



History of Language Teaching

Why do we need to know the history of language teaching?

- Key to the understanding of the way things are and why they are that way.
- teachers may better comprehend the forces that influence their profession

CLASSICAL PERIOD (17th , 18th and 19th centuries)

EDUCATION AS AN ARM OF THEOCRACY

Purpose of education to teach religious orthodoxy and good moral character

FOREIGN LANGUAGE LEARNING ASSOCIATED WITH THE LEARNING OF GREEK AND LATIN

purpose of learning a foreign language to promote speakers' intellectuality

1850's: Classical method came to be known as Grammar Translation Method

1850's to 1950's: Grammar Translation

- Emphasis on learning to read & write
- Focus on grammatical rules, syntactic structures, rote memorization of voc. and translation of literary texts
- Voc. is taught in the form of lists of isolated words.
- Long, elaborate explanations of the intricacies of grammar are given.
- Medium of instruction was the mother tongue
- No provision for the oral use of language
- Speaking and listening were mediated via “conversation classes”, add-ons to the main course

Early Mid-20th Century

- Demand for ability to speak a foreign language
- Reformers reconsidering the nature of language and learning
- Three Reformers (the way children learned languages was relevant to how adults learned languages)
 - C. Marcel
 - F. Gouin
 - T. Pendergast

Early Mid- 20th Century

- Marcel
 - Emphasized the importance of understanding meaning in language learning
- Pendergast
 - Proposed the first structural syllabus (arranging grammatical structures so that the easiest was taught first)

F. Gouin (french teacher of Latin)

- Painful experience in learning German
 - Tried to memorize a German grammar book and a list of 248 irregular German verbs
- Observed his three-year old nephew
- Came up with the following insights:
 - Children use language to represent their conceptions.
 - Language is a means of thinking, of representing the world to oneself.

The Series method

- Series METHOD: a method that taught learners **directly** (without translation) and **conceptually** (without grammatical rules and explanations) a “**series**” of connected sentences that are easy to perceive.
 - Emphasized presenting each item in context and using gestures to supplement verbal meaning
 - Taught learners directly a series of connected sentences.
 - Ex. I stretch out my arm. I take hold of the handle. I open the door. I pull the door.

Berlitz (The Direct Method)

- Posited by Charles Berlitz

Second language learning is similar to first language learning

Emphasis on

- oral interaction
- spontaneous use of language
- no translation
- little if any analysis of grammatical rules and structures

Direct METHOD

- The principles of the Direct Method
 - Classroom instruction was conducted in the target language
 - There was an inductive approach to grammar
 - Only everyday vocabulary was taught
 - Concrete vocabulary was taught through pictures and objects
 - Abstract vocabulary was taught by association of ideas

The principles of the Direct Method

- New teaching points were introduced orally
- Communication skills were organized around question-answer exchanges btw. teachers and students
- Speech and listening comprehension were taught
- Correct pronunciation and grammar were emphasized

Critiques of the Direct Method

- Successful in private language schools (small classes, individual attention and intensive study)
- Overemphasized the similarities btw FL and SLL.
- Required native speakers as teachers
- Its success depended on teacher's skill and personality more than on the methodology itself

The Audiolingual Method (1950's)

- **Outbreak of the World War II**
 - Heightened the need to become orally proficient
 - “the Army Method” (an oral-based approach to language learning)
 - Charles Fries and Leonard Bloomfield (structural linguist)
 - Identify the grammatical structures and the basic sentence patterns
 - Practice these patterns by systematic attention to pronunciation and intensive oral drilling

Features of ALM

- New material is presented in dialogue form
- There is dependency on mimicry, memorization of set phrases, and overlearning.
- There is little or no grammatical explanation. Grammar is taught inductively.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are reinforced.
- There is great effort to get students to produce error-free utterances.

How ALM differs from the Direct method

ALM- grammar or structure is the starting point. Language was identified with speech and speech was approached through language

DM- No basis in applied linguistics learners are exposed to the language, use it and gradually absorb its grammatical structures

ALM differs from the Direct Method in that vocabulary and grammar are carefully selected and graded, and it's based on behaviorist habit-formation theory.

