

# เอกสารประกอบการสอน

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## English Teaching Methodology and Materials Selection

จัดทำโดย

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# Major language trends in twentieth-century language teaching

Approaches and Methods in Language Teaching (2001)  
by Jack C. Richards and Theodore S. Rodgers

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## Why?

- 1. The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.
- 2. Approaches and methods can be studied not as prescriptions for how to teach but as a source of well used practices, which teachers can adapt or implement based on their own needs.
- 3. Experience in using different teaching approaches and methods can provide teachers with the basic teaching skills that they can later add to or supplement as they develop teaching experience.

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## **Definitions: Approach, Method, and Technique**

(p.19 in Richards's book)

Anthony (1963) stated "the organizational key is that techniques carry out method which is consistent with an approach" (pp.63-7).

**...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.

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**...Method** is an overall plan for the orderly presentation of language material, no parts of which contradicts, and all of which is based upon, the selected approach. ...a method is procedural.

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- ...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 method, therefore in harmony with an approach as well.

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### Example: Audiolingual method

It is a method of foreign or second language teaching which (a) emphasizes the teaching of speaking before reading and writing, (b) uses dialogues or drills, (c) discourages use of the L1 in the classroom, (d) often makes use of contrastive analysis.

The theory behind the audiolingual method is the aural-oral approach to language teaching, which contains the following beliefs about language and language learning:

- a) speaking and learning are the most basic language skills.
- b) each language has its own structure and rule system.
- c) language is learned through forming habits.

These ideas were based partly on criticism of its theory of Structural Linguistics and partly on Behaviorism.

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- “Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activities (techniques).

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## A brief history of language teaching

Direct method

Natural approach

ALM (Audiolingual method)

ALM (Audiolingual method)

Cognitive Code

Grammar translation

Silent way

Total Physical Response (TPR)

Whole language

Suggestopedia

Community Language Learning (CLL)

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## The Chronological Development of Language Teaching

### ■ → Early 18<sup>th</sup> century

- ◆ Era: Influence of teaching of Latin and Greek
- Method: Grammar Translation (1840 –1940)
- Principal characteristics:
  1. GT is a way of studying a language that approaches the language first through detail analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
  2. Reading and writing are the major focus.
  3. Vocabulary is taught through bilingual word lists.
  4. The sentence is the basic unit of teaching and language practice.
  5. Accuracy is emphasized.
  6. Grammar is taught deductively.
  7. L1 is the medium of instruction.

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### ■ → Late 19<sup>th</sup> (1800-1900)

#### ■ Era: Reaction to Grammar Translation Method

- \* - Marçel (1793 – 1896) proposed that reading should be taught before other skills.
- \* - Prendergast (1806-1886) proposed the first "structural syllabus", advocating that learners be taught the most basic structural patterns occurring in the language.
- \* - Gouin (1831-1886) developed an approach based on children's use of language. Gouin's emphasis on the need to present new teaching items in a context that makes their meaning clear, and the use of gestures and actions to convey the meanings of utterances, are practices that later became part of such approaches and methods as Situational Language Teaching and Total Physical Response.

They had done much to promote alternative approaches to language teaching but their ideas failed to receive widespread support or attention.

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- → Early 20<sup>th</sup> century
- **Era: The reform movement (move the focus from structure to oral skill)**
  - ★ **1886 International phonetic Alphabet (IPA) was established**
  - ★ **Viator (1850-1918) argued that training in phonetics would enable teachers to pronounce the language accurately. Speech patterns, rather than grammar, were the fundamental element of language.**
- **Principal beliefs:**
  - - The spoken language is primary.
  - - The findings of phonetics should be applied to teaching.
  - - The learners should hear the language before seeing it in written form.
  - - Words should be taught in meaningful context.
  - - The grammar should be taught inductively.
  - - Translation should be avoided though L1 could be used to explain new words or to check comprehension.

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- → Early 20<sup>th</sup> century (1920)
  - ◆ **Method: The Direct method or Natural method**
- **Influenced by the first language acquisition**
- - **Sauveur (1826 –1907) argued that a foreign language could be taught without translation or the use of L1 if meaning is conveyed directly through demonstration and action.**
- **Principal characteristics:**
  1. Exclusively use target language
  2. Teach everyday vocabulary
  3. Oral communication skills were built around question-answer exchanges
  4. Grammar was taught inductively.
  5. New teaching points were introduced orally.
  6. Concrete vocabulary was taught through demonstration or objects.
  7. Both speech and listening were emphasized.
  8. Correct pronunciation and grammar were focused.

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■ **Many viable questions were asked:**

- What should the goals of language teaching be? Should a language course try to teach conversational proficiency, reading, translations or some other skills?
- What is the basic nature of language, how will this affect the teaching methods?
- What are the principles of selection of language content in the language teaching?
- What principles of organization, sequencing, and presentations best facilitate learning?
- What should the role of the native language be?
- What process do learners use in mastering a language, can these incorporate into the teaching methods?
- What teaching techniques and activities work best and under what circumstance?

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## **Alternative approaches and methods**

The Oral Approach and Situational Language Teaching  
The Audiolingual method  
Total Physical Response  
The Silent Way  
Community Language Learning  
Suggestopedia  
Whole Language  
Multiple Intelligences  
Neurolinguistic Programming  
The lexical Approach  
Competency-based Language Learning

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## Current communicative approaches

- Communicative Language Teaching
- The Natural Approach
- Cooperative Language Learning
- Content-based approach
- Task-based approach
- The post-method era

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## Presentation + Demonstration

- Background
- Approach: Theory of language learning  
Theory of the nature of language
- Design: Objectives, syllabus, learning activities, roles of learners, teachers, and materials
- Procedure
- Conclusion

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