



SRI AKILANDESWARI WOMEN'S COLLEGE, WANDIWASH

ENGLISH LANGUAGE TEACHING

III ENGLISH
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SECTIONS

- Section 1: English Language Teaching
- Section 2: Direct Method
- Section 3: Audio lingual method
- Section 4: Grammar Translation Method
- Section 5: Community Language Learning



English Language Teaching- ELT


What is ELT?

- ELT is the teaching of English to people whose *first* language is not English. ELT is an abbreviation for 'English Language Teaching'.

ENGLISH
as a
SECOND LANGUAGE



Historical Background

- Communication  Language
- With Britishers 'English' arrived in India
- English as "Lingua Franca"
- Pre-Colonial Period
- Colonial Period
- Post Independence Period

Unit 1 – The role of English In India

- **Teaching of English for Science and Technology) EST in Indian Conditions by R S Sharma**
- **Teaching English as 'Second Language' in India by Kapil Kapoor (JNU, Delhi)**
- **Socio-cultural Dimensions of English as a Second Language by Rekha Aslam (University of Delhi)**
- **Teaching of English: A Plea for Practical Attitude by R. K. Singh (Indian Institute of Mines, Dhanbad)**
- **Teaching English as a Second Language in India Focus on Objectives by Shivendra K. Verma (Central University of Foreign Languages Hyderabad)**
- **English for Academic Purposes by Liz Hamp Loyns**
- **English for Specific Purposes by Tony Dudley-Evans**
- **Intercultural Communication by Claire Kramersch**

Unit 2 - The Nature of the Second language acquisition and learning. The Nature of Language teaching.

- Second Language Acquisition by David Nunan
- Bilingualism by Agnes Lam
- Task-based Language Learning by Jane Willis and Dave Willis
- Second Language Teacher Education by Donald Freeman
- Classroom Interaction by Amy B.M. Tsui
- Syllabus Design by Michael P. Breen
- Language Awareness by Leo van Lier
- Language Learning Strategies

Unit 3 Various Approaches

- The Nature of Approaches and Methods in Language Teaching by Jack Richards and Theodor Rodgers
- The Natural Approach
- Total Physical Response
- The Oral Approach and Situational Approach in Language Teaching
- Communicative Language Teaching
- The Silent Way
- Community Language Learning
- Suggestopedia

Unit 4 – Teaching of Language Skills

- Grammar by Daniel Larsen Freeman
- Vocabulary by Ronald Carter
- Discourse by Michael McCarthy
- Socio-linguistics by Sandra Silberstein

Direct Method

- ▶ **Definition:** A method of teaching language directly establishing a direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue.
- ▶ **Aims of this Method:**
- ▶ Direct method aims to build a direct relation between experience and language, word and idea, thought and expression.
- ▶ This method intends for students to learn how to communicate in the target language.
- ▶ This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue.

History

- ▶ It was established in Germany and France around 1900, and it was an answer to the dissatisfaction with the older Grammar Translation Method, which teaches students grammar and vocabulary through direct translations and thus focuses on the written language.

Direct Method

is also known as:

Natural Method

Phonetical Method

Anti-Grammatical Method

Reform Method

Background

- In the mid and late 19 century, Europe experienced a wave of increasing opportunities of communication, due to industrialization and international trade and travel.
- A need was felt to develop oral proficiency in foreign languages.
- Language teachers had already found **Grammar-translation method** inadequate and ineffective in developing 'communicative ability' in learners.



