

An Overview of the English Language Teaching Methodologies

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Language:

1-Structural View of Language:

2-Functional View of Language:

3-Interactional View of Language:

Learning:

A-Process-oriented theories:

1-Behaviourism:

A-Classical Behaviorism by Pavlov (Neural Response and a Stimulus)

B-Neo- Behaviorism by B.F. Skinner (Operant conditioning on the environment)

2-Cognitivism

Human beings: Perceive, Identify, Recognize, Comprehend, and Learn.

3-Humanistic Model: (Whole Person) Affective factors, Motivation

B-Condition-oriented Theories:

4--Constructivism:

5-Connectivism:

Teaching:

❑ 1-Structural View of Language/

- 1-Grammar Translation Approach (Pre-Scientific Era (...-1940s)
- 2-Audio-lingual Approach/ The Aural-Oral Approach

❑ 2-Functional View of Language:

- 3-Direct Method /Scientific Era (1950s)
- 4-Oral Approach and Situational Language Teaching
- 5-Language Immersion
- 6-The Natural Approach
- 7-Silent Way
- 8-Community Language Learning (Weak Version)
- 9-Suggestopedia/ Desuggestopedia
- 11-Total Physical Response
- 12-TPR Bingo
- 13-Functional Syllabuses- Communicative Language Teaching (1970sS-1990s)

❑ 3-Interactional View of Language:

- 14-Communicative Methodology- Communicative Language Teaching (1970-now)
- 15-Task-based Syllabuses / Instruction
- ❖ 16-The Post-Method Pedagogy

Teaching

Pedagogy	The art, science, or profession of Teaching .
Methodology	A body of methods , rules, and postulates (Proven Hypotheses or Assumptions).
Approach	Planned Theory
Method	A systematic plan followed in presenting material for instruction, it is a <u>framework</u> . Methods link Techniques (Actions) and Principles (Thoughts)
Technique/ Procedure	<u>Actions</u> , Manner, special skills: Role-paly, Group Discussion...
Activity <i>n</i>	Any classroom procedure that requires students to use and practise their available language resources.
Principles	<u>Thoughts</u> : How the process of teaching and learning happen:
Strategy	They are those conscious or unconscious processes which language learners make use of in learning and using a language.: Prediction, Clarification, Questioning and Summarizing.

Techniques:

Echo-correction, Delayed Correction, Reformulation Correction,
Dictogloss, Dicto-comp, Dictation, Diagramming,
Convergent Question, Consciousness Raising, Drill, Elicitation,
Ethnographic Interview, Evaluative Question, Memorization, Framing
Questioning Technique,
Guided Discovery, Guided Writing, Keyword Technique, Matched
Guise Technique,
Microteaching, Mind Map/ Word Maps/ Spidergrams, Sentence
Combining, Shadowing Or Repeating,
Speed Reading/ Rapid Reading,
Story Preview, Think Aloud Procedure,
Role-play.....

Questions about Principles

1. What are the **goals** of teachers who use this method?
2. What is the **role** of the teacher? What is the role of the students?
3. What are some characteristics of the **teaching/learning process**?
4. What is the nature of student-teacher **interaction**? What is the nature of student-student interaction?
5. How are the **feelings** of the students dealt with?
6. How is **language viewed**? How is **culture viewed**?
7. What **areas of language** are emphasized? What **language skills** are emphasized?
8. What is the role of the students' **native language**?
9. How is **evaluation** accomplished?
10. How does the teacher respond to student **errors**?

Factors Influencing Learning

1-learner Variables

Humans' readiness and preparedness to learning.

2-Affective Variables

a-Self-concept b-Attitudes c-Anxiety d-Motivation

3-Cognitive Variables

a-Past experience or background knowledge
b-Cognitive Style c-Aptitude d-Intelligence e-Induction ability
f-Thought Process g-Learning Strategies

4-Social Variables

a-A sense of Belonging b-Language and culture shock
c-Discipline

5-Biological

a-Sex b-Age

6-Instructional Variables

a-Standards b-Teacher c-Classroom Instruction d-Materials
e-Practice f-Methodology g-Evaluation

T e a c h i n g

Edward Anthony's hierarchy 1963

Hierarchical

Approach: A set of assumptions about language teaching which involve the nature of language, learning and teaching.

Method: The plan selected to present language in a systematic way.

Technique: Specific activities consistent with the method and approach.

