Facultad de Educación

Alexandra Santamaría Urbieta
Titulación Grado online de Educación
Asignatura English Methodologies and Didactic Resources



UNIT 2. CONTEMPORARY THEORIES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE I.

Versión	Fecha	Motivo de modificación	Elaboración	Revisión	Aprobación

GLOBAL CAMPUS
NEBRIJA

INDEX

1. First Stage 4

1.1 The Grammar - Translation Method 5

1.2 The Direct Method 8

2. Second Stage 11

2.1 Oral Approach or situational method of language 11

2.2 The Audiolingual Method 13

3. Bibliography 21

4. Unit Test 22

UNIT 2. CONTEMPORARY THEORIES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE I.

Richards and Rodgers (1986) develop the original model of Anthony (1963) to define the model of teaching a second language. According to these authors the approach, design and technique or procedures will determine the methodological option. By method we understand the conception of what is to learn a second language.

The design consists of:

- the objectives
- the program model
- the type of activities
- the role of the student
- the role of the teacher
- the teaching materials.

And, the procedure, is the set of techniques and behaviours in the classroom during the implementation of the method.

The evolution of the teaching of second languages seems to have gone through four phases (Cuenca, 1992, 1994 and Sánchez, 1997, cited by Pastor, S. 2004: 88).

1. First stage

1.1 The Grammar- Translation Method

1.1.1 Origins

The first stage is generally situated before structuralism and is coined as the grammar-translation method in teaching and the main characteristic is the predominance of traditional grammar in linguistics. This is probably the method that has occupied the most extensive period in the history of second language teaching. Since the XVI century, after the birth of the printing press and with it, the birth of the books of vocabularies and dialogues, it has existed a tradition of teaching the language through the reading and memorization of usual texts. The grammar-translation method has its origin in the way in which Latin was studied when it ceased to be a living language.

This method dominated from the first part of the 19th century until the first half of the 20th century. Although still today we find some reluctance in the field of language teaching that continue to use this method.

This method lasted during this ample time due to diverse causes of different kind:

- the continuous and traditional tendency of teaching
- the predilection for the theoretical rather than the practical
- and the undeniable influence of the teaching model of Latin and other languages Classic

1.1.2 Definition, Goals and Characteristics

The learning of a language according to this method consisted of:

- learning a vocabulary sufficiently extensive
- knowing how to differentiate the parts of a sentence
- knowing some rules of word combination.

❖ The goal was not to get to speak the language, but to know the rules of their grammar, to memorize extensive lists of vocabulary and to be able to translate sentences and texts.

Therefore, the characteristics of this methods are:

- It mainly consists on translation of disconnected sentences from the target language L2 into the mother tongue L1. It focuses on reading and writing, since the practice is carried out by direct and inverse translation activities.
- Vocabulary is learnt in isolation without a context.
- The class I taught in the mother tongue of learners so the L1 is used during class.

- Therefore, the learning of a language is understood from a non-productive receptive (translate and read) point of view.
- The goal was not communication but knowledge of the rule.

1.1.3 Exercises of this method:

- Translation of a literary passage. For example, a story from the text book.

Students translate the literary passage from the target language into the L1.

- Reading comprehension questions. For example, of a literary passage or of the lyrics of a song.

Students answer questions in the target language about the literary passage they read.

- Antonym and Synonym exercises.

Students have an activity sheet where they have to match and choose the correct antonym or synonyms of the vocabulary previously translated and worked.

- Fill in the gaps.

Students have to complete the text given where there are words that are missing.

- Deductive application of the rule

Grammar rules are presented with examples, from the literary passage for example. When students understand the rule, they have to apply it on different grammar exercises.

1.1.4 Examples of real exercises

A) Red riding hood. Lesson for preschool or first stage of Primary Education.

➢ Watch this video

https://prezi.com/avkghd2qe3r0/teaching-english-by-using-grammar-translation-method/

As we can watch on the video, the lesson is divided into three stages:

- 1st: Word exercise about key adjectives and key nouns on the story. Teacher explains this vocabulary and its translation into Spanish.

- 2nd: Discussion in the target language about the word categories of adejctives and nouns. They analyse the position of this categories in a sentence in Spanish and English language. So, they work on grammar rules.

- 3rd: Execution of a translation activity of groups of words formed by an adjective + noun, such as *old grandma.*

B) A grammar – translation English class

➢ Watch this video

https://www.youtube.com/watch?v=BGkCVB2reYQ

On this video we can watch how from a text about "Friendship" they work on:

- 1st: The definition of some categories of words: nouns and adjectives.

