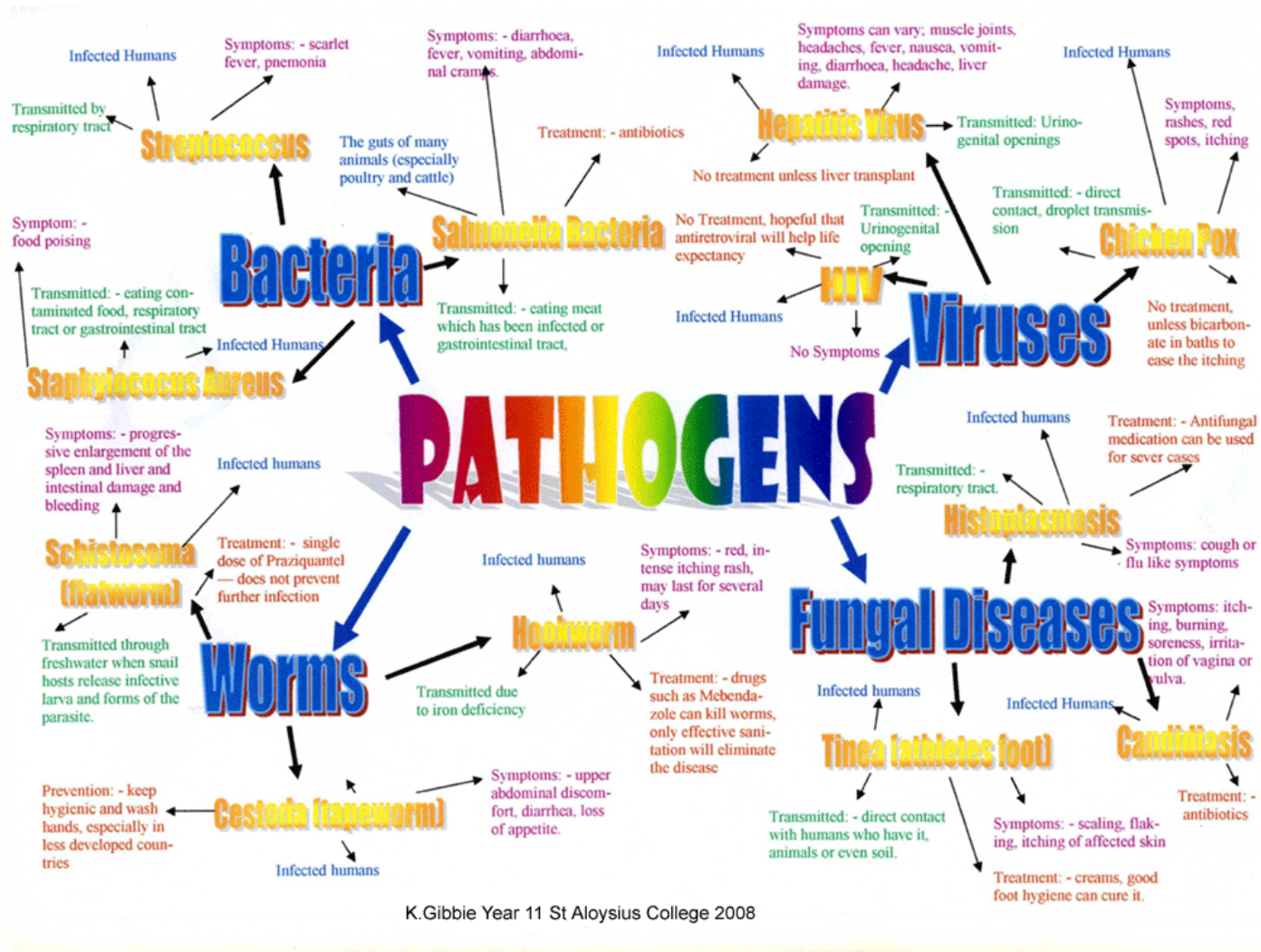