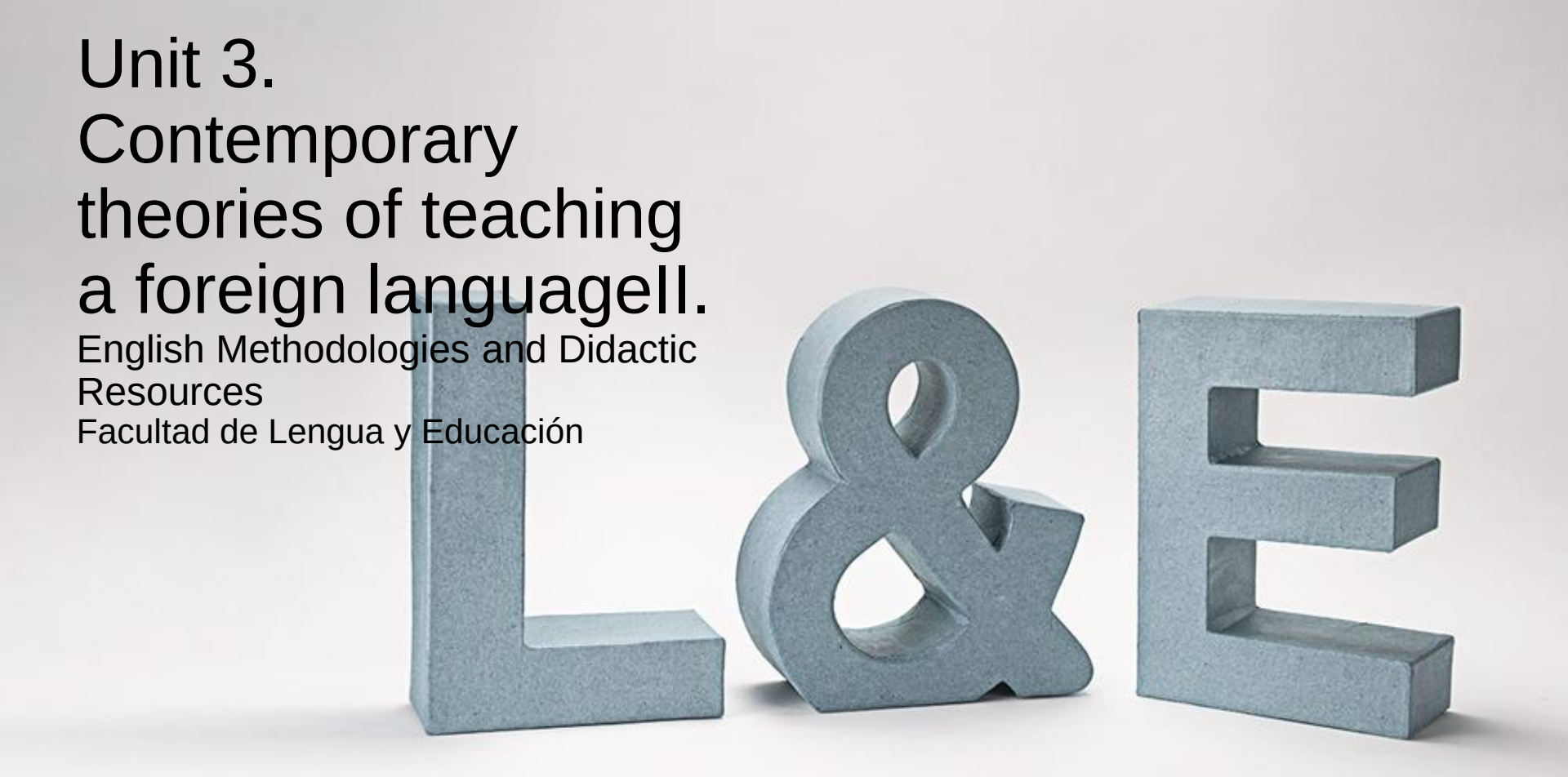
Unit 3. Contemporary theories of teaching a foreign languageII.

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. 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

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.

❖ 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.



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



1.2 Gattegno's Silent Method

- 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.





Example of Real Teaching Experience

- Watch this video
- Example of real teaching Silent-way experiences
-
- - https://www.youtube.com/watch?v=GUPPGrnrJv4
-

1.3 The Suggestopedia of Lozanov

- 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.





- 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.

Type of activities

- Dialogues
- Role play
- Listening activities



Real teaching Example Experience

- Watch this video

1.4 Curran's Language Learning in Community

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.

- 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).





Real teaching experience

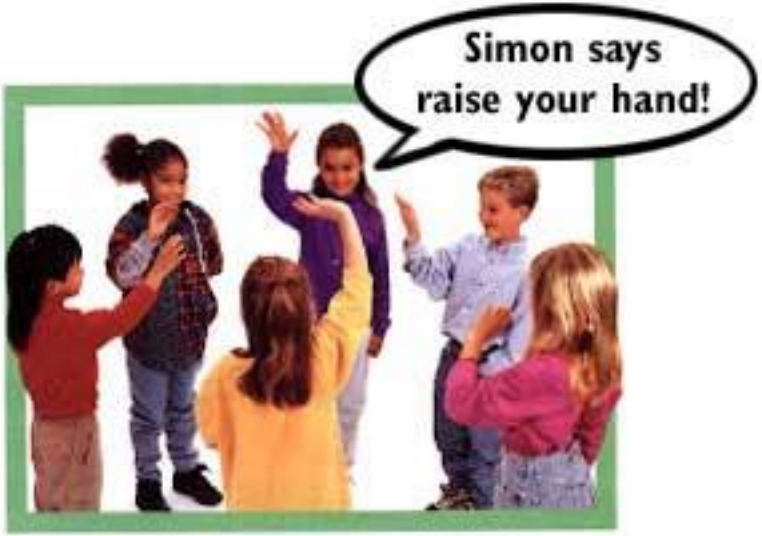
- Watch this video

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

1.5 Ashler's Total Physical Response Method

- 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.




Simon says
raise your hand!

Real teaching experience

- Watch these videos

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

1.6 The Natural Method of Terrell and Krashen

- The foundation of this method is Krashen's Theory of Second Language Acquisition:
- 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.



Real Teaching Experience

- Watch this video

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

2. Fourth Stage: Methods of Communicative Orientation

- 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.

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.



2.1 Main Characteristics

- 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).



Real teaching Experience

- Watch this video
- https://www.youtube.com/watch?v=P3AUiMik7sY

3. Bibliography

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