- 2nd: Identify nouns and adjectives on the text. The teacher translates the vocabulary from English into Malay.

- 3rd: Exercise to create a sentence using the new vocabulary in the target language L2.

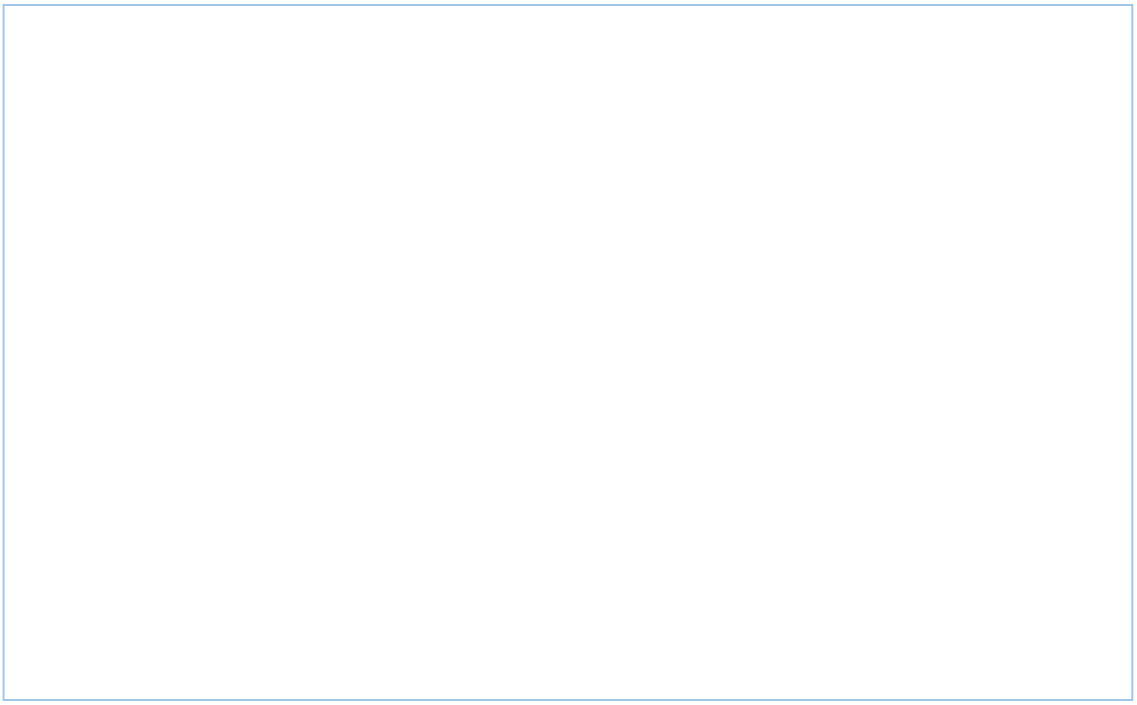
- 4th: Explanation of the sentences construction in English using examples. Comparison between English and Malay language. Translation of the examples into Malay.

1.1.5 Summarize Video

Review the main concepts of this method watching this video:
https://www.youtube.com/watch?v=tvD_gkopRjQ

1.1.6 Practice

➢ *Plan and exercise using the Grammar – Translation method:*



1.2 The Direct Method

1.2.1. Origins: The Natural Method

At the end of the 19th century, the first reformers of second language teaching emerged, developing methodologies based on observing how children learn to speak.
One of the reformers was Sauveur, with his *Natural method*, which was based on:

- the continuous use of the target language through questions and answers, without using the target language of the learner.

1.2.2 Characteristics of the Direct Method:

The Natural method of Sauveur is the basis of the *Direct method* of Maximilian Berlitz, which was characterized primarily by:

- Performing classes in the second language and introducing every new element of teaching in an orally and inductively way.

- Maximilian Berlitz abandoned translation and substituted it for demonstration, that is, concrete terms were taught by demonstration from objects or drawings.

- The conversation was an essential element. There was much emphasis on pronunciation and oral skills, which were programmed into a gradation of complexity.

- Teachers should be native as a requirement.

The impact of this method was enormous, although it was only imposed in private language schools, due to the absence of a strong theoretical and methodological basis, the requirement of native teachers, the refusal to use the apprentices' mother tongue and the importance Is given to the intuition of the teacher as key to the success of learning.

1.2.3 Example of activities of the Direct method:

- Reciting poems
- Repeating routines, such as the day of the week.
- Question-response activities

The teacher answer questions to students about their life or personal information. Students have to answer to the question. When the answer is incomplete, the teacher finishes the sentence, the student repeats it and, after that, the teacher answers a new question to the student.

- Speaking through pictures.

For example, describing what is shown in a picture or explaining where are different places on a map.

- Story telling.

Explanation to stories using pictures as a support of the story.

- Performing poems.
- Oral games and competitions.
- Singing songs.

1.2.4 Real Teaching Experience example

➢ Watch this video of real experiences in the class using all the kind of exercises of the Direct Method.

https://www.youtube.com/watch?v=QODzJsElHVU

1.2.5 Summarize

- Watch this video

https://www.youtube.com/watch?v=MBF1Xs3EwtI

1.2.5 Practice

- Complete the table with examples for each category of exercises.

CATEGORY OF ACTIVITY	EXAMPLE
Poem	Title: Topic: Contents: Grade:
Question- Response	Topic: Example:
Talking about a picture	Topic of the picture: Contents:
Story - telling	Title: Grade:
Performing activities	Examples: Grade:
Games	Name:

Songs	Title: Grade:

2. Second Stage: Structuralist Cutting Methods

Beginning in the 1940s, second language learning was marked by a series of methodological transformations produced by

- the progressive importance of learning second languages at that time
- for the ease of traveling and moving in second Place
- for recognition as a discipline worthy of study and theoretical systematization of language teaching.

The methods that have most marked such evolution are the oral approach or situational method of the language and the audiolingual method.

2.1 Oral approach or situational method of the language

2.1.1 Origins

This method dates back to the 20s and 30s of the 20th century. The linguists Harold Palmer and A.S Hornby attempt to develop a more solid basis than the direct method previously explained.

The oral method starts from the conception of the lexicon and the grammar as fundamental elements for the learning of a second language.

2.1.2. Definition and goals

- The aims of this method was to analyse the language to teach and classify the main grammatical structures and the lexicon in a teaching gradation.

The basis of this method was the books *A grammar of Spoken English on Strictly Phonetic Basis* (1939) by Palmer and Blandfor, and *Hornby's Guide to Patters and Usage of English* (1954).

2.1.3 Characteristics of the method

In the 1950s, this oral approach had a great impact and implementation and materialized in the situational method. The main characteristics are:

- It conceives language learning should be based on teaching the four skills.
- The three principles are: Selection – Gradation – Presentation.
- It is based on the structural program and a list of vocabulary
- It is considered very important not to make mistakes, therefore, learning consists of mechanical practices of hearing and repetition that progress from more controlled to freer, from the textbook as main material and some visual aids. It may be said that some of its principles are still used.
- It uses the target language and the spoken language.
- It uses a structural syllabus.

2.1.4 Example of activities:

A lesson has to include the next kind of activities:

- Activities of pronunciation
- Oral practice
- Activities of revision
- Presentation of new contents of structures or vocabulary
- Reading activities.

Main materials used in this method are:

- Concrete objects
- Real material

- Pictures

2.1.5 Roles

a) Learner:
   - Listen and repeat what teacher says and answer questions and respond on commands.

b) Teacher:
   - Teacher serves as a model and conductor.

2.1.6 Real lesson example

➢ Watch this video: https://www.youtube.com/watch?v=YWSLtlwZ5X8

On this video we watch a real lesson of kindergarten where the teacher develops the activity from a real picture of sports. From that picture the teacher links a serie of questions to students with the aim of speak and talk about sports. So It is based on the question-response activity.

2.1.7 Summarize

➢ Watch these videos:

https://www.youtube.com/watch?v=d86gpOILfUw

https://www.youtube.com/watch?v=VUhc1GSVix8

2.2 The audiolingual method

2.2.1 Origins

This method was derived from structuralism and from American linguists like Bloomfield or Fries. The starting point is the conception that the teaching of a language based exclusively on grammar is inoperative and focuses on the need for oral expression. It is based on the Behaviourism approach of Skinner that believed that humans are organism capable of learning behaviours.

We are in the 50s and 60s, World War II, where oral communication between countries was highly necessary. This method attempted to respond to the need for American soldiers to learn different languages such as Japanese, German or Italian, to communicate with the inhabitants of the respective countries during the war campaign.