Richard and Rodger's definitions 2001:17

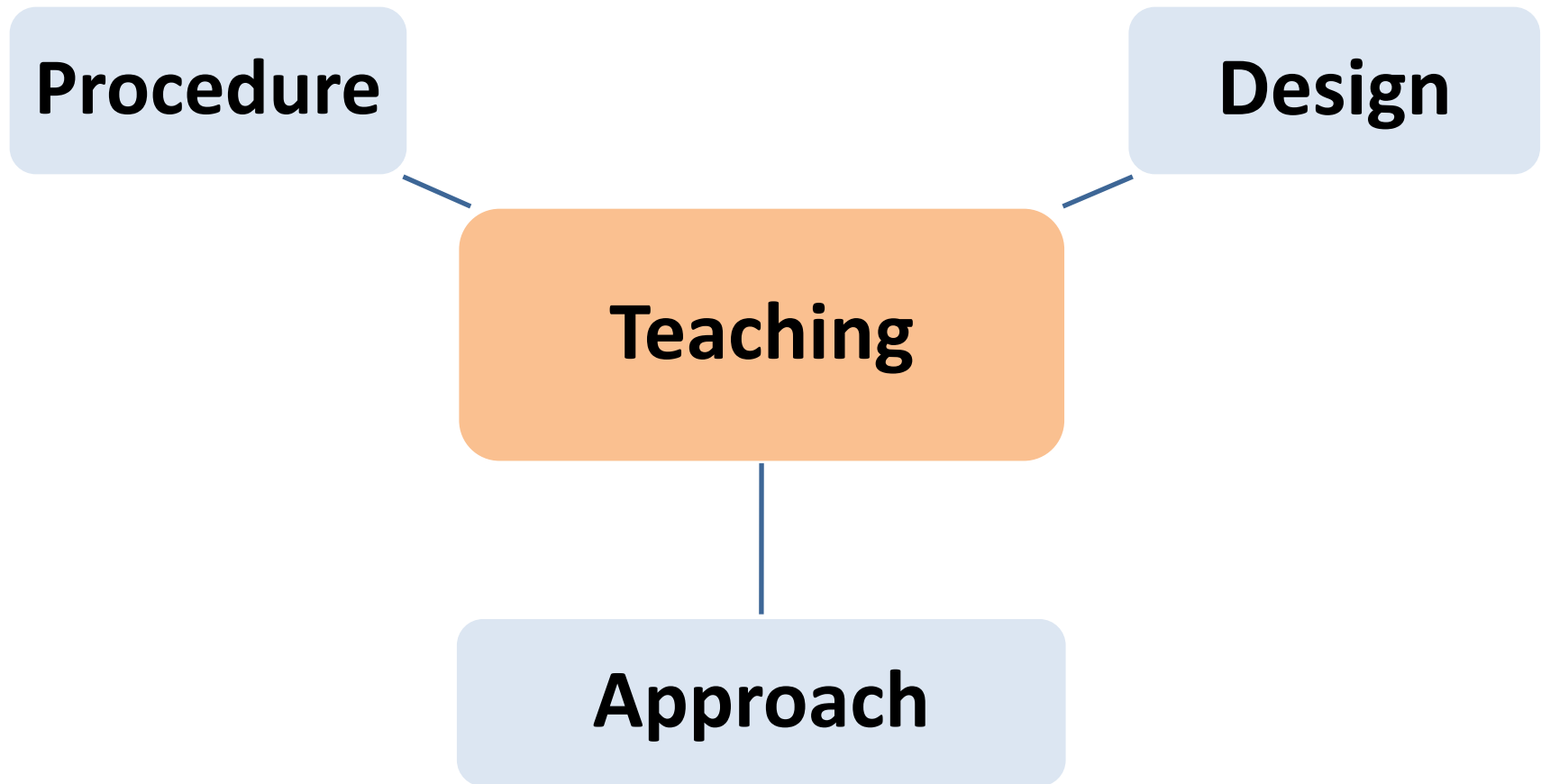
Circular

Approach: Refers to the beliefs and theories about language, language learning and teaching that underlie a method;

Design: Relates the theories of language and learning to the form and function of teaching materials and activities in the classroom;

Procedure: Concerns the techniques and practices employed in the classroom as consequences of particular approach and design.

Richard and Rodger's definitions 2001:17



Motivation is the interest, tendency and will of learning.

I-Intrinsic is the need to achieve, self-concept and aspiration.

II-Extrinsic is caused by Sociocultural influence and social reinforcers.

I-Intrinsic is of three types, in which learners have pragmatic reasons for learning a language.

A-Instrumental is the desire to complete the study for some utilitarian purposes, getting a job, passing course, getting a position, or earning money.

B-Integrative is the desire to get to know members of the second-language community and perhaps become a member of that community.

C-Assimilative goes beyond integrative M and refers to the desire to actually join the new culture.

Note: *The degree of motivation is more important than the type of motivation.*

Evaluation Approach = Decision Making = Judgment =

-Assessment

-Measurement

-Qualitative

-Quantitative

-Inference= Implication

-Rate= Degree

Abstract

-Concrete= tangible

-Portfolio

-testing

-Subjective

Objective

Higher cog. Lev.

Lower cog. Lev.

Practical Knowledge

Theoretical Knowledge

Practical Learning

Theoretical learning

Practical Teaching

Theoretical Teaching

Objectivity, Unbiased Evaluations

How is his/her conduct? (Morals)

What does s/he know? (Theoretical Knowledge)

What can s/he do? (Practical Knowledge)

Avoid blatant, unfair or irrational Prejudices towards students and even staff.

As well as

Perpetuated stereotypes of students as passive victims.

Lesson Plan:

Yearly, Monthly ,Unit Project or weekly.

