APPROACHES & METHODS IN LANGUAGE TEACHING: PREPARING THE TERRAIN

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Do you know what concept maps are?

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TREES

give

OXYGEN

is important to

is important to

is important to

Humans
Plants
Animals

WOOD

is used to build

is used to make

is used to make

Houses
Paper
Furniture
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:

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. It 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
Figure 2.1. Elements and subelements of method (Richards & Rodgers 1986)
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?
Theories of Language and Learning → Instructional Design Features → Observed Teaching Practices

LANGUAGE TEACHING METHODOLOGY

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)?
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.
When was this book first published?
What is its underlying theory of language? Theory of learning?

EXERCÍCIO 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.

EXERCÍCIO 2.


EXERCÍCIO 3.—A PRONÚNCIA.

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


Attention to the teaching of moral principles and universalizing treatment of the subject

Phonological content: structure-based
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)
Transition Period

- mid / late 19\textsuperscript{th} 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 draw near to the door.
I draw nearer to the door.
I get to the door.
I stop at the door.
I stretch out my arm.
I take hold of the handle.
I turn the handle.
I open the door.
I pull the door.
The door moves.
The door turns on its hinges.
The door turns and turns.
I open the door wide.
I let go of the handle.

I walk.
I draw near.
I draw nearer.
I get to.
I stop.
I stretch out.
I take hold.
I turn.
I open.
I pull.
moves
turns
turns
I open.
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, and writing
4. Grading materials from simple to complex
The Direct Method: an implication

- Naturalistic principles 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)
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

Can you think of any drawbacks of Direct Methods regardless of their relevance?

In: Richards & Rodgers (2000)
CHAPTER 2—SUMMARY

What's this?
- It's an address
  - an avenue
  - a street
  - a road
  - an office
  - a house
  - a building
  - a number
  - a page
  - a piece of paper
  - a pocket
  - a desk
  - a table
  - a chair
  - a bottle
  - a bottle
  - a handbag
  - a letter
  - a magazine
  - a name

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

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

Whose... is it?
- It's my...
- your...
- his/her...
- Peter's...
- Mr. Morgan's...
- 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
- a nurse
- an engineer
- a doctor
- an actor
- a writer
- a lawyer
- an artist

What nationality...
- I'm American
- German
- French
- Canadian
- Italian
- British
- Russian
- Spanish

What are you doing?
- I'm reading (a book).
- You're smoking (a cigarette).
- He's speaking (English).
- She's typing (a letter).
- I'm 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; it's not blue.

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

The verb "to be":
- I am
- you are
- he is
- you're
- he's
- it's

Impersonal:
- "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!
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 Mr. Morgan American?
- Yes, he is.

Is Mrs. Morgan American?
- Yes, she is.

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

EXERCISE 8

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
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<tbody>
<tr>
<td>Brazil</td>
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<tr>
<td>Canada</td>
<td>Canadian</td>
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<tr>
<td>Chile</td>
<td>Chilean</td>
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<td>England</td>
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<td>Japan</td>
<td>Japanese</td>
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<td>Mexico</td>
<td>Mexican</td>
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<tr>
<td>the Netherlands (Holland)</td>
<td>Dutch</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>the United States</td>
<td>American</td>
</tr>
<tr>
<td>Venezuela</td>
<td>Venezuelan</td>
</tr>
</tbody>
</table>

1) Example: Mr. Schmidt is from Berlin.
- He's German.

2. Mr. Matsumoto is from Tokyo.
- He's Japanese.

3. I'm from Chicago.
- I'm American.

4. Miss Latour is from Dipon.
- She's French.

5. You're from London.
- You're English.

6. 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)