SANTO TOMAS DE AQUINO UNIVERSITY
VICERRECTORIA GENERAL DE EDUCACION ABIERTA Y A DISTANCIA

B.A. PROGRAM IN FOREIGN LANGUAGE - ENGLISH

ENGLISH DIDACTICS

BOGOTA- COLOMBIA
1. **GRAMMAR-TRANSLATION METHOD**

The Grammar Translation Method is the oldest method of teaching languages in India. It is as old as the internationalization of English in the country. A number of methods and techniques have been evolved for the teaching of English and also other foreign languages in the recent past, yet this method is still in use in many part of India. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. The main principles on which the Grammar Translation Method is based are the following:

(i) Translation interprets the words and phrases of the foreign languages in the best possible manner.

(ii) The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.

(iii) The structures of the foreign languages are best learnt when compared and contrast with those of mother tongue.

Classes were conducted in the native language. A chapter in a distinctive textbook of this method would begin with a massive bilingual vocabulary list. Grammar points would come directly from the texts and be presented contextually in the textbook, to be explained elaborately by the instructor. Grammar thus provided the rules for assembling words into sentences. Tedious translation and grammar drills would be used to exercise and strengthen the knowledge without much attention to content. Sentences would be deconstructed and translated. Eventually, entire texts would be translated from the target language into the native language and tests would often ask students to replicate classical texts in the target language. Very little attention was placed on pronunciation or any communicative aspects of the language. The skill exercised was reading, and then only in the context of translation.

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level.
2. **DIRECT METHOD**

The direct method of teaching was developed as a response to the Grammar-Translation method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, there is a focus on speaking and listening, and only useful ‘everyday’ language is taught. The weakness in the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are very different.

Aspects of the Direct Method are still evident in many ELT classrooms, such as the emphasis on listening and speaking, the use of the target language for all class instructions, and the use of visuals and realia to illustrate meaning.

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.
5. New teaching points are introduced orally.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehensions are taught.
8. Correct pronunciation and grammar are emphasized.
9. Students should be speaking at least 80% of the time during the lesson.
10. Students are taught from inception to ask questions as well as answer them.
3. SUGGESTOPEDIA

Learning is a matter of attitude, not aptitude.

Suggestopedia is a teaching method which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov (see right). The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches. However, Lozanov reserves the title strictly for his own method, and he has his own training and certification facilities. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. It is now applied in several other fields, and its central ideas inspired the development of my own Brainware workshops. Another revolutionary language teacher who developed his own distinctive methods was the late Michel Thomas.

- **Presentation**
  A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.

- **First Concert - "Active Concert"**
  This involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.

- **Second Concert - "Passive Review"**
  The students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material.

- **Practice**
  The use of a range of games, puzzles, etc. to review and consolidate the learning.
4. **AUDIOLINGUAL METHOD - AUDIOLINGUALISM**

The audiolingual approach to language teaching has a lot of similarities with the direct method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audiolingual approach focuses on grammar drills.

The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them. It was believed that learning structure, or grammar was the starting point for the student. Here are some characteristics of the method:

- Language learning is habit-formation,
- Mistakes are bad and should be avoided, as they are considered bad habits,
- Language skills are learned more effectively if they are presented orally first, then in written form,
- Analogy is a better foundation for language learning than analysis,
- The meanings of words can be learned only in a linguistic and cultural context.
5. **TOTAL PHYSICAL RESPONSE - TPR**

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It was developed by James Asher, a professor of psychology at San Jose State University.

Total Physical Response is linked to the "trace theory" of memory in psychology, which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the probability of successful recall.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game-like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

Asher's emphasis on developing comprehension skills before the learner is taught to speak links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach (Winitz 1981). This refers to several different comprehension-based language teaching proposals, which share the belief that (a) comprehension abilities precede productive skills in learning a language; (b) the teaching of speaking should be delayed until comprehension skills are established; (c) skills acquired through listening transfer to other skills; (d) teaching should emphasize meaning rather than form; and (e) teaching should minimize learner stress.

The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a *long tradition in language teaching*. 
6. THE SILENT WAY

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of coloured wooden sticks called cuisenaire rods and for his series Words in Colour, an approach to the teaching of initial reading in which sounds are coded by specific colours. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of colour charts and the coloured cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

2) Learning is facilitated by accompanying (mediating) physical objects.

3) Learning is facilitated by problem solving involving the material to be learned.

Let us consider each of these issues in turn.

The Silent Way belongs to a tradition, which views learning as a problem-solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener. Bruner discusses the benefits derived from "discovery learning" under four headings: (a) the increase in intellectual potency, (b) the shift from extrinsic to intrinsic rewards, (c) the learning of heuristics by discovering, and (d) the aid to conserving memory (Bruner 1966: 83). As we shall see, Gattegno claims similar benefits from learners taught via the Silent Way.

If the use of associative mediators produces better retention than repetition does, it seems to be the case that the quality of the mediators and the student's personal investment in them may also have a powerful effect on memory.
The Silent Way is also related to a set of premises that we have called “problem-solving approaches to learning.” These premises are succinctly represented in the words of Benjamin Franklin:

Tell me and I forget,

Teach me and I remember,

Involve me and I learn.

Memory research has demonstrated that the learner's "memory benefits from creatively searching out, discovering and depicting". In the Silent Way, "the teacher's strict avoidance of repetition forces alertness and concentration on the part of the learners" (Gattegno 1972: 80). Similarly, the learner's grappling with the problem of forming an appropriate and meaningful utterance in a new language leads the learner to realization of the language "through his own perceptual and analytical powers". The Silent Way student is expected to become "independent, autonomous and responsible" (Gattegno 1976) - in other words, a good problem solver in language.

The objective of The Silent Way Method of language teaching is for students to work as independent language learners. The teacher speaks very little when using this method. The role of the teacher is to draw the learners' attention to the way that they are going about the act of learning. The teacher facilitates the students' discoveries and helps the students to gain insight into the functioning of the language. In order to use this method some specific materials are required.

- **A Sound/Color Wall Chart**: made up of different color rectangles in which each color represents a phoneme or sound of the English language.

- **Word Wall Charts**: words are written using the same color code as the sound/color wall chart suggests. These charts display the structural vocabulary of the language.

- **Spelling Charts**: These charts are referred to as the Fidel. They show the possible spellings for each phoneme and they also use the same color code as the sound/color wall chart.

- **Rods**: these are cards containing sounds which correspond to the sound/color wall chart. These rods allow students to create words using phonemes.
7. COMMUNITY LANGUAGE LEARNING

Community language learning (CLL) was primarily designed for monolingual conversation classes where the teacher-counsellor would be able to speak the learners’ L1. The intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It’s a method that is based on English for communication and is extremely learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus.

- How it works in the classroom
  - Stage 1: Reflection
  - Stage 2: Recorded conversation
  - Stage 3: Discussion
  - Stage 4: Transcription
  - Stage 5: Language analysis
  - Length of stages