Structural-situational Language Teaching (1960's-1980's)

- Pragmatic version of Audiolingualism (UK)
- Language presentation and practice was situationalized
- All techniques of ALM + situation (use of concrete objects, pictures, and relia together with gestures and actions)
- Speaking and listening (most important)
- Gave rise to the idea of PPP (presentation, practice, production)
- PPP → Target item presented
Semi-controlled practice
Free practice (role-play)

The Designer Method of the 1970's

Chomsky- drew the attention to the “deep structure” of language

Earl Stevick- take account the affective and interpersonal nature of language learning and teaching

Designer Methods (Humanistic Approaches) 1970's 1980's

- Suggestopedia (Lazanov)
 - Used relaxation as means of retaining knowledge and material
 - Music plays a pivotal role (Baroque music with its 60 beats per minute and its specific rhythm created “relaxed concentration” which led to “superlearning”)

The Silent Way (Caleb Gattegno)

- Characterized by a problem-solving approach.
- Develops independence and autonomy and encourages students to cooperate with each other.
 - Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
 - Learning is facilitated by accompanying (mediating) physical objects).
 - Learning is facilitated by problem-solving the material to be learned.

English Sound/Color (rectangle) Chart

- This contains a number of different coloured rectangles; each colour corresponds to a sound in the language. The color code is the same as that of the fidel and word charts