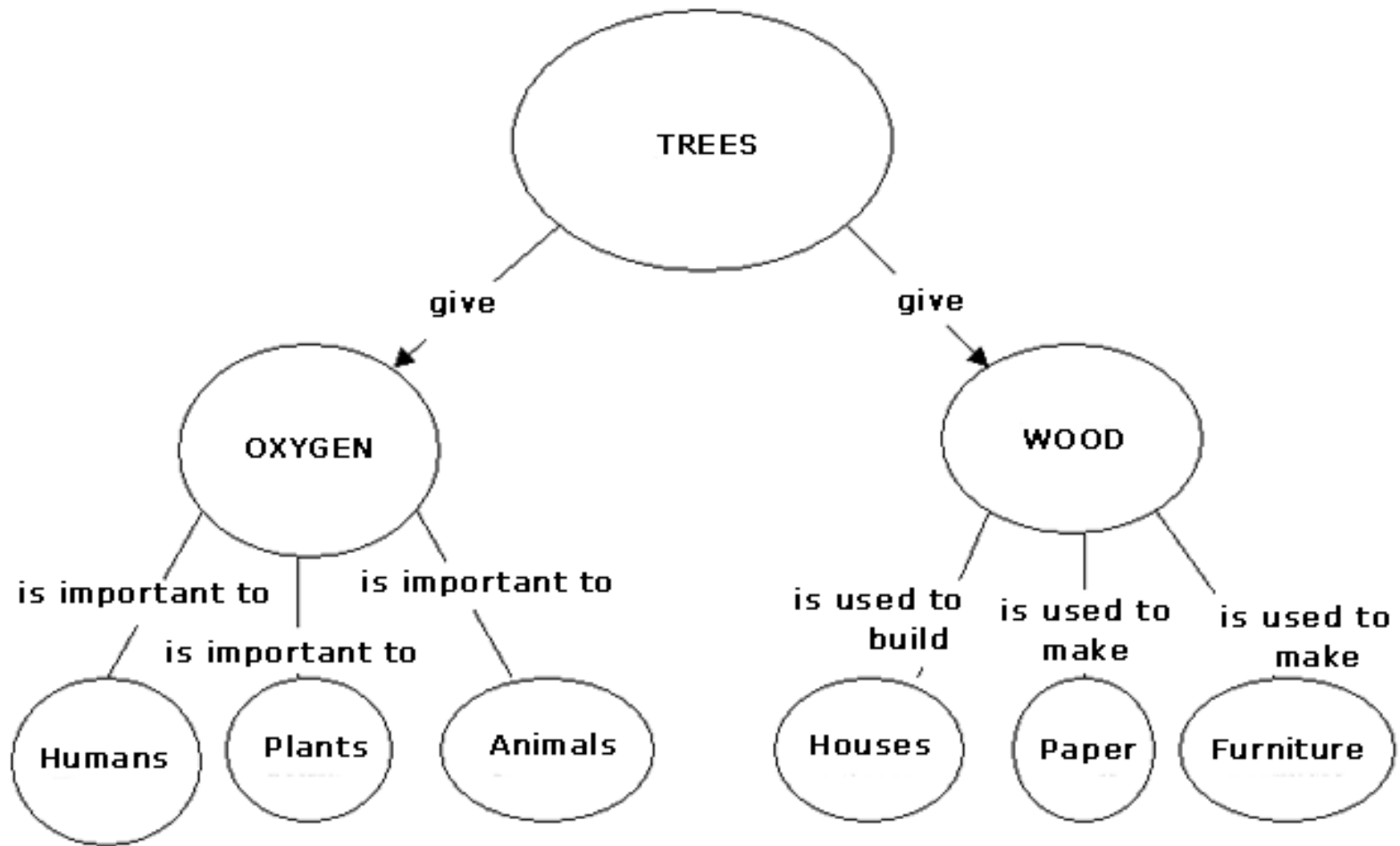Metodologia e Ensino de Inglês I

