



Second Language Teaching Methods

Outline

Language Learning: facts and opinions

Hierarchy of Language Teaching

Language Theories

Traditional Methods

Communicative Approaches

Brown's Principles

Compare & Contrast Methods

Conclusion

Introduction

The purpose of this lecture is to acquaint participants with various aspects of how to teach English as a Foreign or Second Language (ESL/EFL). It will give an overview of the various approaches, methods and techniques and show how the different perceptions on learning, language acquisition, and the nature of language affected the approaches taken in the classroom.

Introduction (cont'd)

This should be a good introduction to the concepts that EFL/ESL teachers must consider when designing lessons that will work in the classroom.

As you go through this lesson, think about how languages are learned and your experience as a language learner.

Popular ideas about language learning

Assess your views on commonly expressed opinions about how languages are learned.

Click on the [link](#) in Lecture Handouts on the Unit page.

Jimmy

Ellis: “Do learners learn what they have been taught?” “I dunno,” Jimmy said, “I forget what I was taught. I only remember what I’ve learned.”



“..so long as there is a teacher working with a group of students, the essence of classroom SL teaching resides in the nature of instruction and interaction between teachers and students.”

Ask Yourself



Hierarchy of language-teaching

Approach

- Theories about the nature of language and language learning that serve as the sources of practices and principles in language teaching. Approach is axiomatic.

Method

- Overall plan for the presentation of language material based on the approach.
- Level where theory is put into practice.
- A method is procedural

Technique

- Exercises, activities, or tasks used in the classroom for accomplishing objectives.
- A technique is implementational.

Language Theories

Structural view

- Mastery of phonological, grammatical, lexical
Audiolingual, Grammar-Translation, TPR

Functional view

- Emphasizes meaning and function
Communicative Language Teaching

Interactional view

- Focuses on conveying and receiving authentic messages that are meaningful to both speaker and listener. Task-Based (TBLT), Content-based Instruction

Let's take a look at some of the most prominent methods of the 20th century and analyze their characteristics.

Total Physical Response (TPR) *Developed* by James Asher, Professor of Psychology

„Just listen.....and do“

Grammar-based: most grammatical structures and vocabulary items can be learned by skillful use of the imperative by the instructor

Combines language learning with physical movement

Develop listening comprehension before production

Vocabulary and structures are graded and organized

Reduces stress in language learning

Tries to replicate typical features of LI acquisition

A good start for beginners and young learners

Click here to see a demonstration of TPR. Forward video to Viewing Point #2 Example A

<http://www.youtube.com/watch?v=agx2mWqlzzU&feature=Playlist&p=5CE5F6DAED9C4BF4&index=12>

Grammar-Translation Method

Traditional approach

Focus on the language itself

Learn by analyzing the language

Grammatical rules & memorization of vocabulary

Verb declensions and conjugations

Translation of texts

Reading & writing skills, not listening & speaking

Deductive explanation of rules

Teacher – Centered

Metalinguistic explanations





GT Method lecture – 15 slides

<http://www.slideshare.net/vacoka/grammar-translation-method-presentation>

Deductive and Inductive Learning

Deductive Learning (GTM)

- Process of adding to our knowledge by working from principles to examples

Students are given an explanation, regardless of the timing relative to the practice part of the lesson

Inductive Learning (ALM)

- Process of adding to our knowledge by working from examples to principles, rules, and generalizations

Students' attention is focused on the structure being learned and students are required to formulate the underlying pattern for themselves

Audiolingual Method

Structure-based approach

- Emphasizes language form through pattern practice
- New material is presented in dialogue form
- Memorization of set phrases based on assumption that language learning is a process of habit formation
- Verb conjugations and declensions
- Little or no grammatical explanation
- Grammar is taught by inductive analogy rather than by deductive explanation

ALM Activities

Click on the link in Lecture Handouts on the Unit page for the lesson.

