

# Language Teaching Methods

The methods described here were chosen because some segments of them are currently practised today in L2 teaching and learning.

## 1. The Grammar Translation Method

The Grammar Translation Method has had different names, but it has been used by language teachers for a long time. It was called **Classical Method** as it was first used in the teaching of the classical languages, Latin and Greek. Its aim was to help students read foreign language literature and it was also hoped that through studying the grammar of the target language students would become familiar with the grammar of their native language and that of the target language. **In the 19th century the Classical Method was known as the Grammar Translation Method.**

According to the Grammar Translation Method the fundamental purpose of learning a foreign language is:

1. to be able to read literature written in the target language;
2. to provide students with good mental exercise which helps develop their minds;
3. to give the learners grammatical rules and examples to memorize them
4. to make them apply the rules to other examples
5. 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:

1. characteristic interaction in the teaching process is a Student – Teacher interaction;
2. teacher's roles are very traditional, the teacher is the authority in the classroom;
3. literary language is considered superior to spoken language
4. Passive vocabulary and grammar are emphasized at cost of reading and writing are the primary skills much less attention is given to speaking and listening;

5. the language that is used in class is mostly the students' native language, the meanings of new words are made clear by translating them into the students native language.
6. evaluation is accomplished on the basis of written tests in which students are expected to translate from their native language to the target one or vice versa, questions about the foreign culture have to be answered as well;
7. error correction is very important, the teacher always supplies the students with the correct answer
8. the syllabus is structure-based.

## **2. The 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. In the Direct Method no translation is allowed. The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students' native language. The method itself belongs to the natural approach of language teaching.

The goal of language learning is communication. In order to achieve this goal, students should learn to think in the target language.

### **The principles of the method:**

1. the initiation of the interaction goes both ways, from teacher to students and from students to teacher
2. the native language should not be used in the classroom;
3. the teacher should demonstrate, not to explain or translate;
4. it is desirable that students make a direct association between the target language and meaning;
5. students should learn to think in the target language as soon as possible;
6. vocabulary is acquired more naturally if students use it in full sentences rather than memorising word lists;

7. pronunciation should be worked on right from the beginning of language instruction;
8. lessons should contain some conversation activity – some opportunity for students to use language in real contexts;
9. students should be encouraged to speak as much as possible;
10. grammar should be taught inductively;
11. the syllabus is based on situations or topics not on linguistic structures;
12. vocabulary is emphasized over grammar;
13. work on all four skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic;
14. there is no formal evaluation in the class, students have to use the language using both oral and written skills;
15. the teacher tries to get students to self-correct whenever possible.

### **3. AUDIO LINGUAL METHOD**

**Definition:** The Audio-lingual Method is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main teaching techniques. Mother tongue is discouraged in the classroom.

**Background :**The Audio-lingual Method was developed in the U.S. during the Second World War. At that time, the U.S. government found it a great necessity to set up a special language-training program to supply the war with language personnel. Therefore, the government commissioned American universities to develop foreign language program for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942.

#### **Basic Principles**

1. Method is based on theory of Behaviorism.
2. Separation of language skills into listening, speaking, reading and writing, with emphasis on the teaching of listening and speaking before reading and writing;
3. Use of dialogues as the chief means of presenting the language;

4. Emphasis on certain practice techniques: mimicry, memorization and pattern drills;
5. Discouraging the use of the mother tongue in the classroom.

### Techniques

1. Repetition drill
2. Question-and-answer drill
3. Expansion drill: This drill helps students to produce longer sentence bit by bit
4. Clause combination drill : Students learn to combine two simple sentences into a complex one.
5. Chain drill : The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him.
6. Completion : Students hear an utterance that is complete except for one word, and then repeat the utterance in completed form.
7. Use of minimal pairs : The teacher works with pair of words based on sounds and meanings.

Advantages	Disadvantages
<ol style="list-style-type: none"> <li>1. The first method to have a theory.</li> <li>2. Making language teaching possible to large groups of learners.</li> <li>3. Emphasizing sentence production , control over grammatical structures and development of oral ability.</li> <li>4. Developing simple techniques and making use of language lab.</li> <li>5. Developing the separation of the language skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Weak basis of its theory.</li> <li>2. Not developing language competence , lack of effectiveness , and boredom caused by endless pattern drills.</li> <li>3. Learners having little control over their learning.</li> <li>4. Teacher's domination of the class .</li> <li>5. Teacher-oriented materials.</li> </ol>

### 4. SUGGESTOPEDIA

Suggestopedia is a language teaching method originated in the 1970s by Bulgarian psychologist **Georgi Lozanov**. Most of the students face the **effective filters/ barriers** while learning a language. Suggestopedia has been developed to help

students eliminate the feeling that they cannot be successful and to help them overcome the barriers to learning. **To this end lessons take place against a background of soothing music and learning is facilitated in a relaxed, comfortable environment.** A student can learn from the environment even if his attention is not directed to it.

