Approaches & Methods in Language Teaching

What you already know...

What you want to know...

Jack Richards Video
Early Developments in Language Teaching

The Emergence of Methods

The Influence of Latin

The Grammar-Translation Method/ The Reform Movement/ The Direct Method/ The Methods Era

“As a predominantly top-down exercise, the conception and construction of methods have been guided by a one-size-fits-all-cookie-cutter approach that assumes a common clientele with common goals”

(Kumaravadilevo)
Grammar-Translation Method
1840s-1940s

- Goal of foreign language study: to read its literature
- Focus skills: reading and writing
- Bilingual word lists
- Accuracy
- Deductive grammar
- L1: medium of instruction
Language Teaching Innovations in the 19th Century

- Demand for oral proficiency → market for conversation books
- The discipline of linguistics was revitalized (IPA)
- Reformers focused on phonetics, oral-based methodology, contexts, inductive grammar

Emergence of the discipline of **applied linguistics**: branch of language study and research concerned with the scientific study of second and foreign language teaching and learning
### The Direct Method

**France & Germany at the turn of the 20th century**

- **Naturalistic** principles of language
- Classroom instruction in the target language
- Speech and listening comprehension
- Grammar taught inductively
- Emphasis on correct pronunciation and grammar
- Popular in private language schools
Let’s discuss the following quotes and their implications for language teaching
SURVIVORS CAN’T ALWAYS CHOOSE THEIR METHODS

PATRICIA BRIGGS
More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given

— Bertrand Russell —
BE STUBBORN ABOUT YOUR GOALS, AND FLEXIBLE ABOUT YOUR METHODS.
“Tell me and I will forget, teach me and I will remember, involve me and I will learn.”

-Benjamin Franklin
Some Useful Terms: 3 Levels of Conceptualization and Organization

**Approach**
philosophy or belief system dealing with the nature of language, teaching and learning

**Method**
Overall plan for the orderly presentation of language material based on the selected approach

**Technique**
Trick or stratagem used to accomplish an immediate objective

procedural
axiomatic
implementational
Cognitive Model: Language reflects properties of the mind (UG)

- Mind as a computer
- Learning as abstract knowledge acquisition
Structural Model: Language is a system of structurally related elements for the coding of meaning
**Functional Model:** Language is a vehicle for the expression of functional meanings and for performing real-world activities.

- Communicative competence
- Negotiation of meaning
- Context-specific
**Interactional Model**: Language is viewed as a tool for the creation and maintenance of social creations

- Patterns of moves
- Acts
- Negotiation
- Interaction
- Understanding of discourse
**APPROACH: Theory of Language: Different Models**

**Sociocultural:** Language is a communicative activity in which knowledge is constructed through social interaction with others and reflects the learner’s culture, customs, and beliefs

- Social context
Lexical Model: prioritizes the role of lexis and lexical chunks and highlights the interrelatedness of grammar and vocabulary
Genre Model: Genre refers to an area of human activity where there are norms of language usage, such as in science, business, medicine, literature.

- Texts are the units of discourse (different genres)
**APPROACH: Theories of Learning**

**Behaviorism**
- Stimulus → Response
- Repetition & Reinforcement
- Habit Formation (to minimize errors)
- Drilling
- Basis for Audiolingual Method

**Cognitive-code Learning**
- 1960’s
- Cognitive process
- Deductive & inductive learning
- Meaningful practice
- Linked to PPP approach
## APPROACH: Theories of Learning

### Creative Construction
- 1970’s
- Creative process independent of L1
- Errors analysis: errors seen as evidence of learning
- CLT & Task-Based LT

### Skill Learning
- Sets of behaviors learned through practice
- Hierarchy of skills
- Controlled automatic processing

### Interactional Theory
- Negotiation of meaning
- Modified input
- CLT & Task-Based LT

**For discussion:** What are some techniques for modified input?
APPROACH: Theories of Learning

Constructivism
- Piaget, Dewey, Vygotsky
- Learners actively involved
- Student-centered & PBL
- Restructuring/schema
- CLT/CLL/Cooperative LL/WL

Sociocultural Learning
- Social setting
- Scaffolding learning
- Reflected in CLIL, TBL, text-based learning