Video by Diane Larsen-Freeman

http://video.google.com/videoplay?docid=-5656102197382461157&ei=VDQ2S_mWMISSrALt8lCICw&q=audiolingual+method&hl=en#

Alternative Methods

Grounded on a theory of how people learn and use languages. Learner-Centered

Cognitive (1960s - Chomsky)

- rule-governed inductively or deductively

Affective-Humanistic (1970s)

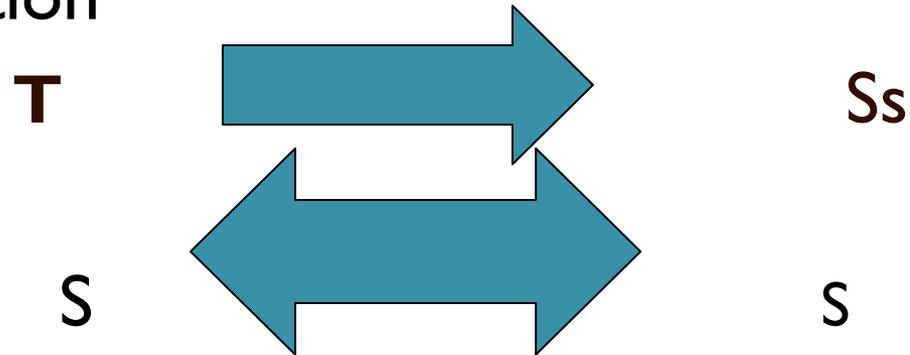
- Suggestopedia (1978)
- Communication that is meaningful to the learner

Comprehension (1980s – Krashen)

- SLA occurs with comprehension of meaningful input

Communicative Language Teaching

Goal and purpose of language teaching is communication



Focus on use, meaning, interaction

Learners *using* the language

Characteristics of CLT

Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

Fluency and accuracy are complementary principles underlying communicative techniques

Characteristics of CLT

Classroom tasks must equip students with the skills necessary, both productive and receptive, for communication in unrehearsed contexts outside the classroom

Characteristics of CLT

Students are given opportunities to focus on their own learning process through an understanding of their own learning styles and the development of appropriate strategies for autonomous learning