The goal of the method is to accelerate the process by which students learn to use a foreign language for everyday communication. This is to be done by breaking down the **psychological barriers** learners bring with them to the learning situation.

### **Typical features of a Suggestopedia lesson**

- Both target language and mother tongue used and teacher-centred
- bright, cheerful classrooms with comfortable chairs
- soothing background music
- positive suggestion and negative "de-suggestion" by teacher
- new identities for learners with TL names and new occupations
- printed target language (TL) dialogues with MT translation, vocabulary and grammar notes
- reading of dialogues by teacher, rhythm and intonation matched to music
- reading of dialogues by learners just before sleeping and on rising (homework)
- classroom activities based on dialogues, including questions and answers, games and song
- native language translation is used to make the meaning of the dialogue clear, the teacher uses the mother tongue in lesson when necessary
- vocabulary is emphasized, the success of the method can be put down to
- the large number of words that can be acquired.
- pronunciation is developed by reading out loud;
- evaluation is conducted on students' normal in-class performance and not through formal tests

Youtube Videos for Help

Audio Lingual Method

Example

<https://youtu.be/Mqd7OdJoLn0>

Audio Lingual Method IN Urdu

<https://youtu.be/GKUe7bqGXig>

Suggestopedia

<https://youtu.be/9oynbCOe200>

<https://youtu.be/gNFrAGfi50A>

## TOTAL PHYSICAL RESPONSE (TPR)

1	<b>WHAT IS TPR?</b>	Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age.
2	<b>BACKGROUND</b>	TPR is a method developed by Dr. James J. Asher (1977), a professor of psychology at University of California. Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

3	<b>THE CHARACTERISTICS OF TPR</b>	<ol style="list-style-type: none"> <li>1. The coordination of speech and action.</li> <li>2. Learners roles of listener and performer.</li> <li>3. Learners monitor and evaluate their own progress.</li> <li>4. Reading and writing is taught after grammar and vocabulary.</li> <li>5. Grammar is taught inductively.</li> <li>6. Grammar and vocabulary selected according to the situation.</li> <li>7. Learning language by gesture (body movements).</li> <li>8. The teacher and the students are the actors.</li> <li>9. Students should be more active and talkative.</li> </ol>
4	<b>BASIC PRINCIPLES OF TPR</b>	<p>Listening ability and vocabulary must be developed first.</p> <p>There must not be any stress in the class.</p> <p>Regular repetition.</p> <p>Action verbs are the core of TPR.</p> <p>TPR is also technique of teaching vocabulary.</p> <p>No forcing but exploit the student's errors for exposing others structure points. expose the natural use of language.</p> <p>Create an artificial English community in the classroom.</p> <p>The more often we trace memory and the more intensively we repeat, the stronger the memory associations are and the more likely it will be recalled.</p>
5	<b>THE ADVANTAGES OF TPR</b>	<p>It is fun, easy, and memorable It is a good tool for building vocabulary. It can facilitate students with the meaning in real context. It does not require a great deal of preparation. Help the students immediately understand the target language. Helps learners achieve fluency faster in learning language It benefits the struggling students. Creates positive thinking.</p>
6	<b>THE DISADVANTAGES OF TPR</b>	<p>Students are not generally given the opportunity to express their own thoughts in a creative way. It can be a challenge for shy students. It is not a very creative method. Overusing TPR causes someone easily bored. Certain target languages may not be suited to this method. It is limited, since everything cannot be explained with this method.</p>

7	<b>CONCLUSION</b>	Total Physical Response (TPR) is one of the teaching methods that emphasize active learning through actions. It means that learners' speaking skill through listening to their teacher and before requiring them to speak, and asking them to practice using verbal communication accompany by physical actions. Three basic steps that used in this method are to listen, watch, and imitate repeatedly.
8	Related Videos	<a href="https://youtu.be/6rjVZA-VffA">https://youtu.be/6rjVZA-VffA</a> (urdu) <a href="https://youtu.be/-d79-veEBXQ">https://youtu.be/-d79-veEBXQ</a> (English)