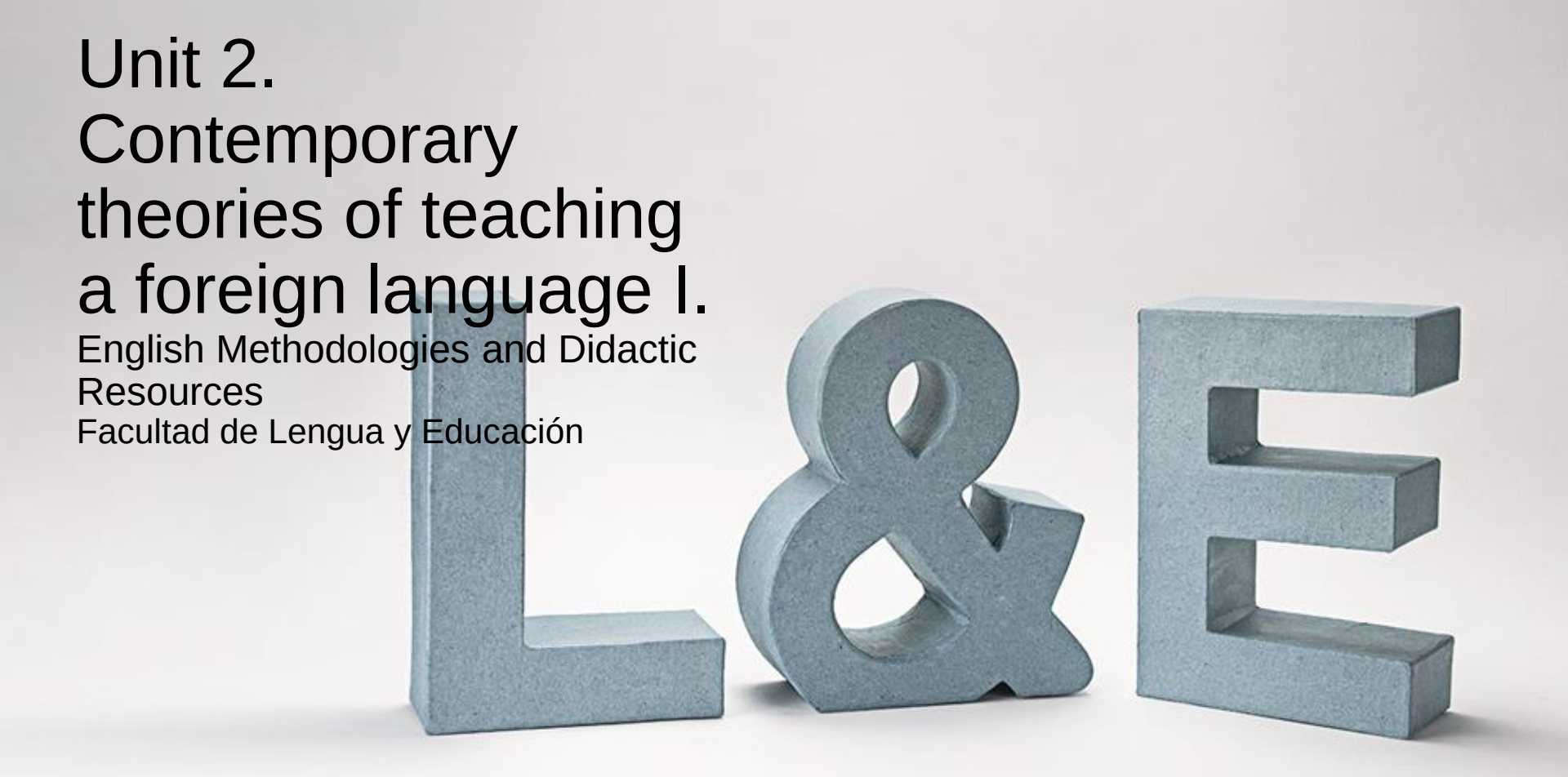
Unit 2. Contemporary theories of teaching a foreign language I.