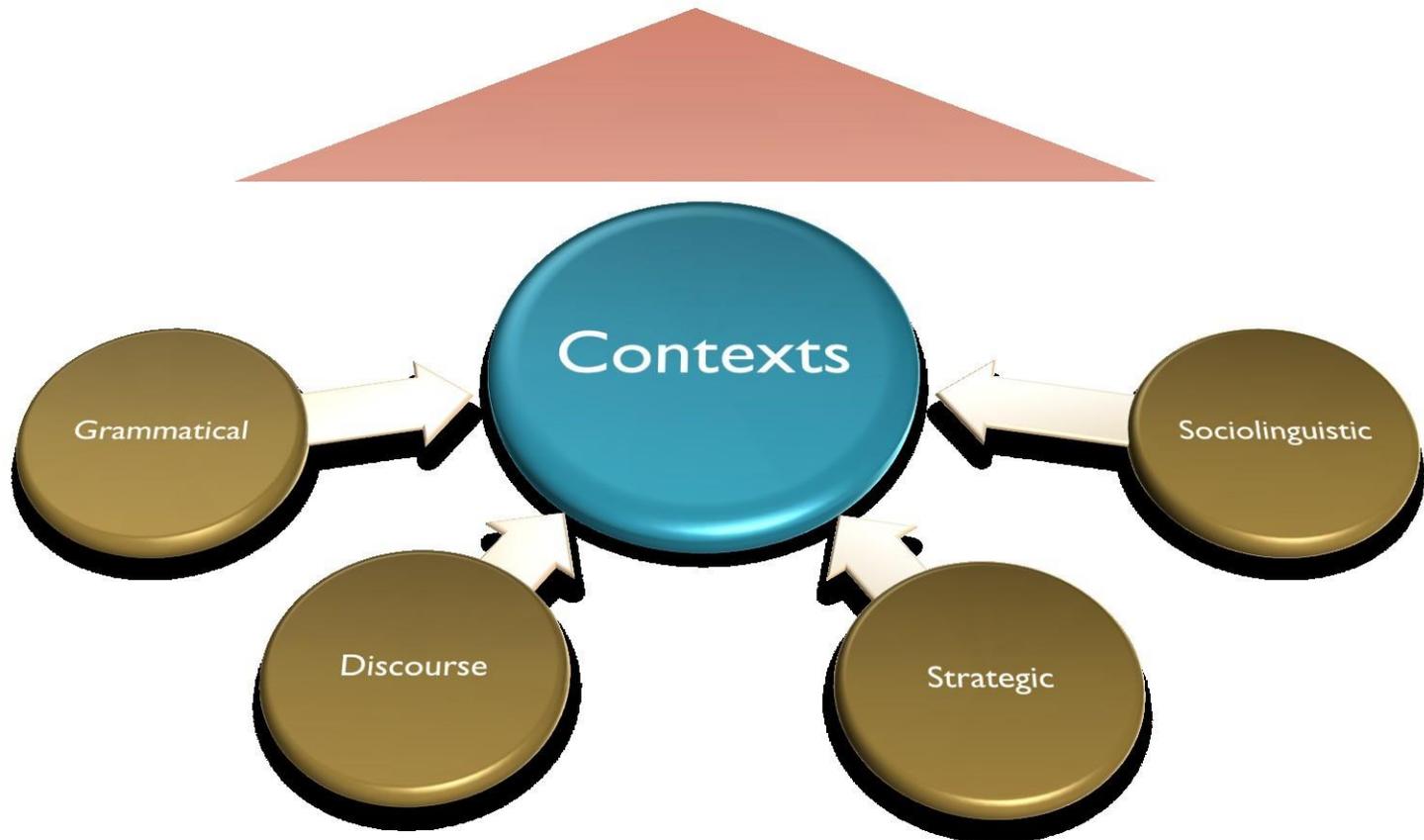
Characteristics of CLT

The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge.

Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Goal of CLT

Communicative Competence



Task-Based Language Teaching

“Task” used as the core unit of planning and teaching

Tasks provide full opportunities for both language input and output

Motivated primarily by a theory of learning rather than a theory of language

Meaning is primary

“Negotiation of meaning” necessary element in second language acquisition (SLA)

Types of Tasks

Real-world tasks

- Theme: planning a vacation

Tasks – booking a flight, choosing a hotel, booking a room

Pedagogical tasks

- information-gap tasks
Interview
- jigsaw tasks
- problem-solving tasks

(Richards & Rogers 2001)

A Principled Approach

Cognitive

- Automaticity
 - Intrinsic Motivation
 - Anticipation of Reward
- Meaningful Learning
Strategic Investment

Affective

- Language Ego
 - Risk-Taking
 - Language-Culture Connection
- Self-Confidence

Linguistic

- Native Language Effect
- Interlanguage
- Communicative Competence

(Brown 2001)

Facts and opinions to popular ideas about language learning

Compare your answers. How do these answers compare to yours and have you changed your mind about any of them?

Click on the [link](#) in Lecture Handouts on the Unit page for the answers.

Conclusion

“It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which are also in keeping with the dynamics of the classroom itself.”

(Nunan 2003)

Quiz yourself!

To summarize what you have learned, compare and contrast the basic aspects of the three main methods by filling in the squares in the puzzle.

Try it without looking at the answers, and see if you can get the right answers!

[In a face to face training you would cut up the squares from chart 2 and have participants cover the squares]

Quiz yourself!

Fill in the spaces on the [Methods comparison chart 1](#)

Compare your answers on the [Methods comparison chart 2](#)

Click on the [link](#) in Lecture Handouts on the Unit page for the above two documents