participants to complete a task.



Task-based instruction

- An **opinion-gap activity** requires that students give their personal preferences, feelings, or attitudes to complete a task. A **reasoning-gap activity** requires students to derive some new information by inferring.



Task-based instruction

- Whereas in Prabhu's approach, the teacher designs the tasks, others believe that the way to begin is to conduct a needs analysis of real-world tasks.



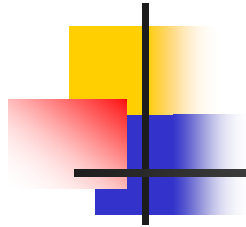
Project work

- As with a task-based approach, the language practiced in the classroom is not predetermined, but rather derives from the nature of a particular project that students elect to do.

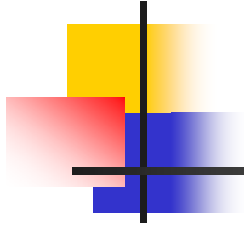


Participatory Approach

- Although it was originated in the early sixties with the work of Paulo Freire, it was not until the 1980s that the participatory approach started to be discussed in the language teaching.



- In some ways the **participatory approach** is similar to the content-based approach in that it begins with content that is meaningful to the students and any forms that are worked upon emerge from that content.

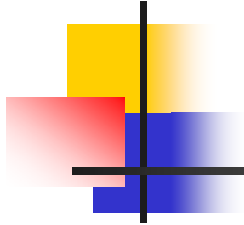


- What is strikingly different regarding participatory approach is the nature of content. It is not the content of subject matter texts, but rather content that is based on issues of concerns to students.

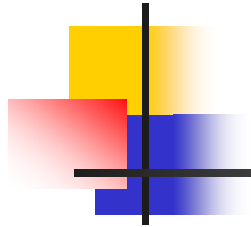


Observations and their underlying principles in the participatory approach

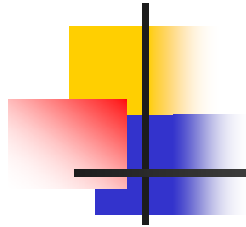
- **Observation:** The teacher engages the students in an initial discussion about what is happening in their lives.
- **Principle:** What happens in the classroom should be connected with what happens outside that has relevance to the students.



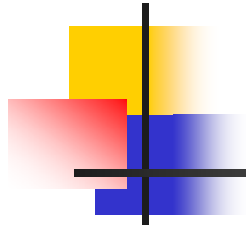
- **Observation:** The teacher leads the class in discussing the problem, ending with students responding solutions.
- **Principle:** Education is most effective when it is *experience-centered*, when it relates to *students' real needs*.



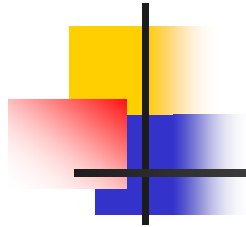
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- **Observation:** The teacher asks the students if they want to write a group letter. She uses a collaborative process to do so.



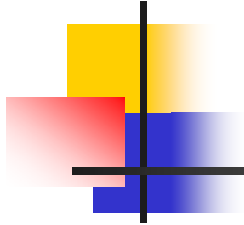
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- **Principle:** When knowledge is jointly constructed, it becomes a tool to help students find voice and by finding their voices, students can act in the world. Students learn to see themselves as social and political being.



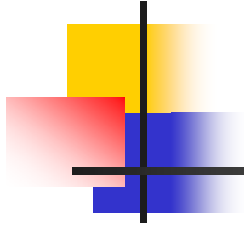
- **Observation:** The students work together to edit the letter for meaning and form. They continue editing the letter for homework.



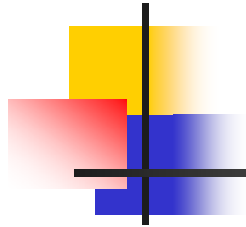
- **Principle:** Focus on linguistic form occurs within a focus on content. Language skills are taught in service of action for change, rather than in isolation.



- **Observation:** The students are to bring their revised versions of the letter to class.
- **Principle:** Students can create their own materials, which can become text for other students.



- **Observation:** The students discuss what they have learned in class.
- **Principle:** A goal of participatory approach is for students to be evaluating their own learning.