Individual Factors
- Learning styles
- Affective factors
- Motivation

Discussion: How do you adapt your methods to account for individual attributes?
Reflect on the following terms:

- Behavioristic
- Mentalistic
- Linguistic
- Structuralist

Discuss: “Approach does not specify procedure (Theory does not dictate a particular set of teaching techniques and activities)
DESIGN

What links **theory** and **practice** (approach with procedure)

➔ Objectives
➔ Syllabus
➔ Learning tasks & teaching activities
➔ Roles of learners
➔ Roles of teachers
➔ Role of instructional materials
Objectives

- Learning outcomes
- process-oriented /product-oriented

Syllabus

- Subject matter focused (ESP)/linguistically focused (ALM)
- Sequencing & gradation

Richards’s taxonomy:
grammatical, lexical, functional, situational, topical, competency-based, skills-based, task-based, text-based, integrated

Learning & Teaching Activities

- Instructional process
- Examples:
  - drilling for audiolingualism
  - Information gap/transfer for CLT
DESIGN

Learner Roles
- Contributions
- Types of activities
- Grouping patterns
- 1980’s: learner-centered approaches: humanistic methods, active student involvement

Teacher Roles
- Functions expected of teachers
- Degree of control over learning
- Responsibility for determining content
- Interactional patterns

The Role of Instructional Materials
- Specify subject matter content
- Define coverage of syllabus
- Define day-to-day learning objectives
PROCEDURE

Classroom **techniques, practices and behaviors** that operate in teaching a language according to a particular approach or method
FACTORS AFFECTING the RISE & FALL of METHODS

- Paradigm shifts
- Support networks
- Practicality
- Teacher’s language proficiency
- Serve as the basis for published materials and tests
- Compatibility with local traditions: What is good teaching?
1. **SOCIOCULTURAL**
2. **INTERACTIONAL**
3. **COGNITIVE**
4. **GENRE**
5. **LEXICAL**
6. **FUNCTIONAL**
7. **STRUCTURAL**

**RECAP**

A. Language is a system of structurally related elements for the coding of meanings, such as phonemes and grammar.

B. Language is a vehicle for the expression of functional meanings and for performing real-world activities.

C. Language is the acquisition of abstract knowledge and involves properties of the mind.

D. Language is a communicative activity in which the social context, customs, and beliefs are central.

E. Language is considered primarily through the role of words and vocabulary.

F. Language is a vehicle for the realization of interpersonal relations.

G. Language is governed by discourse-specific norms and texts for different purposes.
THE ORAL APPROACH & SLT 1920’s/1930’s and later 1950’s/1960’s

- British linguists Palmer & Hornby
- Development of principles for vocabulary selection (lists & reports)
- Grammar control: Palmer, Japan study, substitution tables, classification of English sentence patterns
- Principles of selection/gradation/presentation

The Oral Approach

- Language teaching begins with the **spoken** language
- **Target language** is the language of the classroom
- New language points introduced and practiced **situationally**
- Vocabulary selection
- Grammar gradation
- Reading & writing introduced once a sufficient lexical and grammatical basis is established
THE ORAL APPROACH & SLT APPROACH

- **Theory of Language**: structuralism
- **Theory of Learning**: behaviorist type
- **Design**
  - **Objectives**: command of the 4 basic skills
  - **Syllabus**: list of basic structures and sentence patterns
  - **Learning & teaching activities**: Guided repetition, substitution activities, chorus repetition, dictation, drills, controlled oral-based reading and writing tasks
  - **Role of the teacher**: model, conductor, manipulator, master of the textbook
  - **Role of the students**: initially: listen and repeat
  - **Role of instructional materials**: textbook & visual aids
  - **Procedure**: from controlled to freer practice
The AUDIOLINGUAL METHOD: context and development

- Entry of the U.S. into WWII
- Government commissioned US universities to develop foreign language programs for military personnel: **Army Specialized Training Program (ASTP)**
- Objective of the army programs: to attain **conversational proficiency** in a variety of foreign languages
- Leonard Bloomfield at Yale: mastery of American Indian languages, “informant method”
- The methodology of the **Army Method**, like the Direct Method, derived from the intensity of contact with L2 rather than from any well-developed methodological basis (intensive oral-based approach)
The AUDIOLINGUAL METHOD: context and development