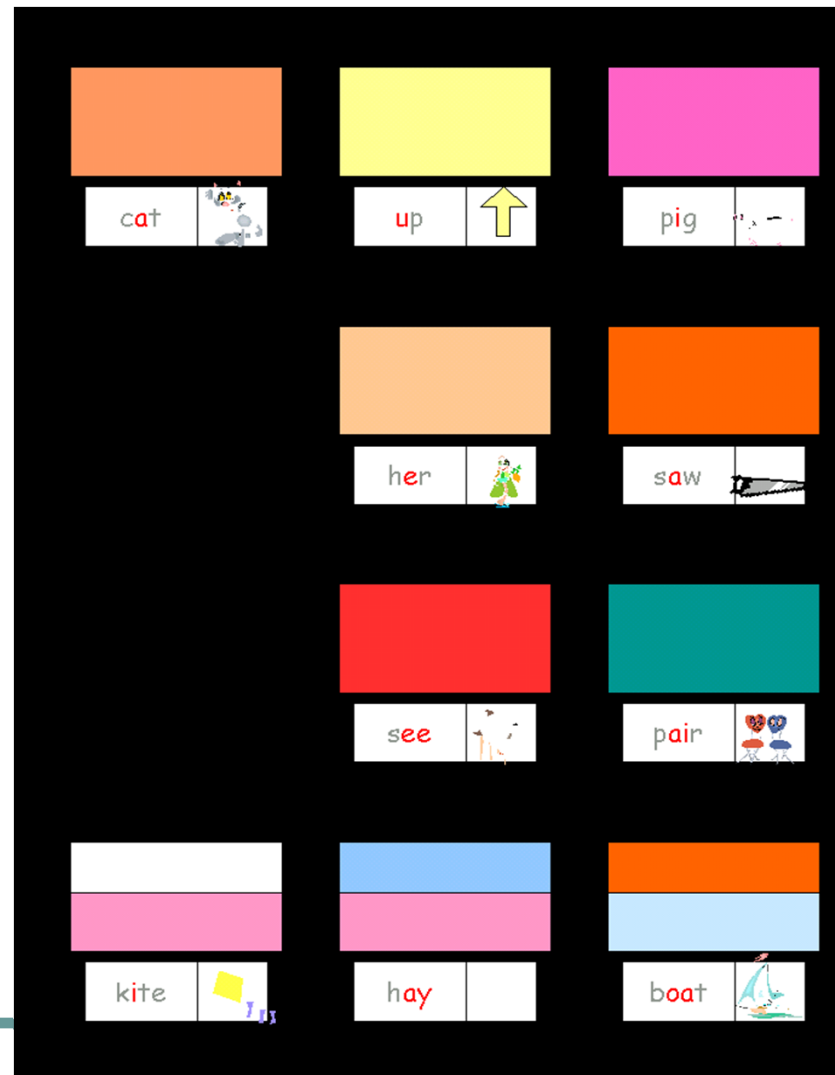


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ENGLISH Sound-Color Chart

Educational Solutions, Inc., USA

Vowel Chart



The First English Word Chart

*a rod -s -s blue brown
green red yellow black
take color not give 's
and as it to this 's
his two white here too
orange the is her them
these do another that
an the one are he me
put end him back there*

The English Fidel

- The Fidel is a set of charts presenting all the possible spellings of each sound of the language using the same colour code as the rectangle chart and word charts. It is particularly useful when the same signs correspond to different sounds as in English and French or when there are many irregularities in spelling.

a	u	i	y	e	o	a	e	u	o	a	o	e	a	oo	o	l	a	o	u	ou
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Fidel Chart

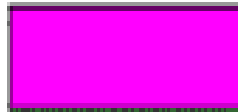
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She

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She

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walk



She

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(do + ed)

not

walk



Humanistic Approaches

- Community Language Teaching (developed by Charles A. Curran)
 - Applies psychological counseling techniques to learning
 - Learners in a classroom were not regarded as a “class” but as a “group” in need of certain therapy and counseling.
 - Basic procedures of CLL derives from counselor-client relationship
 - Open interpersonal communication and the role of supportive community was emphasized

CLL can also be linked to language alternation used in bilingual education (lesson presented first in NL and again in the SL)

Total Physical Response (James Asher)

- Adult second language learning as a parallel process to child first language acquisition
- Undemanding in terms of linguistic production
- Attempts to teach language through physical motor activity (by the use of imperatives)

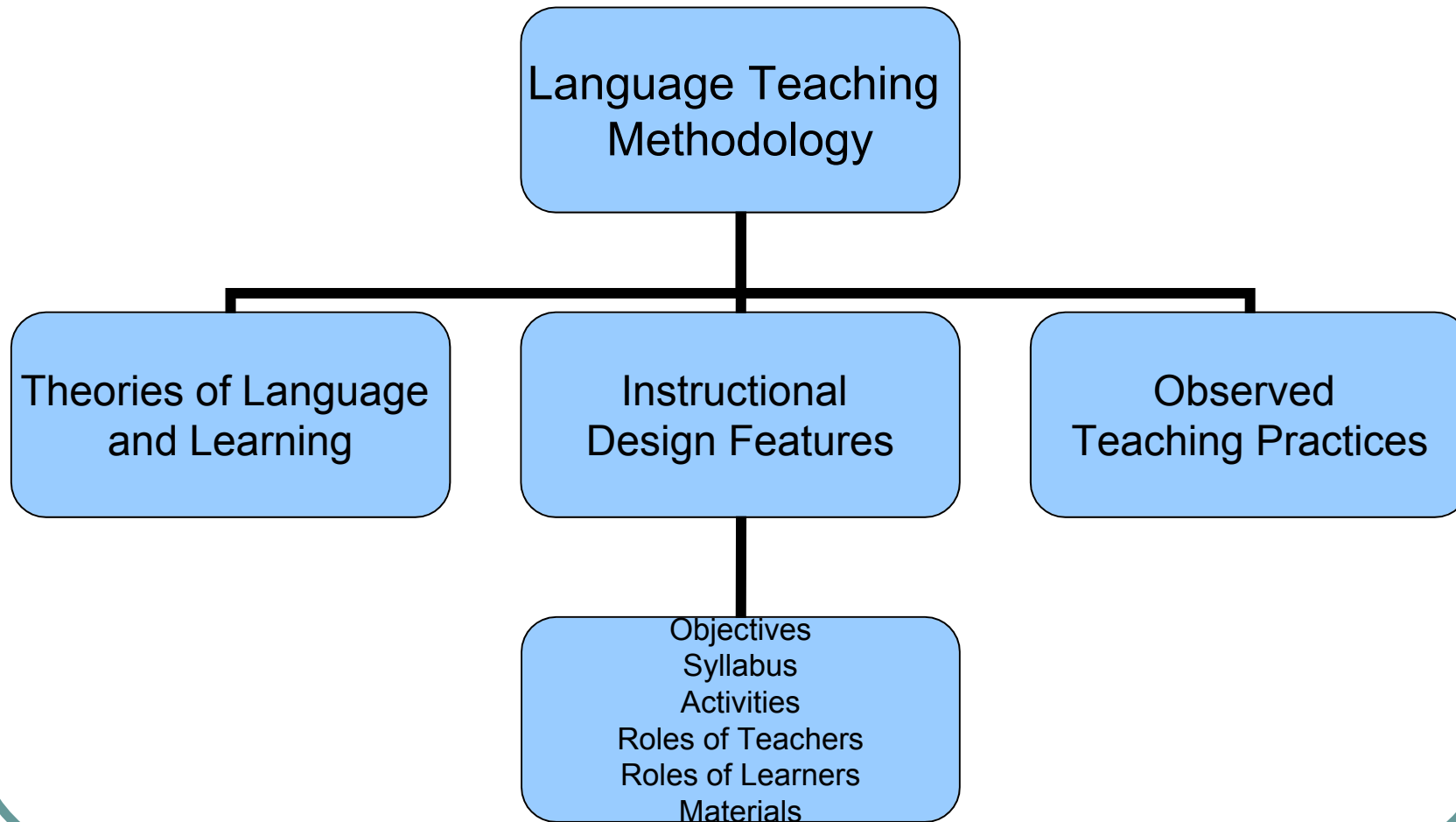
1980's Interactive views of language teaching