- Learning to communicate **by communicating**, rather than by preparing to do so through practicing the various pieces of language, is a different way to approach the goal of developing communicative competence.



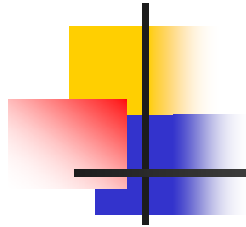
Chapter 11

- In this chapter, we will deal with three methodological innovations: learning strategy training, cooperative learning, and multiple intelligence.



Characteristics of good language learners

- According to Rubin, good language learners are willing and accurate guessers who have a strong desire to communicate. They attend to both the meaning and the form of their message. They practice and monitor their own speech as well as the speech of others.



-
- In order to maximize their potential and contribute to their autonomy, language learners need training in learning strategies.



Learning strategy training

- Wenden(1985) observed that language teachers' time might be spent profitably spent in learner training, as much as in language training. Such suggestions led to the idea of **learning strategy training**.



Learning strategy training

- Observation: Prior to the lesson the teacher has been reading the students' learning journals, where the students regularly write about what and how they are learning.



Learning strategy training

- **Principle:** The students' prior knowledge and learning experiences should be valued and built upon.



Learning strategy training

- Observation: The teacher decides to have the students work on the strategy of **advance organization**.
- Principle: Studying certain **learning strategies** will contribute to academic success.



Learning strategy training

- **Observation:** The teacher models the use of the strategy using a think-aloud demonstration.
- **Principle:** The teacher's job is not only to teach language, but to teach learning.



Learning strategy training

- **Observation:** The students practice the new learning strategy.
- **Principle:** For many students, strategies have to be learned. The best way to do this is with 'hands-on' experience.



Learning strategy training

- **Observation:** The students evaluate their own success in learning the strategy.
- **Principle:** Students need to become independent, self-regulated learners. Self-assessment contributes to learner autonomy.



Learning strategy training

- **Observation:** The teacher asks the students to try out the new strategy on a different reading they choose for homework that night.



Learning strategy training

- **Principle:** An important part of learning a strategy is being able to **transfer** it, i.e. use it in a different situation.



Cooperative Learning

- Cooperative or collaborative learning essentially involves students learning from each other in group. It is the *way* that students and teachers work together that is important.



Cooperative Learning

- In cooperative learning, the teachers teach students collaborative or social skills so that they can work together more effectively.



Observations and their underlying principles

- **Observation:** The vocabulary lesson will be done in cooperative groups. Each student is to help the other students learn the new vocabulary words.



Cooperative Learning

- **Principle:** Students are encouraged to think in terms of 'positive interdependence', which means that the students are not thinking competitively and individualistically, but rather cooperatively.



Cooperative Learning

- **Observation:** The students ask which groups they should form.
- **Principle:** In cooperative learning, students often stay together in the same group for a period of time.



Cooperative Learning

- **Observation:** The students are to work on the social skills of encouraging others.
- **Principle:** Social skills need to be explicitly taught.



Cooperative Learning

- **Observation:** The students appear to be busy working in their groups.
- **Principle:** Language acquisition is facilitated by students interacting in the target language.



Cooperative Learning

- **Observation:** Students take the test individually.
- **Principle:** Although students work together, each student is individually accountable.



Cooperative Learning

- **Observation:** Groups move back together to compare and combine scores.
- **Principle:** Responsibility and accountability for each other's learning is shared.



Cooperative Learning

- **Observation:** The group discusses how the target social skills has been practiced.
- **Principle:** Each group member should be encouraged to feel responsible for participating and for learning.



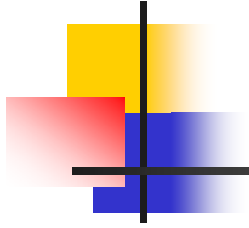
Cooperative Learning

- **Observation:** The teacher gives feedback on how students did on the target social skills.
- **Principle:** Teachers not only teach language, they teach cooperation as well.



Multiple Intelligences

- According to Gardner individuals have at least seven distinct intelligences:
- 1) Logical/mathematical, 2) Visual/spatial, 3) Body/kinesthetic, 4) Musical/rhythmic, 5) Interpersonal 6) Intrapersonal, 7) Verbal/linguistics



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