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

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UNIT 3. CONTEMPORARY THEORIES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE II.

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. Third Stage

The third stage is framed from the 50s to the 70s and it is determined by the rejection of Behaviourism and the birth and development of Generativism, based on the Chomsky's conception of language and the acquisition of language.

1.1 Generativism

1.1.1 Acquisition of language according to this method

The acquisition of the language was based on:

- Innateness
- the difference between universal grammar and a proper to each language
- the creativity of the person.

1.1.2 Goals and characteristics

- Teaching was understood from the cognitive perspective, it should be deductive and explicit, from a descriptive point of view.

- The basis was to understand that all languages had common elements, and so an explicit comparison could be made between the language to be learned (L2) and the mother tongue (L1) that would help the student to see similarities and differences and to learn the language.

- Every learner in his process of configuring the grammar of the target language, he compares and turns to the mother tongue (L1), which can lead to errors. But these mistakes are not conceived as something to be avoided, but as part of the learning process.

1.1.3 Projection of this method

Generativism did not develop its own didactic model but it founded the starting point of various humanist methods that we will see below:

- The Gattegno Silent Method
- The community language learning of Curran
- The Suggestopedia of Lozanov.
- Asher's total physical response method
- The natural approach of Terrell and Krashen

These humanist methods do not come from a specific linguistic theory and they share common points:

- They are humanist methods because they focus on the human potential of the learner.
- Their aim is to achieve that the group of learners who shared the learning process have a group conscience, to intervene more in the objectives of teaching and to eliminate the leading of the teacher.

1.2 Gattegno's Silent Method

1.2.1 Goals and characteristics

- This method is part of the conception that conscious learning is more satisfying.

- ❖ The aim, therefore, is to train responsible and autonomous learners to be actively involved in the training process.

- The rules of the language are learnt by means of non-verbal language (gestures, mimics, visual aids).

- The learner discovers and creates actively. For example, through the problem-solving activity.

1.2.2 Roles

In order to achieve it aim, this method:

- Requires the "silence" of the teacher. The last one need to remain in silence as long as possible.
- Teachers uses gestures and materials such as posters and coloured canes to promote the participation of learners.
- Roles:
    - Learners are the centre of attention. They have an active role.
    - Teacher takes a detached role of observation of the participation of learners.

1.2.4 The Syllabus

The syllabus is organized by linguistic sequences from lesser to greater complexity. The necessary situations must be created so that it is the class as a whole that decides what the learning should consist of and how it should be carried out.

1.2.5 Example of real teaching Silent-way experiences

a) - https://www.youtube.com/watch?v=GUPPGrnrJv4

On this video we can see how the teachers works on action verbs with young children.

He uses performing and gestures instead of his voice. Learners guess what action the teacher is performing. When they know it, they rise their hand. First, it says the answer only the student that the teacher chooses. After that, all learners says it at the same time.

1.2.6 Summarize

- Watch this video

https://www.youtube.com/watch?v=bS4Iz13UUgQ

1.2.7 Practice

- Design an activity to develop using the Silent Way

Title:

- Grade:
- Objectives:
- Contents:
- Procedure: (step by step)

1.3 The Suggestopaedia of Lozanov

1.3.1 Origin

The psychiatrist and pedagogue Giorgi Lozanov develops this method between the 40s and 50s. This method is based on yoga and Soviet psychology and in the utility of the states of consciousness and concentration.

1.3.2 Definition and Goals

- The aim of this method is to exploit the hidden potential of the human mind getting the learner into a state of deep relaxation.

This method is designed for groups of up to twelve students and it is divided into two stages:

- The first: Des-Suggestibility.

During this stage all those barriers that inhibit learning such as fear of error or ridicule are eliminated. For this, the apprentice adopts the personality of a fictitious character.

- The second: Suggestion.

During this stage, it is created a favourable context for natural learning, a relaxed and welcoming environment in which the imagination is encouraged and intellectual capacity is increased.

1.3.3 Characteristics of the Method

- *Roles:*
    - Teacher:

In this method the teacher acquires a fundamental role in the class, which, has a very relaxed relationship to

increase the receptive availability of learners.

- A reconciliation between work and pleasure is sought.
- The pleasant environment is crucial, from furniture and lighting to the personality of the teacher. It is assumed that the student does not only learn from the teacher, but also from the peripheral environment, therefore, it is important the didactic posters.
- Music takes on a lot of importance, from the one used for relaxation, to the importance given to intonation in this method.
- This method emphasizes the importance of motivation and the level of suggestion that the teacher should promote in order to achieve the learning objectives.

1.3.4 Type of activities

This method focusses on:

- Dialogues
- Role play
- Listening activities

1.3.5 Criticism

This method was criticized because it was considered as a scientific method.

1.3.6 Real teaching – experiences using the Suggestopedia method

- Watch this video

https://www.youtube.com/watch?v=FQb5al9x3e0

This video shows a real teaching experience using the method of Suggestopedia.