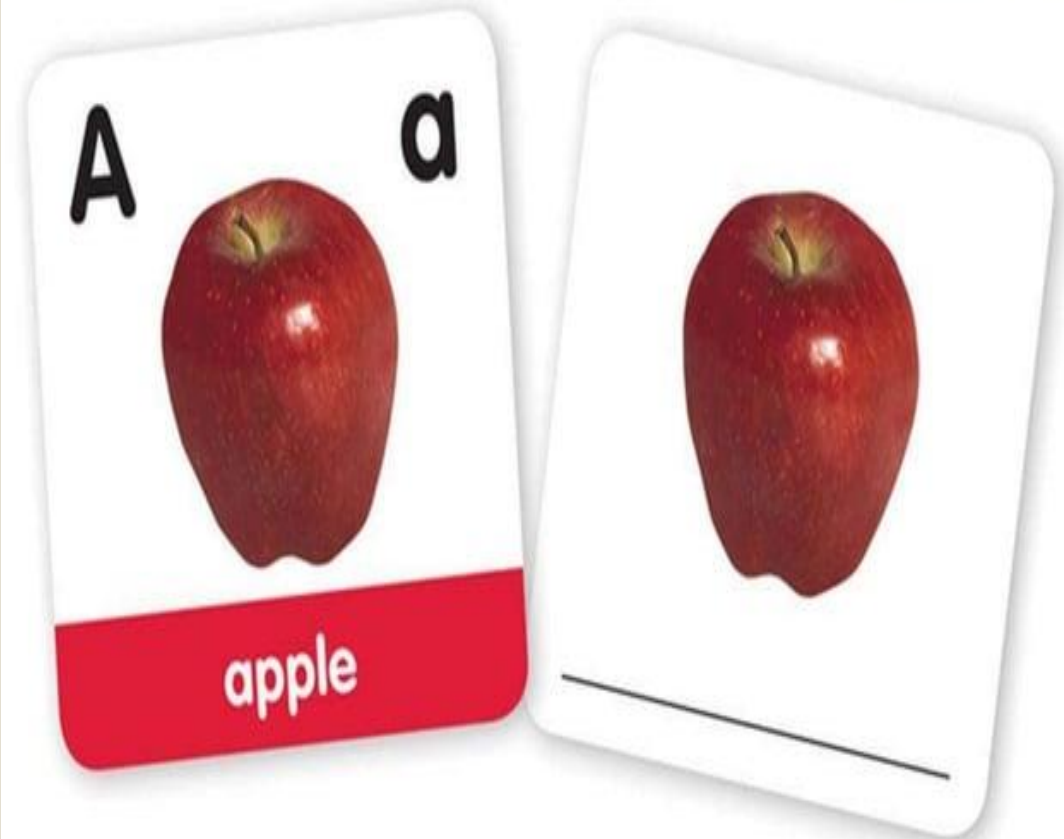
The main principles of the Direct Method

Principles

1- Classroom instructions are conducted exclusively in the target language.



► 2- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.



- ▶ 3- Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.



- ▶ 4- Grammar is taught inductively.

- ▶ **Students Figure Out Rules Themselves.** Because we aren't translating for our students, we're introducing language in context through action and interaction. We're pushing students to think in English and to develop their own understanding of the rules of the language. For example, by hearing the teacher say "he is a student" to Ricardo, and "they are students" to Chris and Natalia, students start learning verb conjugations without creating diagrams or having patterns laid out for them.



- ▶ 5- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.



- ▶ 6- Both speech and listening comprehensions are taught.



Techniques

- Q & A: The teacher asks questions of any nature and the students answer.
- Dictation: The teacher chooses a grade appropriate passage and reads the text aloud. Teacher reads the passage three times



"I hope you're ready for your English dictation test?" says Miss Chan.

"Open your dictation books. Write today's date on the top right corner of your page."



Teacher's Role

The role of the teacher is to direct class activities, encourage students to participate in class and corrects their mistakes immediately. But students and teacher are partners in the learning process.

Student's Role

Students are very active. Oral communication skills are emphasized, there is a large amount of Learner-Learner interaction.

Error Correction

The teacher, using various techniques, tries to get students to self-correct whenever possible

Use of Mother Tongue

Student's native language shouldn't be used in the classroom

STRATEGIES FOR TEACHING USING DIRECT METHOD

Question & Answer Exercise

- Teacher ask student using target language and student answer in full sentences.

Reading Aloud

- Student read sections of passages, plays or dialogs out loud

Dictation

- Teacher reads passage aloud various amount of times at various tempos, students writing down what they hear

Advantages & Disadvantages of Direct Method

Advantages	Disadvantages
Students are encourage & motivated to use L2 spontaneously.	Lack of teachers that interested in using DM(not many teachers creative to create their own materials)
Its emphasis on speech made it more attractive for those who have needs of real communication in the target language	DM ignores written work & reading activities and sufficient attention is not paid to reading & writing skills.
It make learning process interesting and fun because DM encourage using realia during learning process.	In large class, DM is not properly applied.(not satisfy the needs of individual)
Students are able to understand what they learn.(it focus on meaning not the rules)	DM is not suitable for public school because it is costly.(realia, visual materials)



AUDIO-LINGUAL METHOD

ENGLISH TEACHING METHODOLOGY

DEFINITION

- **The Audio-lingual Method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing.**
- **This method is combination between behavioral psychology and linguistic.**
- **It's also called "Army method".**

GOALS

There are two objectives in this method:

- Short-range objective includes training in listening comprehension and accurate pronunciation.
- Long-range objective or the ultimate goal is to develop the student's abilities are the same like what native speakers have, to use it automatically without stopping to think.

