

ENGLISH TEACHING METHODOLOGY

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Introduction

People who are new to the Language teaching profession often overlook one of its essential characteristics. Language itself is dynamic, infinite and ever- changing. The best language teachers are generally dynamic themselves. In terms of the way they develop, add-to and experiment with their teaching methodology. Methodology should not be seen as an indoctrinated set of “standardized” acceptable techniques. Sadly, teaching methodology to many is a simple matter of following various steps, and this ignores fundamental characteristics of what language is and does, and often the language learners themselves. Methodology is understood to mean “methods” in a general sense. Whatever considerations are involved in “how to teach” are methodological. So the research shows some methods that tend to be primarily concerned with teacher and student roles and behaviors and secondarily with features materials and any of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives.

The aim of this paper is to introduce the reader a wide variety of methods to help the teacher to choose any method according to his ability and the cultural level of education in the society. Moreover it sheds light on teaching techniques which be suit the teaching environment besides the merits and demerits of every method, filling such gap is the main thrust of this paper. Accordingly, it is divided into eight chapters; each chapter covers an aspect of the above methods.

Chapter One

The Grammar Translation Method□

Overview

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 to 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 any level.

Some teachers who use the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others may even say it is the “least stressful” for students who are rarely called upon to speak the language in any communicative fashion.

More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be “because that is the way it is always been done- it’s the way I learned and look, now I’m a professor”. The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods.

Key Features

The key features of the Grammar Translation Method are as follows: ⁽¹⁾

- (1) Classes are taught in the mother tongue, with little active use of the target language.
- (2) Much vocabulary is taught in the form of lists of isolated words.
- (3) Long elaborate explanations of the intricacies of grammar are given
- (4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- (5) Reading of difficult classical texts is begun early.
- (6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- (7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- (8) Little or no attention is given to pronunciation.

Typical Techniques

Descriptions of some common/typical techniques closely associated with Grammar Translation method. The listing here is in summary form only ⁽²⁾:

- (1) Translation of a Literary Passage.

(Translating target language to native language).

(2) Reading Comprehension Questions

(Finding information in a passage, making inferences and relating to personal experience).

(3) Antonyms/Synonyms

(Finding antonyms and synonyms for words or sets of words).

(4) Cognates

(Learning spelling/sound /patterns that correspond between L1 and the target language).

(5) Deductive Application of Rule

(Understanding grammar rules and their exception, then applying them to new examples).

(6) Fill-in-the-blanks

(Filling in gaps in sentences with new words or items of a particular grammar type).

(7) Memorization

(Memorizing vocabulary lists, grammatical rules and grammatical paradigms).

(8) Use words in Sentences

(Students create sentences to illustrate they know the meaning and use of new words).

(9) Composition

(Students write about a topic using the target language).

Comments

Many people who have undertaken foreign language learning at high schools or universities even in the past 10 years or so may remember many of the teaching techniques listed above for the Grammar Translation Method. They may also recall that the language learning experience was uninspiring, rather boring, or even left them with a sense of frustration when they traveled to countries where the language was used only to find they couldn't understand what people were saying and struggled mightily to express themselves at the most basic level.

Very few modern language teaching experts would be quick to say that this is an effective language teaching method, and fewer would dare to try and assert that it results in any kind of communicative competence. As Richards and Rodgers state, "It is a method for which there is no theory. There is no literature that

offers a rationale or justification for it that attempts to relate it to issues in linguistics, psychology, or educational theory”.

And yet the Grammar Translation Method is still common in many countries-even popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translation, and rote exercises.

Chapter Two

The Direct Method

Overview

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the “dawn” of modern foreign language teaching. Teachers frustrated by the limits of the Grammar Translation Method in terms of its inability to create “communicative” competence in students, began to experiment with new ways of teaching language. Basically, Teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not-namely oral communication, more spontaneous use of the language, and developing the ability to “think” in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method-for instance using L1 as the language of instruction, memorizing grammatical rules and lots of translation between L1 and the target language.

The appearance of the “Direct Method” thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them

communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and “Berlitz Method” are now world-renowned.

Still, the Direct Method was not without its problems. As Brown points out, “(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use. “By the late 1920s, the method was starting to go in to decline and there was even a return to the Grammar translation Method, which guaranteed more in the way of “scholastic” language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known “Audio-lingual Method” expanded from starting half way through the 20th century.