APPROACHES & METHODS IN LANGUAGE TEACHING: PREPARING THE TERRAIN

Profa. Dra. Ana Paula Duboc

Do you know what concept maps are?

K.Gibbie Year 11 St Aloysius College 2008

Warm-up 1: concept map

language

The tree metaphor (Monte Mór,2009)

CLASSROOM TECHNIQUES →

TEACHING METHODS →
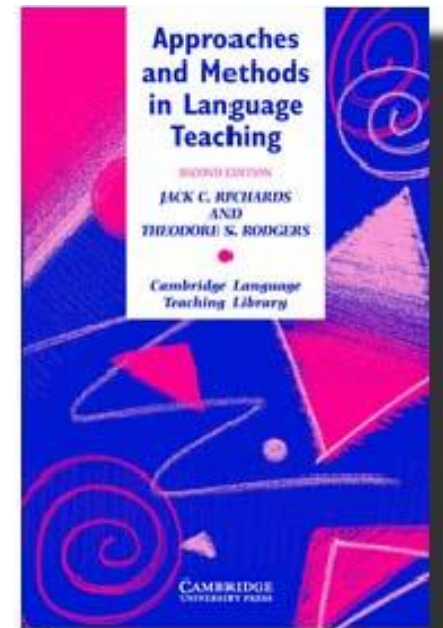
CONCEPTS:
LANGUAGE, KNOWLEDGE, PEDAGOGY →

Where do I stand here?

Study

Reference:

The nature of approaches and methods in language teaching. In: Richards, J. ; Rodgers, T. *Approaches and methods in language teaching*. Cambridge: CUP, 1999. Fifteenth printing [Original 1986]

Anthony's terminology

"The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach . ..

.. . An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. 1t describes the nature of the subject matter to be taught. .. .

... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods . ..

... A technique is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony 1963, p. 63-7 apud Richards and Rodgers, 1999, p. 15)"

Richard and Rodgers's terminology

"We see approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) we refer to by the slightly more comprehensive term *procedure.* Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure." (ibid, p. 16)

Richard and Rodgers's terminology

"The first level, *approach*, defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classrooms. The second level in the system, *design*, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings. The third level, *procedure*, comprises the classroom techniques and practices which are consequences of particular approaches and designs". (Richards & Rodgers, 1986, p. 154 apud Kumaravadivelu, 2006, p. 86)

METHOD = an umbrella term referring to a broader relationship between theory and practice