The Bloomfield's book *An Outline Guide for the Practical Study of Foreign Languages* (1942) was required to be read for workers in the Specialized Navy Training Program (ASTP). The teacher was required to be native and the teaching was addressed to small groups of six students.

The teacher is an instructor who is supervised by a scientific linguist. The course was taught in six months, six hours a day plus two hours of individual preparation with tapes in a language laboratory. The relationship between second language teachers and linguists is narrowing at this time. The language teacher was conceived as a professional and, therefore, becomes more relevant.

2.2.2 Definition, goals:

- This method consists of the "mechanical" repetition of structures, learning to speak as the main objective; and the need to relate the learned lexicon to everyday use.

The goals of this methods are:

a) Short –term objectives:
   - Listening comprehension
   - Accurate pronunciation
   - Recognition of speech symbols as graphic signs on the printed page.
   - The ability to reproduce these symbols in writing.

b) Long – term objectives:
   - Language as the native speakers use it.
   - There must be some knowledge of the second language as it is possessed by a true bilingual speaker.

2.2.3 Characteristics:

This audio-oral method consisted of:

- The process of learning was divided into three steps (Behaviourism approach):
  - 1st: Stimulus: Bring out the behaviour
  - 2nd: Response: they are promoted by the stimulus.
  - 3rd: Reinforcement: reinforcement of the correct response. Encouraging repetition in the process. Errors have to be eliminated.

- Learning descriptive grammar, implicitly and deductively by listening and repeating dialogues, which contained the linguistic structures intended to be taught.

- Learning of structures in an auditory form before seeing them in written support.

- From the repetition would get an automatic and correct use of the language.

- Language must be learned in context of the linguistics and culture.

- The skills of reading comprehension and written expression will depend on the prior assimilation of the structures.

Language skills are taught in order of:

  - Listening
  - Speaking
  - Reading
  - Writing

- A syllabus is needed.

- From the mechanical substitution drilling in English, the learner will modify the example given by combining some words and express his own sentence. This drilling will be the most criticized aspect of this method. However, the audio-oral method had a significant impact on language teaching.

2.2.4 Roles

a) Students:
  - The play a reactive role by responding a stimulus.
  - They do not initiate interaction.

b) Teachers:

- Central and active role
- Control of the process of learning
- Control of the learner's performance
- It is a teacher-dominated method.

2.2.5 Audiolingual syllabus

It has to contain:

- Phonology
- Morphology
- Syntax

2.2.6 Teaching material:

- Tape recorders
- Accurate models for dialogues and drills.
- Textbook and printed sheet is often not used.

2.2.7 Example of activities:

- Repetition: students repeat the utterances aloud as soon as they hear it.

Example:
T (teacher) S (student)

- T: *This is a table*
- S: This is a table

- Inflection: one word in the utterance appears modified when it is repeated

Example:
T (teacher) S (student)

- T: *Yesterday I went to the park*
- S: *Yesterday you went to the park*

The pronoun "I" was replaced by "you".
t
t
The

- Replacement: a word of the utterance appears replaced by another one.

Example:
T (teacher) S (student)

- T: *Veronica is my English teacher.*
- S: *She is my English teacher.*

"Veronica" has been replaced by "She".

- Restatement: the student rephrases an utterances and addresses it to someone else, according to the instructions:

Example:
T (teacher) S (student)

- T: *Aitana, say to Juan Carlos that he has to finish the exercise*
- S (Aitana): *Juan Carlos, you have to finish the exercise /*
  - Juan Carlos, finish the exercise.

- Completion: The student listens hears an utterance that is complete except for one word. The utterance need to be completed.

Example:
T (teacher) S (student)

- T: *yesterday I ... to the park*
- S: *yesterday I went to the park*

Students are required to fill the gaps with a suitable word.

- Expansion: When a word is added it takes a certain place in the sequence.

Example:
T (teacher) S (student)

- T: *I play the piano (sometimes)*
- S: *I sometimes play the piano.*

When the adverb "sometimes" is added, the order of the sentence is modified.

- Transformation: a sentence is transformed when it becomes negative or interrogative because there is a change in the tense.