Objectives

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of regalia, pictures or pantomime. There is to be a direct connection between concepts and the language to be learned,

Key Features

The key features of the Direct Method thus: ⁽³⁾

- (1) Classroom instruction is conducted exclusively in the target language.
- (2) Only everyday vocabulary and sentences are taught.
- (3) Oral communication skills are built up in a carefully traded progression organized around.
- (4) Grammar is taught inductively.
- (5) New teaching points are taught through modeling and practice.
- (6) Concrete vocabulary is taught through demonstration, objects, and pictures: abstract vocabulary is taught by association of ideas.
- (7) Both speech and listening comprehension are taught.

(8) Correct pronunciation and grammar are emphasized.

Typical Techniques

Descriptions of some common/typical techniques closely associated with the Direct Method. The listing here is in summary form only⁽⁴⁾:

- (1) reading Aloud
(Reading sections of passages, plays or dialogs out loud)
- (2) Question and Answer Exercise
(Asking questions in the target language and having students answer in full sentences).
- (3) Student Self-Correction
(Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc).
- (4) Conversation Practice
(Teacher asks students and students ask students questions using the target language).
- (5) Fill-in-the-blank Exercise
(Items use target language only and inductive rather than explicit grammar rules).
- (6) Dictation
(Teacher reads passage aloud various amount of times at various tempos, students writing down what they hear).
- (7) Paragraph Writing
(Students write paragraphs in their own words using the target language and various models)

Comments

The Direct Method is undoubtedly a highly effective method in terms of creating language learners who are very competent in terms of using the target language communicatively. However, as pointed out above, it requires small class size, motivated learners and talented teachers in order to succeed really well. It is also an unfortunate fact of life that students of foreign languages these days need more than just the ability to communicate confidently – they need to be able to demonstrate grammatical accuracy and good reading skills in order to succeed in both national and international language testing systems. It becomes something of an issue in countries where English language learning is primarily EFL-based

(that is, English as a Foreign Language) and there is a distinct shortage of both (1) the opportunity to apply the language communicatively in real-life situations outside the actual classroom, and (2) teachers who have the required level of native or native-like ability in the target language and the creativity to provide realistic examples to illustrate what elements of the language actually mean.

Some of the teachers who go on to practice this kind of methodology tend to be native speakers who travel to foreign countries where they have no ability in the local language. In many cases they are not even aware they are following what is known as the “Direct Method”- they are trying to make the best out of a difficult classroom situation where creativity and constant (careful) use of the target language are required to make up for teachers’ shortcomings elsewhere, whether that be a lack of ability in the students’ mother language or a lack of knowledge about various pedagogic approaches to language teaching.

In an interesting development it is not at all uncommon to find a blend of teaching techniques consisting of partner teachers – one a native speaker with no knowledge of the local language, culture or educational system, the other a local teacher who speaks English as a second or foreign language. The native speaker is often referred to as the “conversation teacher”, and represents the “global communication” aspect of a marketing strategy so important for private language institutes. The local teacher may be known as the “grammar and translation” half of the overall package, the teacher who can use the students’ mother language to control their behavior, put them at ease and explain how the grammar works.

The Direct Method was an important turning point in the history of foreign language teaching, and represented a step away from the Grammar Translation Method that was progressive and heading in the right direction.

Chapter Three

The Audio-lingual Method

Overview

The next “revolution” in terms of language teaching methodology coincided with World War II, when America became

aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translators through very intensive language course focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching “linguistic patterns” in combination with “habit-forming”. This method was one of the first to have its roots “firmly grounded” in linguistic and psychological theory”⁽⁵⁾. Which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow, and can still be seen in major or minor manifestations of language teaching methodology even to this day.

Another factor that accounted for the method’s popularity was the “quick success” it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and “over-learning” of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the long run, as critics began to point out that method did not deliver in terms of production long-term communication ability.

The study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors, that learners were able to product language forms and patterns that they had never heard before. The idea that thinking processes themselves led to the discovery of independent language “rule formation” (rather than “habit formation”) and that affective factors influenced their application paved the way toward the new methods that were to follow the Audio-lingual Method.

Just as with the direct method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to “overlearn” that language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) in to the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language: habits” of the first language would constantly interfere, and the only way to overcome the problem was to facilitate the learning of a new set of: habits” appropriate linguistically to the language being studied.