- The aim is to learn prepositions in a relaxed way and accepting the errors of students.

Procedure:

- 1st: The lesson starts with exercises of relaxation.

- 2nd: when learners are relaxed and there is a comfortable environment in the class, teacher introduces the lesson. Each student takes a picture or a real bottle and they have to think a sentence about the picture or the element that they have using a preposition.

- 3rd: After two minutes of time for thinking, each student shares the thought sentence with the class-group and identifies the preposition on the sentence.

- 4th: Practice of prepositions using an activity sheet. Students have to choose the correct preposition in each case to complete the story.

1.3.7 Practice

- Design a lesson to use the Suggestopedia method. Write.

Title:

- Grade:
- Objectives:

- Contents:

- Procedure: (step by step)

1.3.8 Summarize

- Watch this video

https://www.youtube.com/watch?v=ZrYC5nrPXVA

1.4 Curran's Language Learning in Community

1.4.1 Definition

It is a comprehensive approach that unites the cognitive and affective planes. Learning is conceived as a collective achievement, therefore, fostering cooperation and favourable classroom environment is required.

1.4.2 Goals

- The objectives of this method are:
  - To achieve fluency in the target language, especially in the spoken language.
  - To obtain a more solid identity of the apprentice.

1.4.3 Main characteristics and Learning process

- Learning is understood as a social process. This method is focused on the affective needs of the learner such as the feeling of security. Learners must feel safe in order to be able to achieve success in learning.
- It is a student – centred method.
- Learning programs are organized around themes rather than specific language content.
- Apprentices must master the phonetic system, give it adequate meaning, and construct the essential grammar of the second language (La Forge, 1983, quoted by Pastor, 2004).
- A class imparted by this method is divided into two phases:
  - The first: the learners express in their mother tongue what they want to talk about and the teacher translates their messages into the second language, which the learners repeat. The messages are enlarged and recorded and, from them, the class is constructed since, errors are analysed, sentences are memorized, grammatical explanations are performed, text reading and dialogue practices in pairs or in groups and. Only at the end, written activities are carried out.
  - The second: reflection, that is, a discussion is made about what has been done previously in phase one. The teacher is now an advisor or counsellor.

1.4.4 Principles of the Method:

Curran established the principles of the method in the acronym SARD:

- S - Safety in the teacher, in the others and in itself
- A - Attention, which is closely related to motivation
- R - Retention, thanks to the final reflection
- D - Discrimination of what he learned from what he already knew.

1.4.5 Criticism

This method was criticized because its objectives were ambiguous and difficult to assess.

This method was not very successful mainly because it does not correspond with the reality on which the conventional educational system is established.

1.4.6 Real teaching experiences using Language Learning in Community method

➢ Watch this video

https://www.youtube.com/watch?v=tx_we_P3Pic

❖ The aim of the lesson is to learn about homes and describe homes.

Procedure:

- 1st: Mental picture: Learners take two minutes to imagine their homes.
- 2nd: In pairs: each student describes their home orally to the partner.
- 3rd: List of words: each student does a list of the words they need to describe their home.
- 4th: Group – class word list on the blackboard: Learners share their words and a group list is created.
- 5th: Talk about the meaning of the words: Teacher opens the discussion about the meanings of the written words that not all learners know.
- 6th: Pronunciation of the words: Teacher says a word and the group class repeat it. They do the process several times.
- 7th: Pronunciation: Flipped roles. Students are in control of the activity. They are who all at the

same time say a word and the teacher is who repeat It from behind the class. They do this with each word several times.

- 8th: Pronunciation. Students continue on control. The step is the same than the 7th but now it is only one student who says the word instead of the whole students-group at the same time. After the students, the teacher repeats.

- 9th: Sentences: Students say a sentence about their homes using the words on the blackboard. The teacher repeats it.

- 10th: Discussion time. Teacher asks to students how did they feel learning with this method and what their opinion about it is. They answer:

    - They felt comfortable
    - They felt relaxed
    - They liked because they had the opportunity to express
    - They liked because they learnt

1.4.7 Practice

➢ Design a lesson to use the Community learning method of Curran. Write.

- Grade:
- Objectives:
- Contents:
- Procedure: (step by step)

1.4.8 Summarize

- Watch this video

https://www.youtube.com/watch?v=evNridja62A

1.5 Asher's Total Physical Response method

1.5.1 Definition

This method was developed by Asher around the 1980s. It consists in teaching the language through physical activity and through the coordination of speech and action. It is based on the premise that the psychomotor activity favours the learning of the second language because the more often a memory is traced, stronger will be the memory associations. This method follows the process of acquisition of the mother tongue (L1).

1.5.2 Goals and Characteristics

- The aim is to achieve a beginner's level of oral skills.