- **Communicative Language Teaching**
 - Learners learn a language through using it to communicate
 - Authentic and meaningful communication should be the goal of classroom activities
 - Fluency is an important dimension of communication
 - Communication involves the integration of different language skills
 - Learning is a process of creative construction and involves trial and error

Spin-off approaches of CLT

- These approaches share the same basic set of principles of CLT, but which spell out philosophical details or envision instructional practices in somewhat different ways
 - The Natural Approach
 - Cooperative Language Teaching
 - Content-Based Language Teaching
 - Task-Based Language Teaching

Language Teaching Methodology



Theories of Language and Learning

- Nature of language
 - Structural View of Language
 - Functional View of Language
 - Interactional View of Language
- Nature of Language Learning
 - Process-oriented theories
 - What are the psychological and cognitive processes involved (habit formation, induction, inferencing, generalization)
 - Condition-oriented theories
 - What are the conditions that need to be met for these learning processes to be activated?

- **Your understanding of what language is and how the learner learns** will determine to a large extent, **your philosophy of education, and how you teach English**: your teaching style, your approach, methods and classroom technique.

Language is a system of structurally related elements for the coding of meaning.

- What dimension of language is prioritized?
 - Grammatical dimension
- What needs to be taught?
 - Phonological units
 - Grammatical units and operations
 - Lexical items