Who, What, Where, When ,Why

Content Vs Language

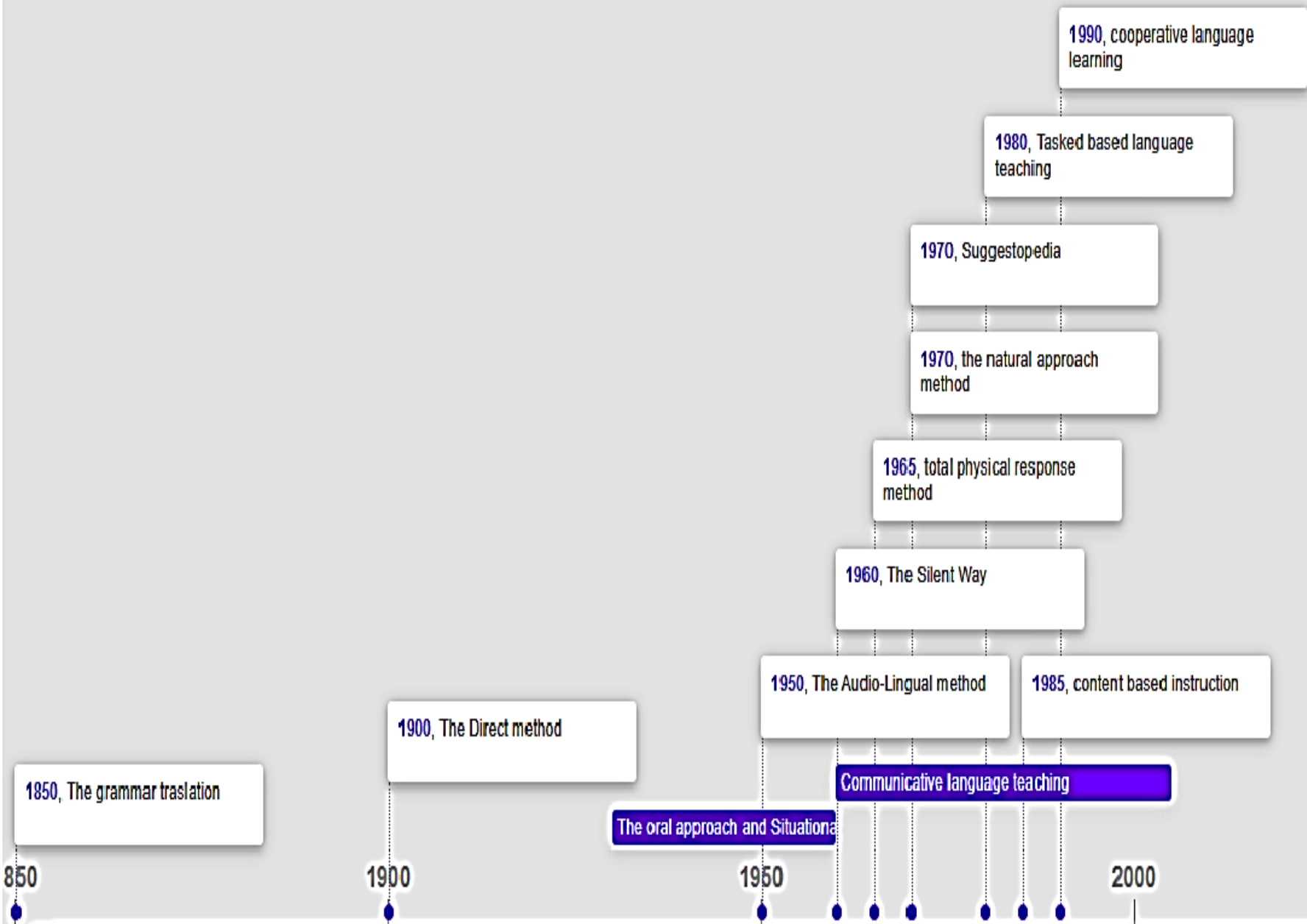
From Dr. Hollings training.....

Content Objectives

- Content objectives are related to the key concept of the lesson
- Content objectives state what students will learn

Language Objectives

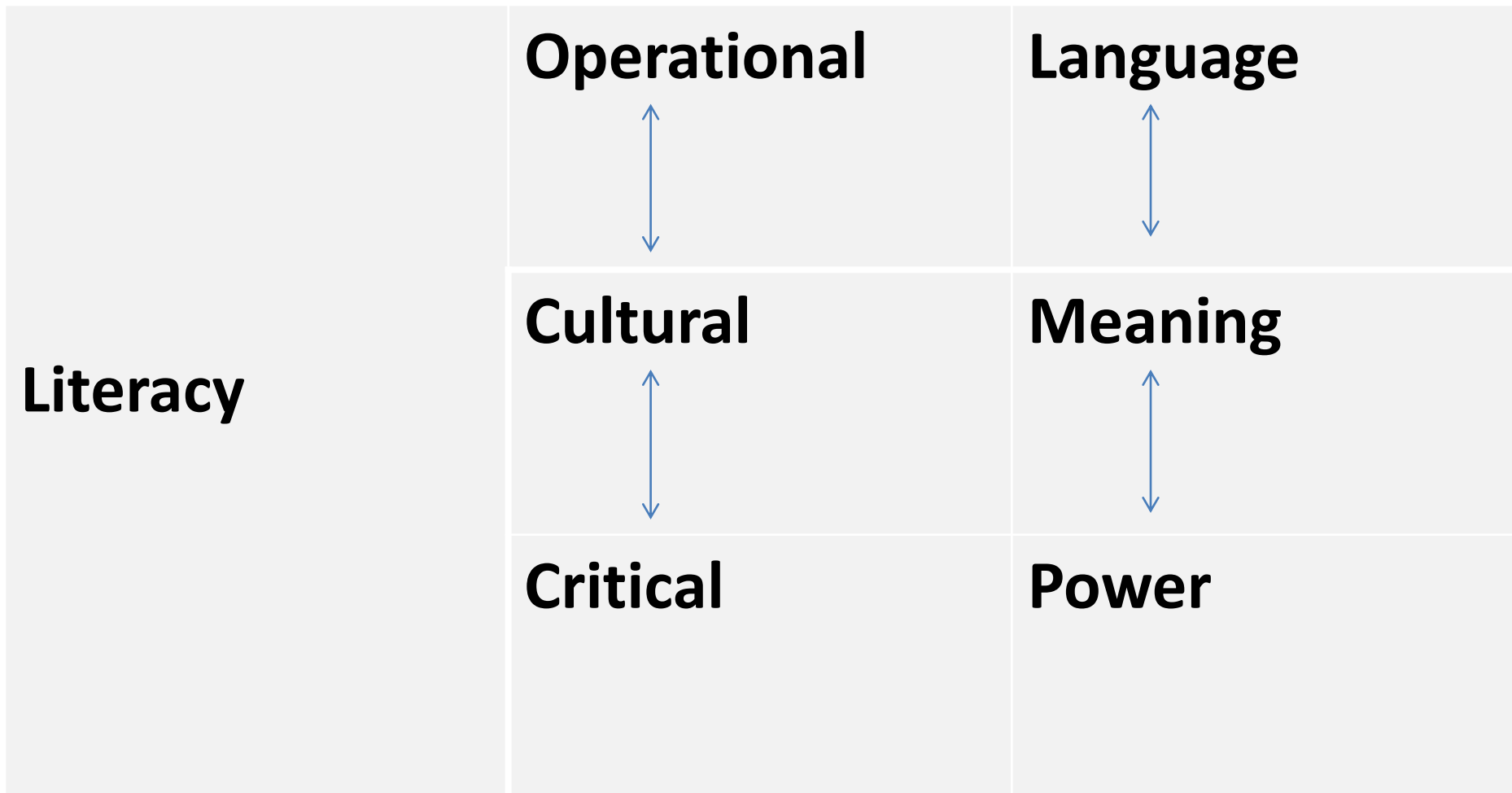
- Language objectives connect clearly to the lesson topic
- Language objectives promote language development (not something students already do well or do routinely)
- Language objectives state how they will learn it and/or how they will demonstrate their learning to you