- The way in which children learn the mother tongue (L1) is the model for this method.
- This method is characterized primarily because it pretends the participation and complicity of the student, therefore, it provides great motivation and confidence to the learner.
- Language is a natural part of experience and action.
- The semantic component is associated with actions.
- Asher recommends the possibility of combining this method with other approaches or procedures that help achieve the learning objective.

1.5.3 Procedure

This method conceives learning as a process divided in three steps:

- 1st: beginning with oral comprehension
- 2nd: followed by oral expression

- 3rd: and ending with written language

1.5.4 Roles

It is a teacher-centred method.

a) Teacher:

- decides the program
- serves as a linguistic model
- directs the performance of tasks.

b) Learner:

- The learner is a listener and a performer

1.5.5 Real teaching experience using the Total Physical Response Method.

- Watch these videos:

https://www.youtube.com/watch?v=9f7GxA084EI

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

Both videos show a lesson where vocabulary is learnt orally y through performing. First, the teacher is the model and learners repeat the model. After a practice, the teacher says the word and students have to repeat it with the performing.

- Watch this video

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

On this video the teacher explains a story through performing that learners repeat. The story is learnt through the gestures.

1.5.6 Practice

- Design an activity using the method of Total Physical Response

- Grade:
- Objectives:
- Contents:
- Procedure: (step by step)

1.5.

1.5.7 Summarize

- Watch this video

https://www.youtube.com/watch?v=PQQrRF53r50

1.6 Natural Method of Terrell and Krashen

1.6.1 Origin

Tracy Terrell designed in 1977 the denominated *Natural Method* and for its development it was united with Setphen Krashen in 1983.

1.6.2 Definition and Characteristics

- This method could be considered as a communicative method because it aim is reaching the learner's communicative competence. However, it is humanistic because more importance is given to input than

to production or repetition.

- The foundation of this method is Krashen's Theory of Second Language Acquisition:
    - It is based on the use of the language in real communication situations.
    - It is assumed that the understanding of the input involves the automatic and natural acquisition of grammar. This will be the most criticized point since it is being demonstrated that the formal instruction accelerates the learning.

- Learning is acquired through an unconscious process using the language in a significant communication.
- This method is based on the premise that information is better understood when it is close to learner's real level.
- The affective disposition in learning is very important for this method. It proclaims that when there is a negative affective disposition, language acquisition is lesser or inexistent.

1.6.3 Criticism

These humanist methods were not unanimously accepted by the teaching community. Perhaps because:

- they come to be presented as the definitive solution to the teaching of foreign languages.
- Or perhaps because they are more unknown and most teachers are trained in the faculties of philology where it focuses on the formal or linguistic aspects of the language.

1.6.4 Real teaching activity using the Natural Method

➢ Watch this video

https://www.youtube.com/watch?v=_GRfhaMRL40

On this video we can watch how the class is transformed into a café and the lesson is based on a real communication experience of ordering a drink at a café. It is an example of role-playing activity.

➢ Watch this video

https://www.youtube.com/watch?v=jk1zOdGidB4

On this video the lesson is developed through different manipulative exercises and games. Students have a box with items inside. They take an item from the inside and they have to say what it is and how is it. After that, they play a game where teachers says the description of an item previously described, and learners have to say who has this item.

1.6.5 Practice

- Design a lesson to use the Natural Method. Write.

- Grade:
- Objectives:
- Contents:
- Procedure: (step by step)

1.6.6 Summarize

- Watch this video

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

2. Fourth Stage: Methods of Communicative Orientation

2.1 Framework

From the late 1970s to the present, we are in the fourth stage, which is marked by a reunion between linguists and teachers and, therefore, the presence of current linguistics in the methodology of teaching Second languages.

2.2 Origin

The communicative approach also arose from the general dissatisfaction with certain aspects of the pedagogical tradition already consolidated, such as the excess of centrality in the figure of the teacher. We will see the Communicative approach deeply in the Unit 4 and 5.

2.3 Goals and Characteristics of the Communicative Approach

This method is based on two basic principles:

- Goal of language: The goal of language is to develop the communicative competence, instead of the linguistic competence of Chomsky. To speak a language properly it is required the ability to use it in different registers, according to the situation.
- The four language skills must be taught in a comprehensible way.

Main characteristics of the method:

- The teacher is now conceived as an intermediary and responsible for favouring the occurrence of learning as the learner is the protagonist of learning.
- The focus is shifted from teaching methodology to the learning process.
- It is the moment of textual and pragmatic linguistics on the one hand, and the communicative approach on the other (Pastor, 2004: 91).

2.4 Real teaching experience of the Communicative Aproach

- Watch this video

https://www.youtube.com/watch?v=P3AUiMik7sY

On this video the lesson is based on communication, on a role-play activity where stuents have to perform that they are at a restaurant. Two students are the costumers and the 3rd is the waitress.

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