Key Features

Here is a summary of the key features of the Audio-lingual method⁽⁶⁾.

- (1) New material is presented in dialog form.
- (2) There is dependence on mimicry, memorization of set phrases, and overlearning.
- (3) Structures and sequenced by means of contrastive analysis and taught one at a time.
- (4) Structural patterns are taught using repetitive drills.
- (5) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
- (6) Vocabulary is strictly limited and learned in context.
- (7) There is much use of tapes, language labs, and visual aids.
- (8) Great importance is attached to pronunciation.
- (9) Very little use of the mother tongue by teachers is permitted.
- (10) Successful responses are immediately reinforced.
- (11) There is great effort to get student to produce error-free utterances.
- (12) There is tendency to manipulate language and disregard content.

Typical Techniques

Description of some common/typical techniques closely associated with the Audio-lingual Method. The listing here is in summary form only⁽⁷⁾:

- (1) Dialog Memorization

(Students memorize an opening dialog using mimicry and applied role-playing).

(2) Backward Build-up (Expansion Drill)

(Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence).

(3) Repetition Drill

(Students repeat teacher’s model as quickly and accurately as possible).

(4) Chain Drill

(Students ask and answer each other one-by-one in a circular chain around the classroom).

(5) Single Slot Substitution Drill

(Teacher states a line from the dialog, then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place).

(6) Multiple-slot Substitution Drill

(Same as the Single Slot drill, except that there are multiple cues to be substituted into the line).

(7) Transformation Drill

(Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc).

(8) Question-and-answer Drill

(Students should answer or ask questions very quickly)

(9) Use of Minimal Pairs

(Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words).

(10) Complete the Dialog

(Selected words are erased from a line in the dialog-students must find and insert).

(11) Grammar Games

(Various games designed to practice a grammar point in context, using lots of repetition).

Comments

Just as with the Direct Method, the Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well generally be able to create what appear to be very “productive” students. The extensive and elaborate drills designed to facilitate over learning and good “language habit forming” were an innovative addition to the techniques used to practice language, and many of them are featured as essential parts of “communicative” methods that followed the Audio-lingual Method.

The method’s original appearance under the name “The Army method” is apt, and from it one ought not to be surprised that the method is all about highly controlled practice involving extensive repetition aimed at “habit forming”. If you can imagine a squad of new military recruits doing marching drills in the exercise yard, listening to the terse commands and repeating the movements in various combinations until they become second nature and do not need to be “thought about”, then you have yourself an effective picture of how the Audio-lingual Method essentially works and creates the desired result. The experts representing descriptive linguistics at that time can be seen as disseminating the patterns required to perform the various marching drills piece by piece, and the behavioral psychologists dictated the various ways for the drills to be repeated in order to create an effective habit – forming process.

The (however slightly simplified) picture presented above ought to also indicate to the modern, enlightened and eclectic language teacher the obvious ways in which the Audio-lingual Method falls far short of the overall goal of creating sustainable long-term communicative competence in language learners. The linguistic principles upon which the theory was based emphasized surface forms of language and not the “deep structure”. Cognitive principles aimed at explaining how learners learn and develop independent concepts were to change considerably in the period following the Audio-lingual Method.

Still, there are reasons why the method is still popular, and perhaps even appropriate in certain educational contexts. In

countries where one of the prime objectives of learning English is to take and achieve successful results in a variety of tests, and where many learners are not intrinsically motivated to learn English but do so because they feel they have to, the method is not without merits. The term “practice makes perfect” was coined at a time when the concept of practice was synonymous with repetition, and if English is seen as just “another subject to be learned”, then the philosophy of repeating the required patterns until you get them right without needing to think about them does have a lot of supporters.

Chapter Four

Community Language

Overview

In the early seventies, Charles Currant developed a new education model he called “Counceling – Learning”. This was essentially an example of an innovative model that primarily considered “affective” factors as paramount in the learning process. learners were to be considered not as a “class”, but as a “group”, Curran’s philosophy dictated that students were to be thought of as “clients”-their needs being addressed by a “councilor” in the form of the teacher...what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group”. Curran was best known for his extensive studies on adult learning, and some of the issues he tried to address were the “threatening” nature of a new learning situation to many adult learners and the anxiety created when students feared making “fools” of themselves Curran believed that the counseling-learning model would help lower the instinctive defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive “community” of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping in the learning process, not a threat.