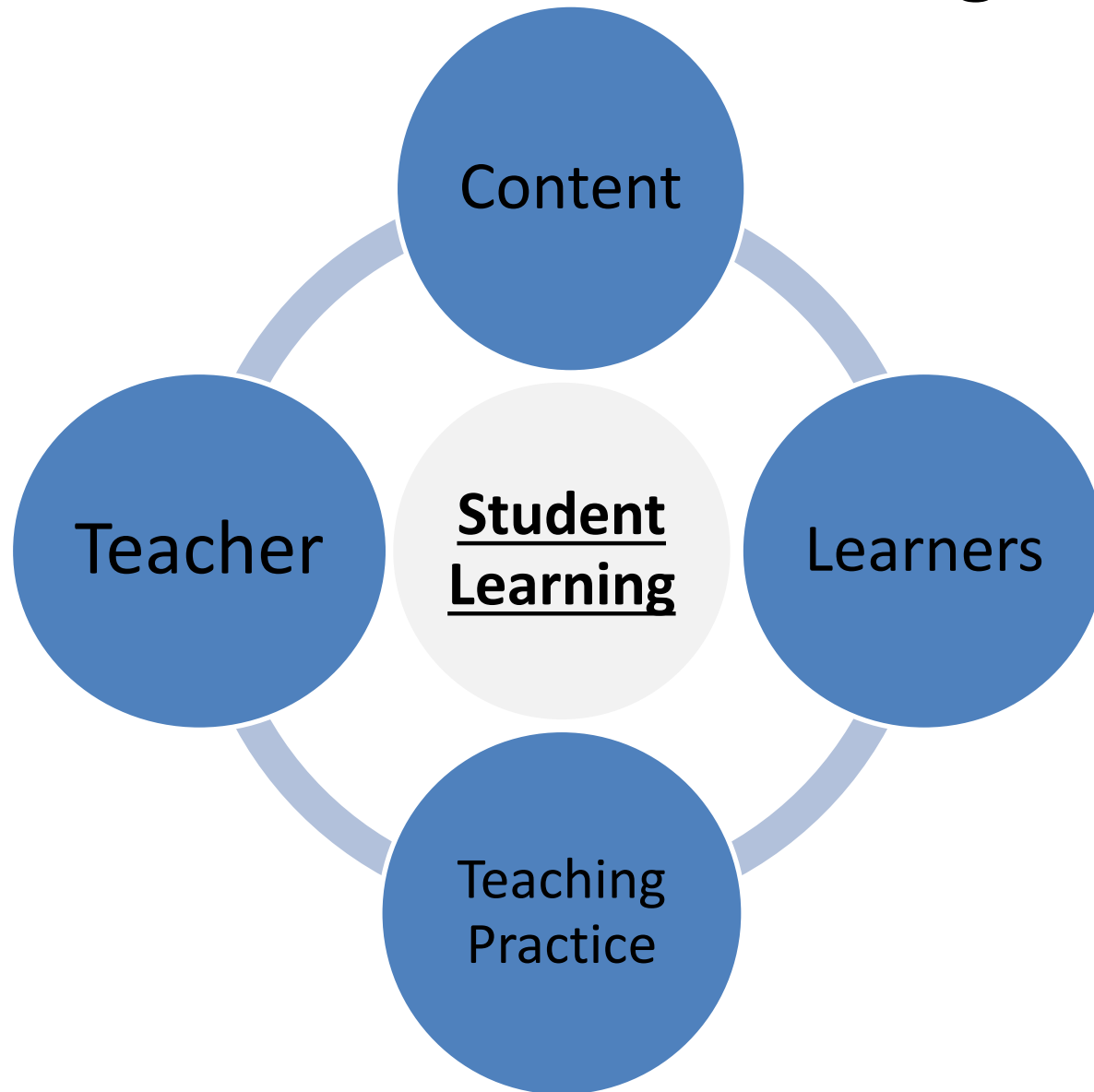
1-Structural View of Language:

Phonology: Phoneme & Morpheme	<u>Phoneme</u>	
Morphology: Morpheme, Word & Phrase	<u>Morpheme</u>	Stress
Syntax: Word, Phrase, Clause, Utterance & Text.	<u>Word</u>	Stress, Rhyme & Intonation
	<u>Phrase</u>	Stress, Rhyme & Intonation
Discourse: Clause, Utterance & Text.	<u>Clause</u>	Stress, Rhyme & Intonation
	<u>Utterance</u>	Stress, Rhyme & Intonation
	<u>Text</u>	Stress, Rhyme & Intonation

2-Functional View of Language:



3-Interactional View of Language:



Learning: A-Process-oriented theories:

1-Behaviourism:

Learners are empty vessels to be filled with knowledge.

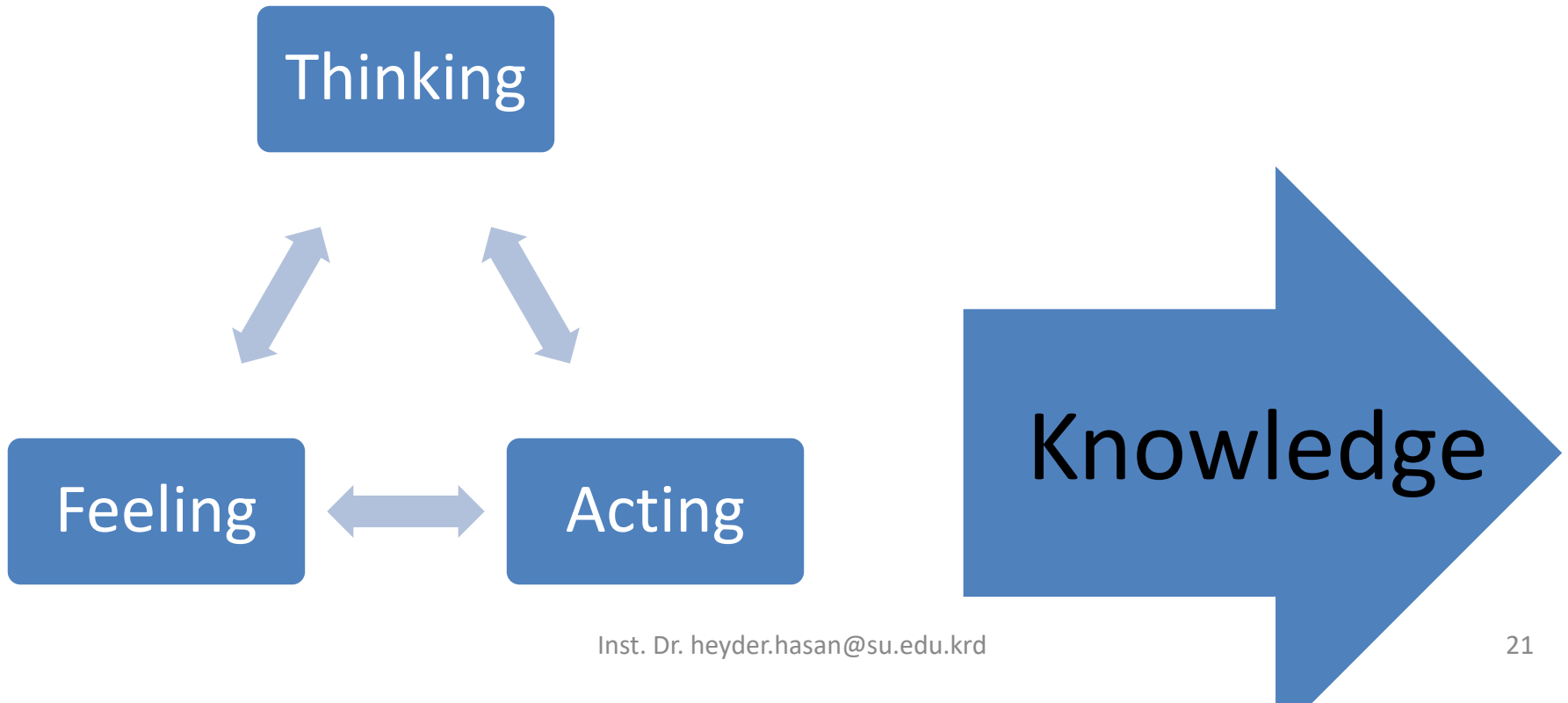
Antecedent: Stimulus
that prompts behavior

Behavior: Response
that follows
stimulus.

Consequence:
Reinforcement that
follows response.

Learning: A-Process-oriented theories:

2-Cognitivism



Learning: A-Process-oriented theories:

2-Cognitivism

1--Learning is a change in knowledge stored in memory.

2-learning results when information is stored in memory in organized, meaningful manners.

-Developing schema. –Making connections to prior knowledge.