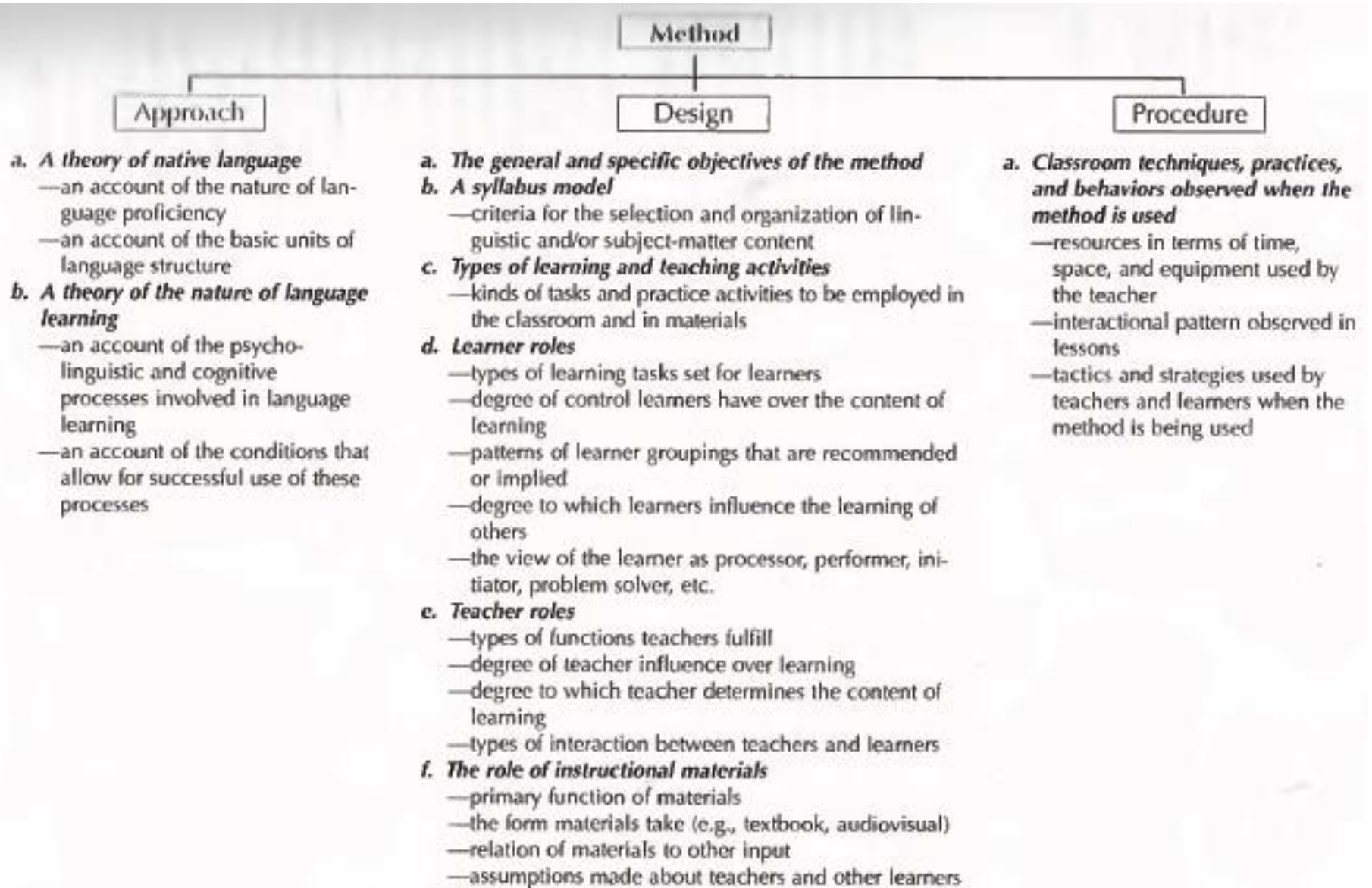
Method		
Approach	**Design**	**Procedure**
a. **A theory of native language** —an account of the nature of language proficiency —an account of the basic units of language structure b. **A theory of the nature of language learning** —an account of the psycho-linguistic and cognitive processes involved in language learning —an account of the conditions that allow for successful use of these processes	a. **The general and specific objectives of the method** b. **A syllabus model** —criteria for the selection and organization of linguistic and/or subject-matter content c. **Types of learning and teaching activities** —kinds of tasks and practice activities to be employed in the classroom and in materials d. **Learner roles** —types of learning tasks set for learners —degree of control learners have over the content of learning —patterns of learner groupings that are recommended or implied —degree to which learners influence the learning of others —the view of the learner as processor, performer, initiator, problem solver, etc. e. **Teacher roles** —types of functions teachers fulfill —degree of teacher influence over learning —degree to which teacher determines the content of learning —types of interaction between teachers and learners f. **The role of instructional materials** —primary function of materials —the form materials take (e.g., textbook, audiovisual) —relation of materials to other input —assumptions made about teachers and other learners	a. **Classroom techniques, practices, and behaviors observed when the method is used** —resources in terms of time, space, and equipment used by the teacher —interactional pattern observed in lessons —tactics and strategies used by teachers and learners when the method is being used