BACKGROUND

- Audio-lingual Method(ALM) was developed in the US during the Second World War.
- This method is accepted by people of other countries and was introduced in Indonesia in the 1960's.

APPROACH

- Theory of language
- Theory of language learning

CHARACTERISTICS

- Based on the principles of behavior psychology.
- Spoken form first, written form later.
- Grammar is taught inductively through drills.

ADVANTAGES

- ◉ All students act in the classroom.
- ◉ The stage of the class more interesting and lively.
- ◉ Speaking and listening skills are better trained.

DISADVANTAGES

- Grammar skill untrained.
- Students were not able to transfer skills to real communication outside the classroom.
- Many student found boring and unsatisfying.

LEARNER ROLES

- **Learner can be directed by skilled training techniques to correct responses.**
- **They are reactive role.**

TEACHER ROLES

- **Central and active**
- **Monitors and correct the learners performance.**

GRAMMAR TRANSLATION METHOD





Brief history of GTM

It was first used in 15th century for teaching the classical languages, Latin and Greek. It was also named as Classical Method.

Earlier in 20th century, this method was used for helping students read and appreciate foreign language literature.





Objectives

- ❖ Students will be able to read literature written in the target (English) language
- ❖ Students will be able to translate from one language to another
- ❖ To help students to develop reading and writing skill
- ❖ To help students read and appreciate foreign language literature



1. Translation

2. Reading Comprehension Question

3. Antonyms/synonyms

5. Grammar rules

6. Fill-in-the-blanks:

7. Memorization.





1.To read foreign literature

A fundamental purpose of learning a foreign language is to be able to read its literature.





2.Emphasis on grammar rules

It emphasis on grammar rules and further, an application of these rules in translation.





3. Reading and writing

Reading and writing skills are given the key role to play whereas the speaking skill is paid little or no attention.



THE SILENT WAY

ENGLISH TEACHING METHODOLOGY

- The Silent Way developed in the 1960s by Caleb Gattegno.
- It was first introduced in Gattegno's book *Teaching Foreign Languages in Schools: The Silent Way* in 1963.
- It is well known for the use of **colored sticks** called **Cuisenaire rods** and for his approach to the teaching of initial reading in which **sounds are taught by colors.**

BACKGROUND

- This method is based on the premise that teacher should be silent as much as possible and the learners should be encouraged to produce language as much as possible.
- The method emphasizes the autonomy of the learner.

CHARACTERISTICS

- Silence is a key tool of the teacher in the Silent Way.
- A silent way classroom also makes extensive use of peer correction.

TEACHING TECHNIQUE

- This method fosters cooperative learning between individuals.
- It embodies a new approach to education in general, a respect for the individual and an awareness of the individual's extraordinary cognitive powers.

ADVANTAGES

- For some teachers the rigidity of the system may be meaningless.
- Learners hard to understand.

DISADVANTAGES

(CLL) Community Language Learning



Origin



Charles Curran

THEORY :

- . Also known as 'Counseling – learning'.
- . It's a good method to practice speaking and listening.
- . Teacher's and students' role :
[Teacher = Counselor / Students = Client]
- . Relationship between teacher and students :
[dependency → independency]

- . Native language are permitted among students .
- . Translation will be provided by the teacher .
- . Specially created for adult learner who might fear to appear foolish .
- . Students apply the target language independently when they feel confident enough to do so .
- . Students are encouraged to express how they feel about the learning process .

Activities :

1) Translation

Students form a circle

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graph TD; A[Students form a circle] --> B[A student speak out in his/her mother tongue]; B --> C[Teacher translate it into the target language];
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A student speak out in his/her mother tongue

Teacher translate it into the target language

2) Tape recording

Students speak out in their mother tongue



Teacher translate the language chunks into target language



Students repeat the chunks in target language



Only target language production are recorded