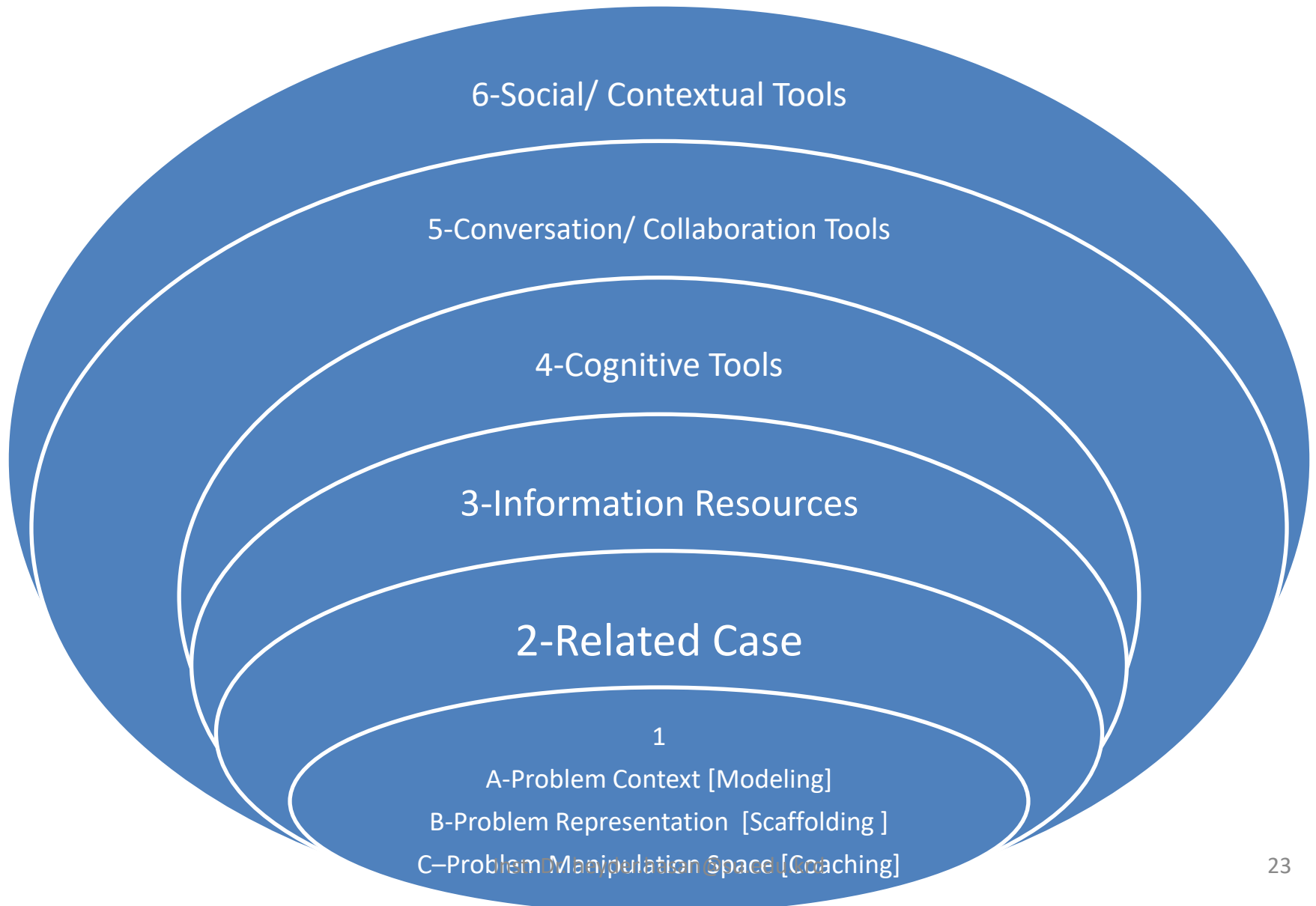
3-Developing metacognition (what & how of learning).

-Activities for retrieving information:

Explanation, Demonstration, Examples/ non-examples, Advance organizers, Graphic organizer/Diagrams, Practice, and Feedback.

Learning: B-Condition-oriented Theories:

3-Constructivism:



Learning: B-Condition-oriented Theories:

3-Constructivism:

Vygotskians advocate the reasoning, comprehension, and critical thinking inherent to cooperative learning. Thus cooperative learning provides the social support and scaffolding that students need to move learning forward.

Sociocultural environment.

Piagetian perspective, the interactions in groups can create more questions due to the cognitive conflict and disequilibrium.

Learning: B-Condition-oriented Theories:

3-Constructivism:

- Learning is creating meaning from experience.
- Knowledge cannot be transmitted.
- Learners must create their own meanings based on individual experiences and interactions:

➤ Authentic context.