Figure 2.1. Elements and subelements of method (Richards & Rodgers 1986)

In: Brown (2000)

Task 1

In Richards and Rodgers's framework, the design part comprises the following aspects:

- The objectives of a certain method
- The language content selected and organized (the syllabus)
- The types of activities used
- The role of the teacher
- The role of students
- The role of instructional materials (coursebooks and the like)

By making use of your personal, academic, and professional knowledge, brainstorm ideas/provide examples for each of the aspects listed above.

Examples: how many objectives can come up with when it comes to the teaching/learning English? How many classroom activities can you think of? How might teachers behave/teach/act? How about the students?
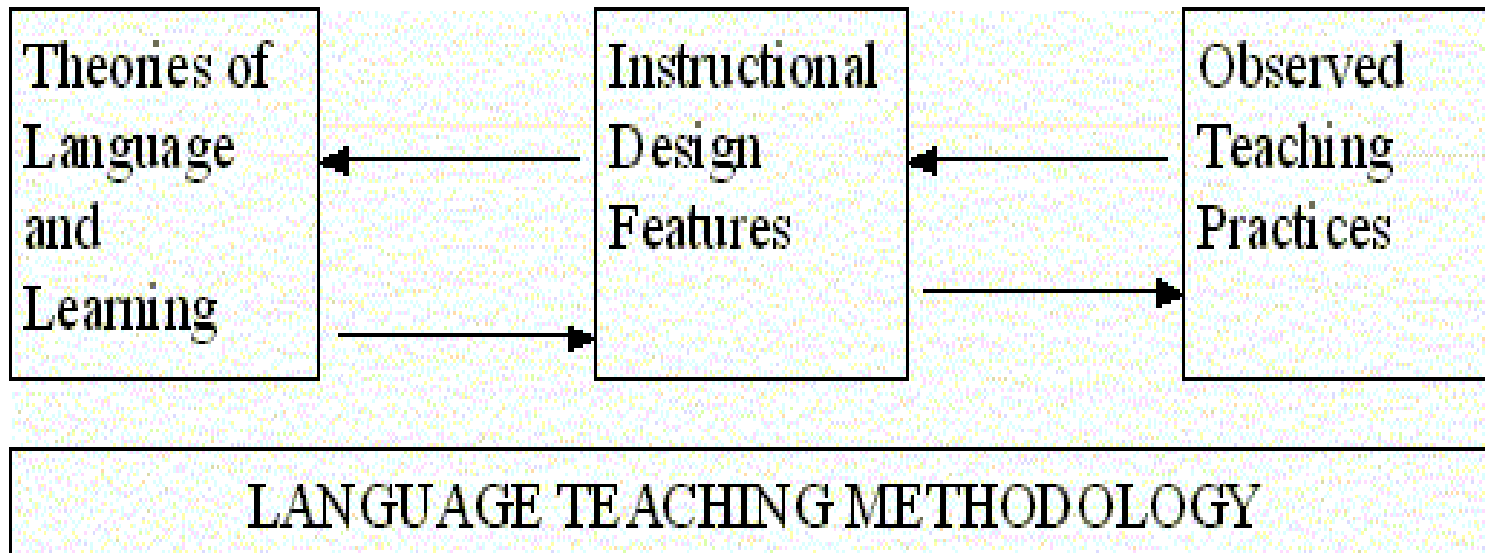
Rodgers (2001)

Task 2

1. Identify the theories of language presented in the text. How do they connect to your previous background knowledge (mainly academic ones)?

2. Identify the theories of learning presentend in the text. How do they connect to your previous background knowledge (mainly, academic ones)?

meaning making # 1
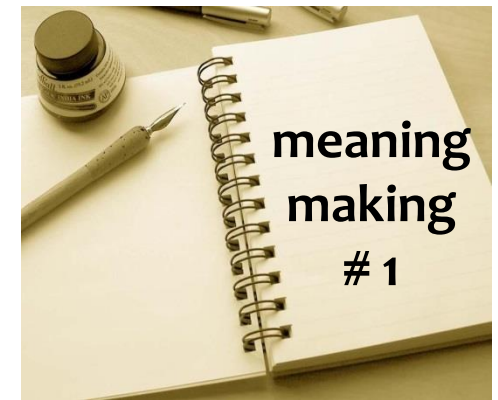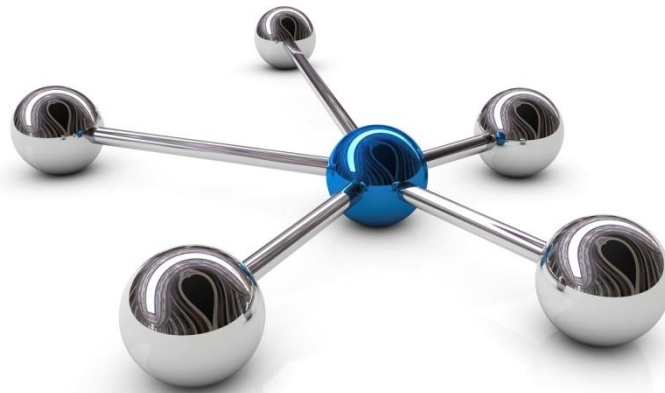
History of language teaching: introduction

Antes da Renascença: predomínio da língua falada; ensino natural

Da Renascença à Revolução Industrial: aumento do prestígio do latim e do grego; desenvolvimento de idiomas vernáculos; fascínio com a era clássica e a necessidade de sistematização do ensino das línguas clássicas; surgimento do método tradicional (Grammar-Translation Method):

- Objetivo: ler textos canônicos
- Conteúdo: gramática e vocabulário
- Atividades: memorização, repetição e tradução ("em vez de uma técnica de ensino nascia uma liturgia", Chagas, 1979, p. 26)
- Papel do professor: detentor e transmissor de conhecimento
- Papel do aluno: reprodutor do conhecimento (aluno-balde, cf. Machado)
- Papel do LD: essencial, única fonte de saber

Grammar Translation Method

Brown (1997); Richards & Rodgers (2000)

- dominated Europe from 1840s to 1940s
- previously referred as Classical Method
- "a method without a language and learning theory"
- major focus on Reading and Writing
- little or no attention to Listening and Speaking
- vocabulary selection
- endless lists of words and unusual grammar rules to be memorized
- emphasis on Accuracy
- deductive learning: first the language is presented, then it is practiced.

LIÇÕES ELEMENTARES

DA

LINGUA INGLEZA

PARA O USO
DOS ALUMNOS DA ESCHOLA AMERICANA DE S. PAULO

PRIMEIRA PARTE DO CURSO
GRADUADO

EDIÇÃO NOVA

AMERICAN BOOK COMPANY

NEW YORK ∴ CINCINNATI ∴ CHICAGO

1894

PRIMEIRA PARTE.

LIÇÃO PRIMEIRA.

Father,	pae.		And,	e.
Mother,	mãe.		Is,	é.
Brother,	irmão.		The,	o, a. os, as.
Sister,	irmã.			
Son,	filho.		Good,	bom, boa. bons, boas.
Daughter,	filha.			

EXERCICIO 1.

The son and the daughter. The good brother and the good sister. The father and the mother. The good son and the good daughter. The good father and the good mother. The son is good and the daughter is good.

EXERCICIO 2.

O pae. O bom pae. A mãe. A boa mãe. O irmão. O bom irmão. A irmã. A boa irmã. O filho. O bom filho. O pae é bom. A mãe é boa. O filho é bom. A filha é boa. O irmão e a irmã.

EXERCICIO 3.—A PRONUNCIA.

A vogal é em geral longa quando é seguida de uma consoante e de um e *final pertencentes a mesma syllaba.*

Cake — cane — face—name—game—gave—make—eve— here — mere—sere—glebe—mile—fine—wine—kite—wipe —spice—hope—home—smoke—rose—stone—tone — robe —remote—duke—dupe—flute—mule—pure—tune.

First half of the XX century:

vocabulary lists; translation; verb conjugation; biased and prejudiced ideas imbued in sentences such as "*That negress has very good teeth*" and

"*A European is generally more civilized than an African*" to be translated to Portuguese (Paiva, 2009)

A gramática da língua inglêsa,
First edition 1880 (34th edition, 1940)

Transition Period

- mid / late 19th century: linguists raised new ways of teaching for new social demands related to increasing opportunities for communication among Europeans.
- emphasis on oral proficiency became essential!
- At the very beginning, there was a boom of conversation or phrase books for private study. Later, the courses started to take into account other aspects of the language learning process.
- Marcel (1793 – 1896): on the importance of meaning in learning;
- Prendergast (1806 – 1886): on the importance of considering context and different discursive situations
- Gouin (1831- 1896): a language is associated to movements or actions in a contextualized way (which would then lead to a more recent method called TPR) and others.

Gouin's series...

Situations / themes as ways of organizing and presenting language

I walk toward the door.	I walk.
I draw near to the door.	I draw near.
I draw nearer to the door.	I draw nearer.
I get to the door.	I get to.
I stop at the door.	I stop.
I stretch out my arm.	I stretch out.
I take hold of the handle.	I take hold.
I turn the handle.	I turn.
I open the door.	I open.
I pull the door.	I pull.
The door moves.	moves
The door turns on its hinges.	turns
The door turns and turns.	turns
I open the door wide.	I open.
I let go of the handle.	let go.

In: Richards & Rodgers (2000)

The Reform Movement

- Reformist ideas became visible all over Europe
- Linguistics was revitalized with emphasis on Phonetics (IPA founded in 1886). Later on, Structural Linguistics would found the bases of many teaching methods.
- Concerns:

  ❑ The study of the spoken language

  ❑ Phonetic training to guarantee good pronunciation

  ❑ The use of conversation texts and dialogues to introduce conversational phrases and idioms.

  ❑ An inductive approach to the teaching of grammar.

  ❑ Teaching new meanings through establishing association within the target language rather than by the mother tongue.

The Reform Movement

Henry Sweet's *The Practical Study of Languages* (1899) and its four teaching principles:

1. Careful selection of what is taught
2. Imposing limits on what is to be taught
3. Arranging what is to be taught in terms of the four skills of listening, speaking, reading, an writing
4. Grading materials from simple to complex
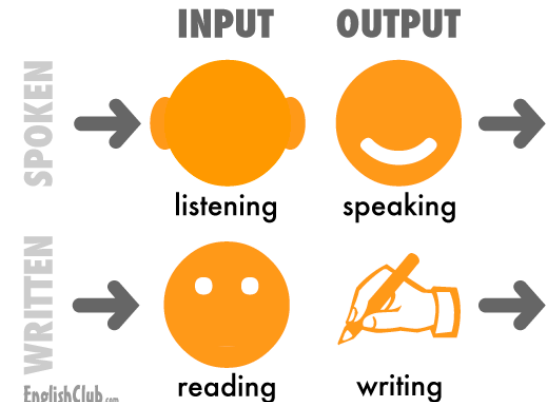
The Direct Method: an implication

- Naturalistic principles of of language learning

- Translation was forbidden: that explains the term "direct"

- Also known as Natural Method

- Procedures: demonstration an action

- No textbooks used in the very beginning of the learning stage

- In the 20's: decline of Direct Methods due to high concern on the systematization of foreign language teaching theories (Direct methods were taken as a bit amateur)
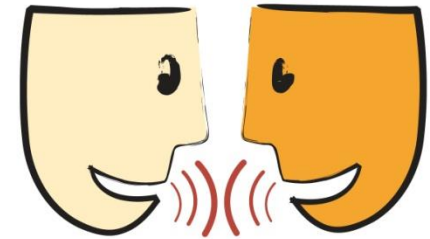
BERLITZ®
ENGLISH 1

STUDENT'S BOOK

Prepared by the
Pedagogical Research Department
of the Berlitz Schools

1975

The Berlitz Method® is one of the greatest examples of a Direct Method

Direct Methods: the Berlitz Method

Guidelines for teachers in Berlitz's method:

Never translate: demonstrate
Never explain: act
Never make a speech: ask questions
Never imitate mistakes: correct
Never speak with single words: use sentences
Never speak too much: make students speak much
Never use the book: use your lesson plan
Never jump around: follow your plan
Never go too fast: keep the pace of the student
Never speak too slowly: speak normally
Never speak too quickly: speak naturally
Never speak too loudly: speak naturally
Never be impatient: take it easy

meaning making # 2
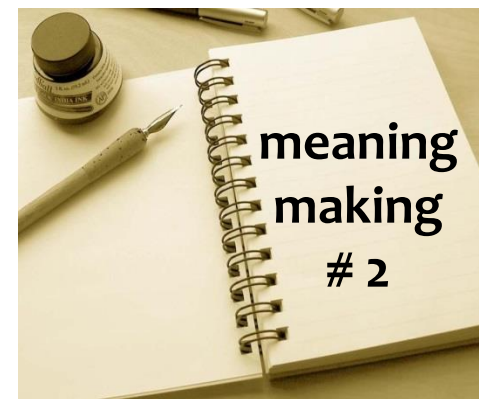
Can you think of any drawbacks of Direct Methods regarless of their relevance?

In: Richards & Rodgers (2000)

CHAPTER 2—SUMMARY

What's this?
—It's an address.
 an avenue   a number
 a cigar   an office
 a cigarette   a page
 a desk   a piece of paper
 a floor   a pocket
 a handbag   a ship
 a letter   a (tele-)phone number
 a magazine   a train
 a name   a typewriter

What number is this?
—It's twenty-one.
 twenty-two, *etc.*
 one (a) million

Which exercise is this?
—It's the first.   fourth
 second   fifth, *etc.*
 third   last

Whose... is it?
—It's my...   Peter's...
 your...   Mr. Morgan's...
 his/her...   the secretary's...

What's your name?
—My *first* name is John.
 My *last* name is Morgan.

What country are you from?
—I'm from France.
 Germany, *etc.*

What are you?
—I'm a secretary.
 a student
 a teacher

What nationality...?
—I'm ⎧ American German
You're ⎪ Canadian Italian
He's ⎨ British Russian
She's ⎩ French Spanish

What are you doing?
—I'm ⎧ reading (a book)
You're ⎪ smoking (a cigarette)
He's ⎨ speaking (English)
She's ⎪ typing (a letter)
   ⎩ writing (my name)

What language is he (she) speaking?
—He's (She's) speaking English.
     French, *etc.*

Where's your cigarette?
—It's in my right/left hand.

What are you writing with?
—I'm writing with a pen.

Who's this letter for/from?
—It's for Mr. Morgan.
 from Mr. Carter

What's Mr. Carter's phone number?
—I don't know!