Example:
T (teacher) S (student)

- T: *There is a bottle of milk in the fridge*
- S: *Is there a bottle of milk in the fridge?*
  - *There isn't any bottle of milk in the fridge.*

- Integration: two separate utterance are integrated into one

Example:
T (teacher) S (student)

- T: *I like studying*
  I don't like playing football
- S: *I like studying but I don't like playing the piano.*

2.2.8 Procedure

a) Model dialogue:

1. Repeat
2. Correction of mistake
3. Memorize

b) Dialogues are acted out.

c) Key structures are selected and used for pattern drills.

Exercises of reading and writing are used in a laboratory.

2.2.9 Criticism:

- Students are not capable to transfer the skill acquired to a real communication outside the classroom.
- Noam Chomsky: He rejected this method because for Noam Chomsky language is creative and generated, instead of a habit.

2.2.10 Real teaching experiences using the Audiolingual method

- Watch this video:

https://www.youtube.com/watch?v=Mqd7OdJoLn0

This video shows a real lesson experience. The aim of the lesson is to work on pronunciation through the use of a dialogue. The teacher is the model of the L2 (the target language) and learners repeat what the teacher says.

The procedure is:

- 1st: Listening to the teacher saying the short dialogue.
- 2nd: Repeat to the teacher. This step is repeated several times.
- 3rd: The teacher is one person in the dialogue and learners are the second person of the dialogue. Practice of the dialogue. Errors in pronunciation are immediately corrected.
- 4th: Learners practice the dialogue using different strategies. One part of the class is speaker 1 and the other speaker 2. Later, boys are speaker 1 and girls are speaker 2.
- 5th: The practice vocabulary of shops and stores using pictures. Learners repeat what the teacher says.
- 6th: Learners copy the short dialogue.

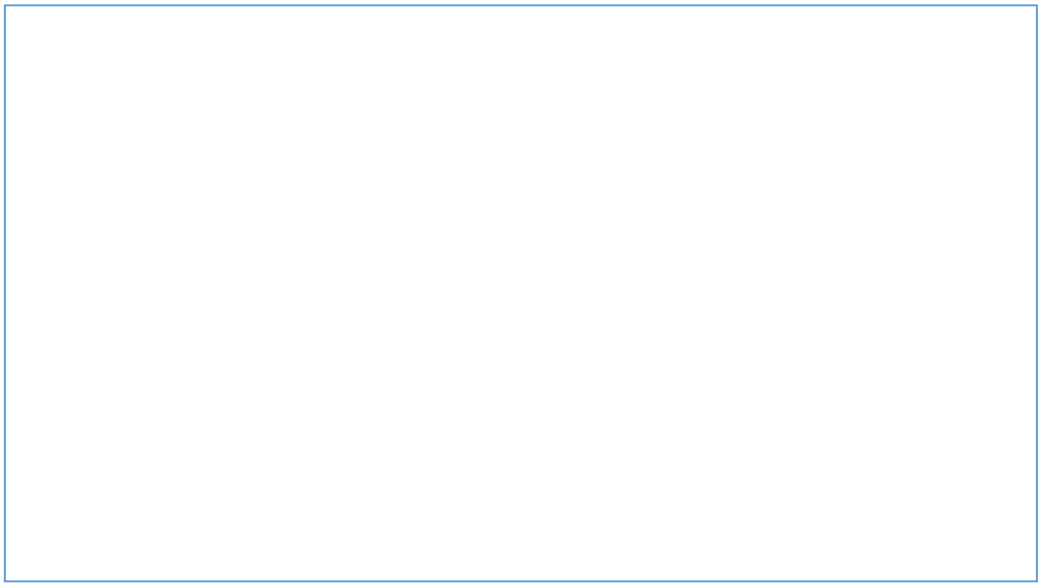
2.2.11 Practice

- 1. Complete the table. Write an example for each category:

CATEGORY OF EXERCISE	EXAMPLE
Repetition	
Inflection	
Replacement	
Restatement	
Completion	
Expansion	
Transformation	

Integration	

- Deign a lesson step by step using the Audiolingual Method



2. 2.12 Summarize

- *Watch this video:*

https://www.youtube.com/watch?v=utfHFPC3ky8

3. BIBLIOGRAPHY

- Chomsky, N. (1959). Syntactic structures. Berlin: Mouton de Gruyter.

- Corder, S (1981). Error Analysis and Interlanguage. Oxford: Oxford University Press.

- Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

- Pastor, S. (2004). Aprendizaje de segundas lenguas. Lingüística aplicada a la enseñanza de idiomas. Alicante: Publicaciones de la Universidad de Alicante.