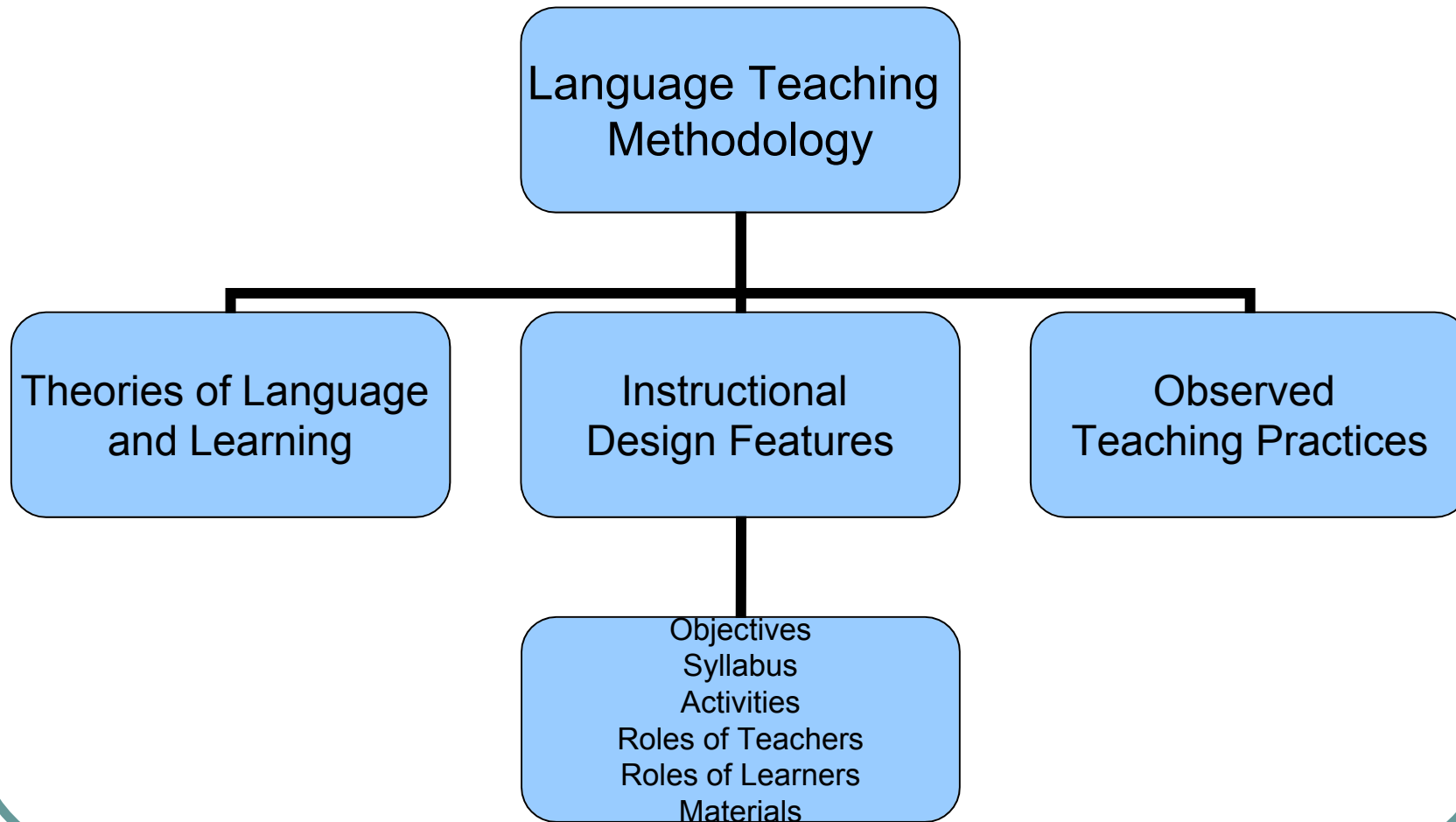
- Language is a vehicle for the expression of functional meaning.
 - What dimension of language is prioritized?
 - semantic and communicative dimension of language
 - What needs to be taught?
 - functions, notions of language

- Language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals
 - What dimension of language is prioritized?
 - Interactive dimension of language
 - What needs to be taught?
 - Patterns of moves, acts negotiation and interaction found in conversational exchanges.

Theories of Language and Learning

- Nature of language
 - Structural View of Language
 - Functional View of Language
 - Interactional View of Language
- Nature of Language Learning
 - Process-oriented theories
 - What are the psychological and cognitive processes involved (habit formation, induction, inferencing, generalization)
 - Condition-oriented theories
 - What are the conditions that need to be met for these learning processes to be activated?

Language Teaching Methodology



Elements and Subelements of Method

- Approach
 - Assumptions and beliefs about language teaching and learning
 - Design
 - Objectives
 - Syllabus
 - Activities
 - Roles of Teachers
 - Roles of Learners
 - Materials
 - Procedure
 - Implementational Phase
- A method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure

- Definition of language:
- A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought.