

# Study of different teaching methods, Grammar Translation Method, Direct Method, Audio lingual Method, Suggestopedia, TPR, CLT





# Methods and language theory

First, methods are discussed concerning

- The nature of a language syllabus (**The syllabus route**).
- The nature of language learning processes (**The instructional theory route**).
- (The difference between *language-centered* and *learning-centered* methods are discussed)

Secondly, the reason of adoption and influence of methods (***The factors that give a method its secret life***) are discussed.



- *The form a method takes*
- *Publish*
- *Support networks*

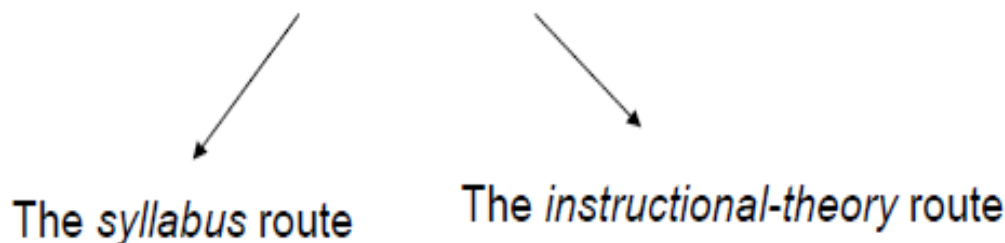
*Finally, methods in **curriculum development** are discussed.*

# What does Richard refer in using the term *method*?



- “In using the term *method*, I refer to language teaching philosophy that contains a standardized set of procedures or principles for teaching a language that are based upon a given set of theoretical premises about the nature of language and language learning.”  
(Richards, 1987)

- Two **routes** to the development of methods





## The syllabus route

- Considers how language (language content) is defined and how it is related to a method.
- focuses on the influence of particular accounts of language content in program designing. (for example, ESP)

# The first attempts in the twentieth century



- In 1920 and 1930's → Vocabulary control

The major component of a language syllabus was ***vocabulary***.

At that time, people like *Palmer and West, Bongers, and Ogden* attempted to introduce a scientific basis to syllabus design .

Their products (word lists)

-Basic English (Ogden,1930)

-Interim Report on Vocabulary Selection (Faucett,West,Palmer, and Thorndike,1936).

-General Service List (West, 1953)



Hornby, Mackin, and others also worked on *grammatical syllabuses*.

- The development of systematic approaches and grammatical content of language, and the efforts of specialists led the foundations for **TEFL** (*Teaching of English as a foreign Language*).
- The syllabus → **Structural**
- What did a ***syllabus*** include?
  - graded sequence of sentence patterns and structures.



In order to contextualize and practice syllabus items, ***structural syllabus*** used with a ***situational approach***.



- ***Structural-situational approach.***

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After the British effort, several decates developed. This time...

- Charles Fries and his colleagues produced word lists.
- The “***substitution tables***” became “***the frames***”.
- He applied ***structuralism*** to language teaching and syllabus
- As a result of it, “aural-oral method” developed. (Fries&Fries,1961)

\*Defining language content in terms of vocabulary and grammar has great influence on methods. However.....

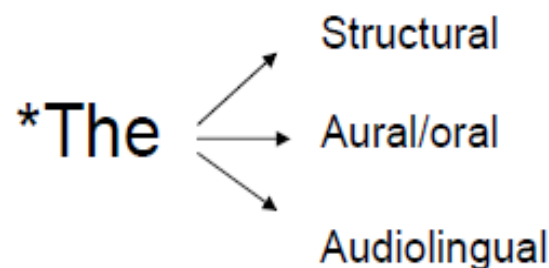


# Rejections to the (lexico)-structural syllabus.



- First challenges to this view (late 1960's)  
***Both the concept of notional syllabuses and the ESP movement reject the lexico-structural syllabus model.***

Why?



Methods were design to teach English for ***general*** purposes.



- It is assumed “once the basic vocabulary and grammar of the target language had been learned, the learner would be able to communicate effectively in situations where English was needed for general, unspecified purposes.”
- “Is that possible?”
- Wilkins (1976) argue that including only grammar and vocabulary is not enough to communicate effectively in target language.

# There is a need for...



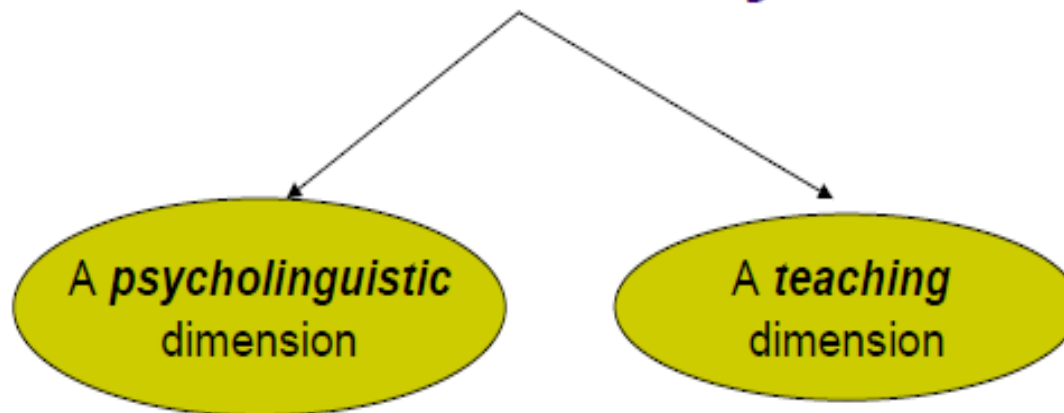
- notions or concepts the learners need to communicate about.
- the functional purposes for which the language is to be used.
- the situations in which the language will be used.
- the roles the learner might typically play.

From grammatical → ***Communicative***

***Threshold Level*** (syllabus) (Van Ek & Alexander, 1975): description of the content of English to be taught for general communicative purposes.



# The instructional-theory route



- a theory of learning that describes learning strategies and processes
- The conditions necessary for these processes.

- Teaching and learning procedures to be followed
- Role of teachers and learners in the instructional process.
- (i.e., the tasks and activities they are expected to carry out, the role of learners as performers, ...)

# Factors that give a method its secret life



1. The form a method takes
2. Publish or perish
3. Support Networks



# 1. The form a method takes

- Some methods exist *primarily in the form of materials*. (A textbook)
- They are available in a form (A textbook) to those who wish to use it.
- For example, structural/situational approaches to syllabus design provide principles that can be used in writing textbooks.



## the text-based methods can be used

Without additional training

With additional training

For instance, audiolingual and communicative methods doesn't require a special training; *a teacher buys a text and read the teachers manual.*

However, Lozanov or Gattegno's methods require *special training*.

\* Methods that lead to texts have much higher adoption and survival rate. For this reason, audiolingual and communicative methods are widely known.



# Are the texts enough?



## 2. Publish

- Publishers have everything to gain by making concepts (i.e. Notional syllabus) ***comprehensible*** and ***widely known***.

- ***How do they do this?***

Through.....

- promoting texts at conferences, book exhibitions.
- direct visits to schools and institutions.
- financing workshops and lectures by people who developed instructional philosophies the texts follow.



## Is “Publish” enough?

### 3. Support Networks

Methods need...

- The support of academics
- The sanction of professional teaching organizations.
- The visibility that adoptions by universities and educational agencies afford.



## Examples:

- The French Minister of Education gave official approval to the ***Direct Method***.
  - It became the only approved method for teaching languages in France and in Germany in the same year.
  - It failed to survive despite the support. One reason is “*like the Silent Way and Counseling Learning, it could not readily be translated into textbooks and materials,...*”  
(Richards, 1987)



## (Second example)

- The Audio-visual Method received the sanction of the Département de la Coopération through its widespread use of the series ***Voix et Images de Drance*** for teaching French Abroad.
- It has been the 'official' method for so many years.

# Grammar Translation Method



- An old method.
- Classical method (Latin and Greek)
- It aims at teaching a foreign language by imparting rules of grammar and skill of translation from the target language to the mother tongue and vice versa. (Bajwa,2011)

- to be able to read literature written in the target language;
- to provide students with good mental exercise which helps develop their minds;
- to give the learners grammatical rules and examples to memorize them;
- to make them apply the rules to other examples;
- to teach the students to write in both their native and the target languages through translation. (Bárdos 2005: 46)



- The method itself belongs to the cognitive way of language teaching.



## The basic principles of the method

- characteristic interaction in the teaching process is a Student – Teacher interaction;
- teacher's roles are very traditional, the teacher is the authority in the classroom;
- literary language is considered superior to spoken language, culture is considered as consisting of literature and the fine arts, behaviour culture is ignored;
- passive vocabulary and grammar are emphasized at cost of pronunciation.



# The Direct Method



- The goal of language learning is communication.

## The principles of the method

- the initiation of the interaction goes both ways, from teacher to students and from students to teacher although the latter is often teacher-directed, at the same time student-student interaction is used as well;
- the native language should not be used in the classroom;
- the teacher should demonstrate not explain or translate;
- the teacher and the students are more like partners in the teaching/learning process

- it is desirable that students make a direct association between the target language and meaning;
- students should learn to think in the target language as soon as possible;
- vocabulary is acquired more naturally if students use it in full sentences rather than memorizing word lists;
- pronunciation should be worked on right from the beginning of language instruction;
- lessons should contain some conversation activity – some opportunity for students to use language in real contexts;
- students should be encouraged to speak as much as possible;
- grammar should be taught inductively;
- there may never be an explicit grammar rule given;
- the syllabus is based on situations or topics not on linguistic structures;
- learning a language involves learning the behaviour culture of the people



# The Audio-Lingual Method



- belongs to the cognitive approach of language teaching, was developed in the United States during WW II.
- There was a great demand for people speaking foreign languages for military purposes.

## The principles of the method are:

- the teacher is like an orchestra leader, directing and controlling the language behaviour of her/his students; she provides her students with a good model for imitation;
- the target language is used in the classroom not the students' native language;

- a contrastive analyses between the students' native language and the target language will reveal where a teacher should expect the most interference;
- there is student-student interaction in chain drills or where students take different roles in dialogues, but this interaction is teacher-directed because most of the interaction is between teacher-student and is initiated by the teacher;
- new vocabulary and structures are presented through dialogues, the dialogues are learnt through imitation and repetition, grammar is induced from the examples given: explicit grammar rules are not provided;
- cultural information is contextualized in the dialogues or presented by the teacher;
- the oral/aural skills receive most of the attention, pronunciation is taught from the beginning, often by students working in language laboratories;
- student errors are to be avoided through the teacher's awareness of where the students will have difficulty;



# Suggestopedia



- One of the alternative methods based on language acquisition belonging to the natural approach is Suggestopedia.
- The originator of the method, Georgi Lozanov asserts that we set up psychological barriers to learning.
- Suggestopedia has been developed to help students eliminate the feeling that they cannot be successful and to help them overcome the barriers to learning.
- Learning is facilitated in a relaxed, comfortable environment.

## The principles of Suggestopedia:



- the teacher is the authority in the classroom, who must be trusted and respected by the students – once the students trust the teacher, they feel secure, they can be more spontaneous and less inhibited;
- all types of interactions are to be found in case of the method, however first it is the teacher that initiates interactions with the whole group of students and with individuals right from the beginning of a course;
- in the beginning of the course the students can only respond nonverbally, later the students have more control of the target language and can respond more appropriately, and even initiate interaction themselves.
- Students interact with each other from the beginning in various activities directed by the teacher;

- native language translation is used to make the meaning of the dialogue clear, the teacher uses the mother tongue in lesson when necessary; as the course proceeds, the teacher uses the native language less and less;
- vocabulary is emphasized, the success of the method can be put down to the large number of words that can be acquired;
- grammar is dealt with explicitly but minimally, students will learn best if their conscious attention is focused not on the language forms but on using the language;
- pronunciation is developed by reading out loud;
- the culture which students learn concerns the everyday life of people who speak the language. The use of the fine arts is also common in Suggestopedia;
- speaking communicatively is emphasized, students also read the target language and write, for example compositions;
- evaluation is conducted on students' normal in-class performance and not through formal tests;





# Total Physical Response (TPR)



- The idea of TPR originates from James Asher, who found that adults' second or foreign language learning could have similar developmental patterns to that of children's language acquisition.
- A baby spends a lot of months listening to the people around it long before it says a word. In Krashen's The Natural Approach (1983) the students listen to the teacher using the target language communicatively from the beginning of the instruction throughout the course.
- The teacher helps her students to understand her by using pictures and occasional words in the students' native language and by being as expressive as possible.
- In TPR students listen and respond to the spoken target language commands of their teacher.

## The principles of TPR:

- the teacher is the director of all student behaviour, the students are imitators of her nonverbal model, in 10-20 hours of instruction students will be ready to speak;
- interaction is between the teacher and the whole group of students and with individual students;
- the method is introduced in the students' native language, after the introduction rarely would the mother tongue be used ;
- grammatical structures and vocabulary are emphasized over other language areas;
- pronunciation is developed through listening mostly;
- culture is the lifestyle of people who speak the language natively;



- formal evaluations can be conducted by commanding individual students to perform a series of actions;
- teachers should be tolerant of errors and only correct major errors, even these should be corrected gently;



# The Communicative Approach



- This approach has preserved quite a lot of characteristic features from both the cognitive and the natural approaches.
- The representatives of the Communicative Approach (CA) acknowledge that structures and vocabulary are important but they emphasize the acquisition of linguistic structures or vocabulary as well.
- When we communicate we use the language to accomplish some function such as arguing, persuading and promising.
- We carry out these functions with a social context.



Non-communicative activities	Communicative activities
no communicative desire	a desire to communicate
no communicative purpose	a communicative purpose
form not content	content not form
one language item only	variety of language
teacher intervention	no teacher intervention
materials control	no materials control

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**Thank you**