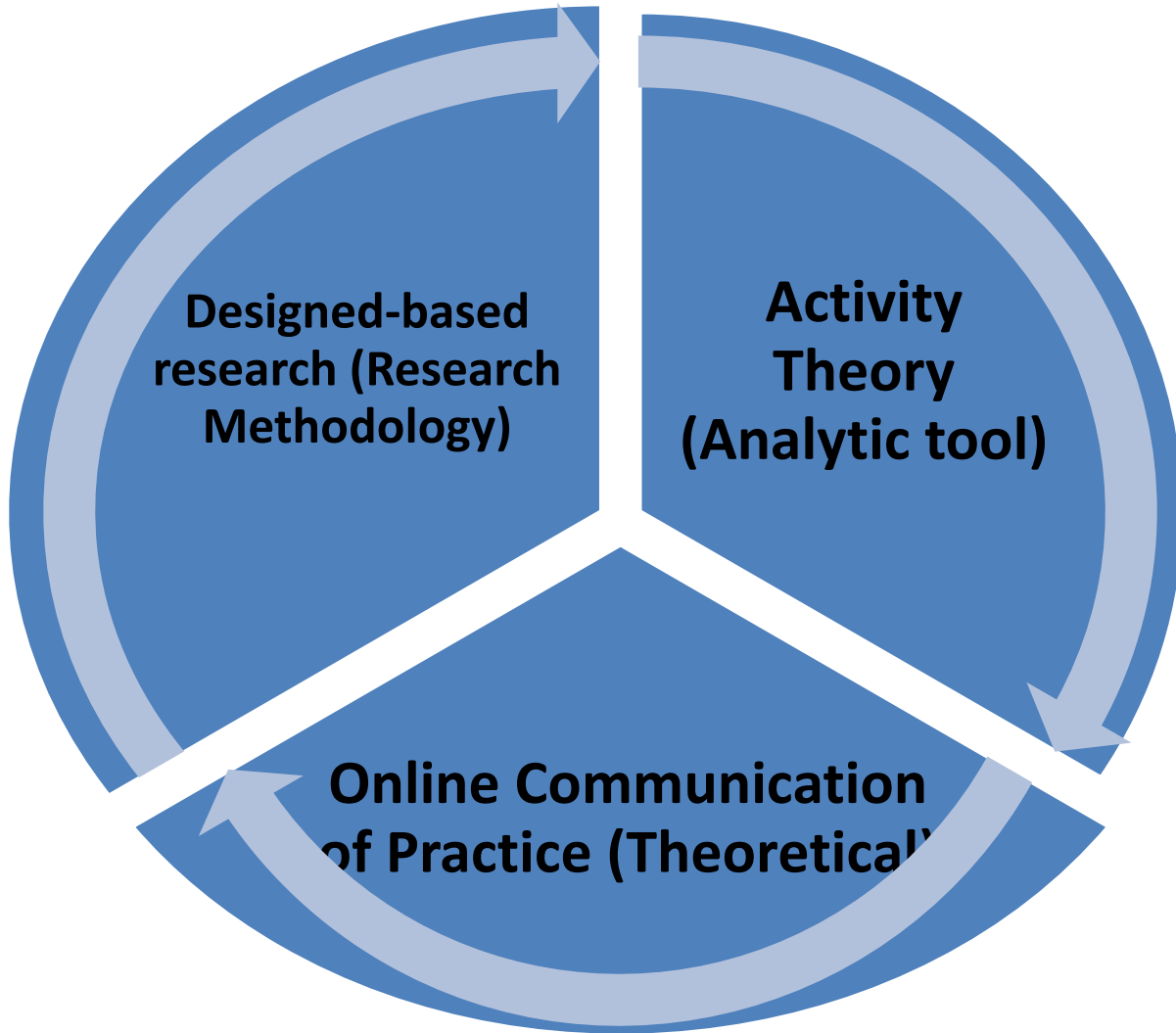
➤ Relevant to student's experience.

Instructor: facilitator, guide, coach, mentor, and co-learner.

Learner: participant, explorer, connector.

Learning: B-Condition-oriented Theories:

4-Connectivism: Technology Individual-social Connections.



1-Grammar Translation Approach/ Classical Method:

Superior:

Learning and Translating Vocabularies + Reading + writing
Greek and Latin, Teacher over learners.

Deductive and explicit (no argument)

Conscious learning

Using native language , translating it

Written test only, no errors, pure language for intellectuality.

Inferior:

Communication, Pronunciation, Interactions and Feelings.

2-Audio-lingual Approach/ The Aural-Oral Approach

- Drills students in the use of grammatical sentence patterns.
- Habits required to be target language speakers.
- Language forms occur most naturally within a context.
- As little as interference between the NL & TL.
- To mimic the TL model. Repeating the habit formation.
- Immediate error correction. Positive reinforcement.
- Parts of speech. Pronunciation. Communication. Verbal and non-verbal.
- Primary teacher-oriented aids.
- Distinguishing between minimal pairs, parts of speech, and verb patterns..

- Teacher as an orchestra leader helps students' overlearning automatically and without thinking.
- Jazz chants
- Acquisition-like learning.
- The order of listening, speaking, reading, and writing.
- Grammatical patterns over vocabularies.
- Culture** is not only literature and the arts, but also the everyday behavior, present information about that culture.
- Teacher to students interaction.

3-Direct Method /Scientific Era (1950s)

- No translation but direct meaning by demonstration and visual aids.
- Language is Speech (Spoken and written), reading is via speaking.
- Culture is more than fine arts; students' environments.
- No native language but objects and shows.
- Vocabularies are over grammar and in full sentences.
- Pronunciation and Communication.
- Self-correction, conversations and speaking opportunities.
- Writing from the beginning, deductive grammar.
- Situational syllabus, way of living of the target language speakers.
- Two way interactions.
- Oral tests

4-Oral Approach and Situational Language Teaching :The UK version of Audio-lingualism:

- Presenting structure in situations.
- ✓ -Pronunciation and Spoken is primary while Reading and Writing later;
- ✓ -Target Language only;
- ✓ -No Mistake;
- ✓ -Situational Practice;
- Memorization of dialogues.
- Structure Exercises.
- Learning General and useful Vocabulary.
- Practicing Reading.
- Revisions
- Whatever teachers do is learnt by students.

5-Language Immersion

Immersing learners in L2 instructional environment, either in normal planed or for minority education.