- American approach to ESL, mid 1950’s, combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology
- 1939: the University of Michigan developed the first English Language Institute in the U.S.
- Charles Fries, director of the institute, was trained in structural linguistics
- Grammar was the starting point
- Drill, drill, and more drill
- Need for radical change and rethinking of FLT, prompted by the launching of the first Russian satellite in 1957
- Decline of Audiolingualism
THE BEHAVIORIST LEARNING PROCESS

Reinforcement

Stimulus → Organism → Response

Behavior

Reinforce (behavior likely to occur again and become a habit)

No reinforcement/ Negative reinforcement (behavior not likely to occur again)
Current Approaches & Methods

- CLT
- CBI & CLIL
- Whole Language
- CBLT
- TBL
- TBI
- The Lexical Approach
- MI
- Cooperative Language Learning
Communicative Language Teaching

- Approach not method
- 4 major skills: interdependence
- Language is a means for communicative objectives
- Production is not postponed until after mastery of forms
- Learner-centered
- Experience-based
Video

1. Watch the CLT demo class
2. Reflect on the concepts of CLT
3. Share your thoughts
Content-Based Instruction and Content and Language Integrated Learning

- CBI
  - teaching around content
  - academic
  - language
  - proficiency

- CLIL
  - not immersion
  - for users of
  - English as a lingua franca

English as a medium of instruction
Whole Language

Top-down reading theory
1980’s-1990’s

What Whole Language is **NOT**
-a teaching method

What Whole Language **IS**
-an approach to learning that sees language as a whole entity
Competency-Based Language Teaching & the Common European Framework of Reference

CBLT is part of CBE (Competency-Based Education), 1970’s in the US

- Focus on outcomes
- Syllabus: learning outcomes in terms of competencies

The Standards Movement: 1990’s, clear expectations, in ESL education: standards for K-12

CEFR: outcomes and competency-based approach to LT and assessment, 2001, by the Council of Europe

- “Can do” statements of learning outcomes at different levels of proficiency
<table>
<thead>
<tr>
<th>Task-Based Language Teaching</th>
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<tbody>
<tr>
<td>● Process or product oriented?</td>
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<tr>
<td>● Related to CLT or ALM?</td>
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<tr>
<td>● Focus on meaning or form?</td>
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<td>● Grammar or lexis?</td>
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<tr>
<td>● Scaffolding</td>
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<tr>
<td>● “Noticing the gap”</td>
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<td>● The syllabus</td>
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Text-Based Instruction, The Lexical Approach, Multiple Intelligences, Cooperative Lg. Learning

1990’s

TEXT

CHUNKS

MULTIPLE INTELLIGENCES

LINGUISTIC-VERBAL

MUSICAL-RHYTHMIC

BODILY-KESTHETIC

VISUAL-SPATIAL

INTERPERSONAL

INTRAPERSONAL

EXISTENTIAL

NATURALISTIC
Alternative 20th Century Approaches & Methods

- The Natural Approach
- TPR
- The Silent Way
- CLL
- Suggestopedia
The Natural Approach
Terrel (1977) & Krashen (1983)

- not the Natural Method (1900)
- naturalistic principles in SLA
- input/exposure
- comprehension-based approach
- comprehensible input i+1
- not grammar-based
- traditional method
- like CLT it is evolutionary rather than revolutionary
1970’s-1980’s

TPR (Asher)
Silent Way (Gattegno)
Suggestopedia (Lozanov)
Community Language Learning (Curran)

- Music
- Comprehension
- Language of affect (L1)
- Speech/motor activity
- Stress-free
- Color-coding
- Counselor/client(s)
- Brain lateralization
- Environment
- Pronunciation
- Bilingual education
- Oral proficiency
The inlingua Method: what it IS/ what it is NOT

DM
SLT

SW
CLT

TBI
NA

CBI
ALM
Kahoot
Sources

- Nunan, David, *Teaching English to Speakers of Other Languages An Introduction*, Routledge, 2015
- **Video on Methods** Dr Diane Larsen-Freeman videos accompanying her book *Techniques & Principles in Language Teaching*, Oxford 2013, 3rd Edition
Thank you for attending!