Is Mr. Carter's car big and blue?
—It's big, but it's not blue.

Where's the handbag?
—It's under the desk.

The verb "to be":
—I am   I'm
you are   you're
he ⎫   ⟹ he's
she ⎬ is   she's
it ⎭   it's

Imperatives:
—"Stand up, please!"
 "Sit down, please!"
 "Take the book, please!"
 "Put it on the desk, please."
 "Write your name, please!"
 "Read this letter, please!"

LISTEN TO TAPE 2!

THIS IS MR. DUVAL

— Miss Brown, this is Paul Duval.
 Mr. Duval is French.
— How do you do, Mr. Duval.
— Nice to meet you, Miss Brown.

Mr. Duval is in New York

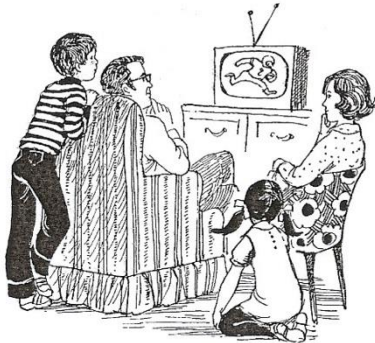Is he American?
— *No, he's not.*

What nationality is he?
— *He's French.*

Is he in the United States?
— *Yes, he is.*

Is Miss Brown French, too?
— *No, she's not.*

What nationality is she?
— *She's American.*

Is she in the United States, too?
— *Yes, she is.*

The Morgan Family

Who's this?

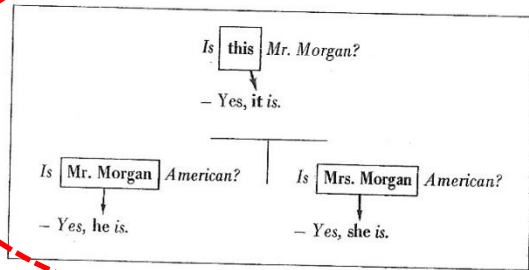It's the Morgan family: Mr. and Mrs. Morgan, Peter, and Mary.

Mr. Morgan is in New York.
He's American, and he's sitting in the big chair.
Mrs. Morgan is American, too.
She's sitting in the small chair.

Mr. Duval isn't American, and he isn't English.
What nationality is he?
He's French.

EXERCISE 7

Is **this** Mr. Morgan?

— Yes, **it** is.

Is **Mr. Morgan** American?

— Yes, **he** is.

Is **Mrs. Morgan** American?

— Yes, **she** is.

HE AND SHE

Example: Is Miss Brown in New York?   Yes, she is.

1. Is Mr. Duval in Paris?   *no, he's not*
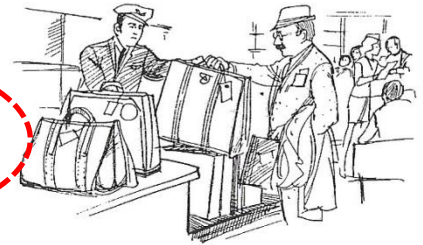
2. Where is he?   *he's in New York*

3. Is he French?   *Yes, he is*

4. Is Miss Brown French, too?   *no, she's not*

5. What nationality is she?   *She's American*

— *What nationality are you?*
— *I'm American.*
— *What city are you from?*
— *I'm from New York.*

EXERCISE 8

Country	Nationality
Brazil	...Brazilian
Canada	...Canadian
Chile	...Chilean
England	...British
France	...French
Germany	...German-
Japan	...Japanese
Mexico	...Mexican
the Netherlands (Holland)	.. Dutch...
Spain	.. Spanish...
the United States	...American
Venezuela	...Venezuelan

...from

a) *Example:* Mr. Schmidt is from Berlin.   He's German.

1. Mr. Matsumoto is from Tokyo.   *He's Japanese*

2. I'm from Chicago.   *I'm American*

3. Miss Latour is from Dijon.   *She's French*

4. You're from London.   *You're English*

5. Mrs. Gómez is from Guadalajara.   *She's Mexican*

"These principles provided the theoretical foundations for a principled approach to language teaching, one based on a scientific approach to the study of language and of language learning. They reflect the beginnings of the discipline of applied linguistics - that branch of language study concerned with the scientific study of second and foreign language teaching and learning". (Richards & Rogers, ibid, p. 8)