Not only in Canada as a pioneer but in the past as well.

Basic Features:

1-The medium of instruction is the L2.

2-The local L1 curriculum and the immersion curriculum are parallel.

3-Support is provided for the L1.

4-Additive bilingualism is the goal of the program where students ‘’add’’ L2.

5-students’ main exposure to the L2 occurs in the classroom.

6-Students’ L2 proficiency entry levels enter are similar.

7-The teacher of those classes have to be bilingual.

8-The culture of classroom parallels to the local community.

5-Language Immersion

Method in practice:

1- If both L1 & L2 share common linguistic origins, focus on cognates during the instructional practice;

2-Publish dual language multimedia books and projects which include translation across language.

3-Exercise sister class exchange where students use both L1 & L2 to connect with other bilingual students through the internet to carry out literacy or artistic projects, or to examine socially relevant issues.

6-The Natural Approach

L2 like L1 Acquisition

-To develop basic personal communication 3 skills.

-Learning stage:

i. Preproduction

ii. Early production

iii. Production

-Meaning not the form.

-No error correction.

-Silent period for Production.

-NA is like TPR favors stress free classes, anxiety lumps input.

6-The Natural Approach

The theory, the design, and the procedures are based on Stephen Krashen's LAT:

1-The Acquisition /Learning hypothesis:

LA develops competence.

2-The Monitor Hypothesis:

Repairing or editing acquired output.

3-The Natural Order Hypothesis:

Predictable, L2 the same order of L1.

4-The Input Hypothesis:

Acquisition happens only slightly beyond the learners' current competence.

5-The Affective filter Hypothesis:

Learners' emotional filter blocks input necessary to acquisition.

7-Silent Way

The teacher is silent and the learners produce as much as possible.

The use of color charts and the colored Cuisenaire rods.

-Hypotheses

1-Learner discovers or creates rather than remembers and repeats

2-Accompanying physical objects.

3-Problem solving.

-Vocabulary is the central.

-Inductive meaningful sentences not communicative values.

- Starting from prior knowledge.
- Sounds are the basics.
- Inner criteria development rather than repetition.
- The teacher is a technician, and the students are self-developers.

8-Community Language Learning (Weak Version)

- Takes its principles from more general Counseling-Learning.
 - Teachers to become 'language counselors to deal with Ss fears. T goes among the Ss.
 - Unthreading developing a community among the class members
 - Relationships with planned work.
 - T & Ss are whole person. Individuals are unique. T:S centered.
- NL for understanding meaning. In groups, semicircle ..
- To use the L Communicatively.
 - For non-defensive learning: security, aggression, attention, reflection, and retention.

9-De / Suggestopedia. pedia =child, education, learning

-‘desuggesting the reserved capacity limitations, to overcome the barriers to learning.

-Cheerful, bright and colorful environment.

-Even (‘Peripheral learning).

-Authorized teacher, students’ confidentiality.

-Songs are useful for ‘freeing the speech muscles.

-Fine arts and native language translation.

Encoding Communication: Conscious and subconscious learning, enhanced.

Activation and Novelty.

Gentle error correction

Vocabulary+ Grammar explicitly but minimally.

10-Total Physical Response

- Coordination of speech and action
- Physical motor activity, Commands
- Affective factors.

-Hypotheses:

1-Innate bio-program for language learning...

2-Brain lateralization...

3-Stress intervenes...

-Listening ..by physical movement. Speech and other productive skills come later.

-Learners monitor and evaluate their own progress.

-The teacher plays an active and direct role in TPR.

11-TPR Bingo:

The teacher prepares a set of bingo cards. The cards include pictures corresponding to a set of directions or movements. When the teacher utters the direction, the students will place a chip/mark on top of the corresponding picture, if the picture is on their card.



12-Functional Syllabuses- Communicative Language Teaching (1970sS-1990s)/ Functional Notional Approach in Practice.

1-Communicative Competence is the goal.

2-The four language skills that acknowledge the interdependence of language and communication have to be taught.

-The functions: identifying, reporting, denying, declining and invitation, asking permission...

-The notions: the semantic or the semantico-grammatical categories such as frequency, time, space, and quantity in both general and specific characterization.

-Test-Teach-Test.

13-Communicative Methodology- Communicative Language Teaching (1970-now)

- Communicative Competence is more than Linguistic Competence; (Hymes, 1971)—knowing when and how to say what to whom.
 - Authentic language & real contexts. Above the sentence level.
 - Ss are Communicators; T is Cocommunicator and Motivator.
 - Game. Feedback. Tolerated error correction.
 - Negotiating meaning cooperatively with Social Context Interactions.
- Functional vocabulary and grammar between the interlocutors.
- Communicativeness; three features in common: information gap, choice, and feedback, 4 Skills.
 - Small groups and Purposeful Assessment.

14-There are three more approaches that make communication central:

1-Content-based Instruction,

2-Task-based Instruction, and

3-Participatory Approach.

-The difference is a matter of their focus.

-They do not begin with functions or any other language items. Instead, they give priority to **process** over predetermined linguistic content.

Rather than 'learning to use English, '**Students Use English to Learn it**' (Howatt, 1984:279).

-In **sheltered–language instruction** both native speakers and non-native speakers of a particular language follow a regular academic curriculum. non-native speakers is geared to students’ developing L2 Proficiency.

-Learning both specific content and related language skills.

-Students get “two for one” —both content knowledge and increased language proficiency’ (Wesche, 1993).

15-The Post-Method Pedagogy



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