English Methodologies and Didactic Resources

Facultad de Lengua y Educación



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- 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 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: Grammar-Translation Method and The Direct Method.

- 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.**

- 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.



1.1 Grammar Translation Method

- 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.

- It mainly consists on translation of disconnected sentences from the target language L2 into the mother tongue L1. It focuses on reading and writing.
- Vocabulary is learnt in isolation without a context.
- The class is 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.




Apple
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?

Summarize

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

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1.2 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.
- Translation is substituted for demonstration.
- **The conversation was an essential element. Emphasis on pronunciation and oral skills. Teachers should be native as a requirement.**

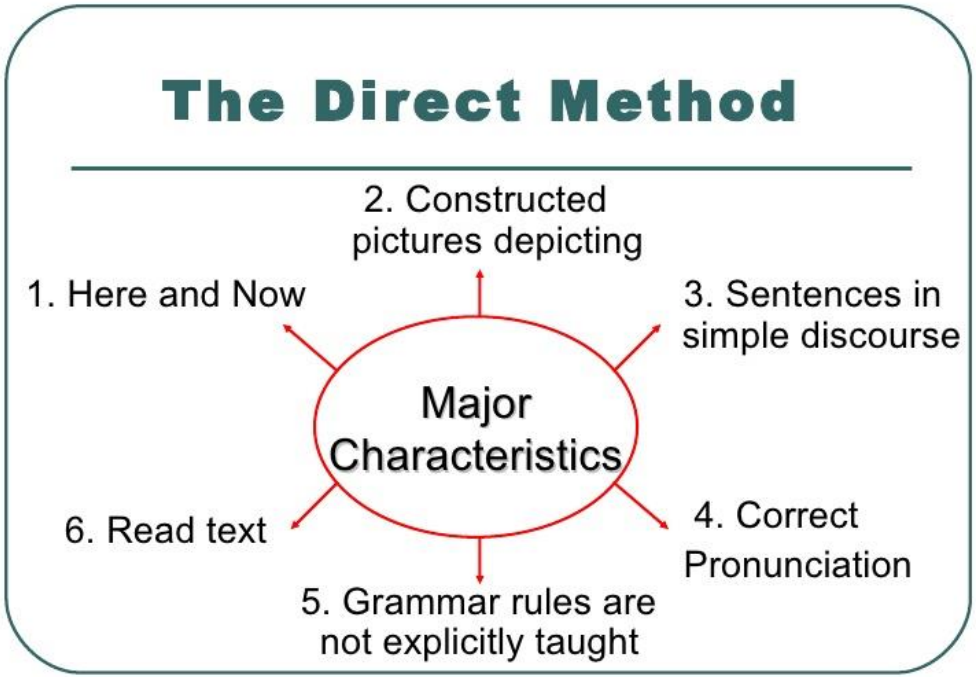


1.2.1 Example of activities of the Direct method:

- Reciting poems
- Repeating routines, such as the day of the week.
- Question-response activities
- Speaking through pictures.
- Story telling.
- Explanation to stories using pictures as a support of the story.
- Performing poems.
- Oral games and competitions.
- Singing songs.



The Direct Method



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Real teaching experience demonstration

- 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

	The Grammar-Translation Method (Classical Method)	The Direct Method
aims	read, translate,grammar, mental exercise of learning	No translation is allowed.
text	The Boys' Ambition from *Life on the Mississippi* (Mark Twain)	Looking at a Map
sample observation	high-intermediate level at a university in Columbia	lower-level secondary school in Italy
	42 students	30 students
	two-hour classes/three times a week	one-hour classes/three times a week



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

- 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.

- 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.
- It uses the target language and the spoken language.
- It uses a structural syllabus.



Real teaching experience

- Watch this video:

- https://www.youtube.com/watch?v=YWSLtlwZ5X8

2.2 The audiolingual method

- 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:

- 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.

- 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.




repeat
after
me...

2.2.1 Characteristics of the Audiolingual Method

- 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.



Real Teaching experience

- Watch this video:

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

3. Bibliography

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