The Counseling –Learning educational model was also applied to language learning, and in this form it became known as

Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as “whole persons”, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher (as councilor) outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of “dependence” on the teacher-councilor to a state of independence.

The Community Language learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to “learn about their learning”, so to speak. Learning in a non-defensive manner is considered to be very important, with teacher and student regarding each other as a “whole person” where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both “learner-clients” and the “teacher-councilor”.

Key Features

The Community Language Learning method involves some of the following features:

- (1) Students are be considered as “learner-clients” and the teacher as a “teacher-councilor”.
- (2) A relationship of mutual trust and support is considered essential to the learning process.
- (3) Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
- (4) Grammar and vocabulary are taught inductively.

- (5) “Chunks” of target language produced by the students recorded and later listened to-they are also transcribed with native language equivalents to become texts the students work with.
- (6) Students apply the target language independently and without translation when they feel inclined/confident enough to do so.
- (7) Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
- (8) A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

Typical Techniques

Description of some common/typical techniques closely associated with Community Language Learning. The listing here is in summary form only⁽⁸⁾:

- (1) Tape Recording Student Conversation
(Students choose what they want to say, and their target language production is recorded for later listening/dissemination).
- (2) Transcription
(Teacher produces a transcription of the tape-recorded conversation with translation in the mother language-this is then used for follow up activities or analysis).
- (3) Reflection on Experience
(Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding).
- (4) Reflective Listening
(Students listen to their own voices on the tape in a relaxed and reflective environment).
- (5) Human Computer
(Teacher is a “human computer” for the students to control-the teacher stating anything in the target language the student wants to practice, giving them the opportunity to self correct).
- (6) Small Group Tasks

(Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class).

Comments

Community Language Learning is an innovative approach. It is certainly unique in that it is one of the first methods to be developed that really focused on the feelings of the students and tried to address “affective” factors in learning (particularly for adult learners). It was also the first method to combine the field of language learning with the dynamics and principles of “counseling”.

Important and beneficial as that may be, it could be said that the method goes too far in the direction of affective factors at the expense of other considerations. It has been criticized for being too non-directive, and it certainly is not a method which could be recommended for students who are learning English as part of a standard, compulsory education curriculum. The method assumes that students intrinsically want to learn the new language, and that is not always the case. In a class where only half (or less) of the students actually want to be there, the principles of the group support/dynamic are very likely to fall down.

The method has other limitations. The teacher must be fluent in both the target language and the students’ mother language. It cannot be used for large or very large classrooms, and would be quite limited in terms of how it could be applied to classes of young learners, who tend to instinctively expect a certain amount of active direction from the teacher.

Still, the basic affective principle is a good one. Various Community Language Learning techniques can be used very effectively in combination with other methods. The tape recording and transcription elements are very useful, and any method which stresses the feelings and independent development of the learners themselves is one worth looking at and trying out in a variety of ways.

Chapter Five

The Silent Way Method

Overview

In addition to “affective” theories relative to language learning, another challenge to the Audio-lingual Method was under way already in the sixties in the form of the “Cognitive Code” and an educational trend known as “Discovery Learning.” These concept most directly challenged the idea that language learning was all about mimicry and good “habit-formation”. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning-formulating An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning-formulating independent hypotheses about the “rules” of the target language and testing those hypotheses by applying them and realizing errors. When students create their own sets of meaningful language rules and concepts and then test them out, they are clearly learning through a discovery/exploratory method that is very different from rote-learning. This appears to have much more in common with the way people learn their native language from a very early age, and can account for the way children come out with new language forms and combinations that have never heard before. The underlying principles here are that learners become increasingly autonomous in, active with and responsible for the learning process in which they are engaged.

Caleb Gattegno founded “The Silent Way” as a method for language learning in the early 70s, sharing many of the same essential principles as the cognitive code and making good use of the theories underlying Discovery Learning. Some of his basic theories were that “teaching should be subordinated to learning” and “the teacher works with the student; the student works on the language”. The most prominent characteristic of the method was that the teacher typically stayed “silent” most of the time, as part of his/ her role as facilitator and stimulator, and thus the method’s popular name. Language Learning is usually seen as a problem solving activity to be engaged in by the students both independently

and as a group, and the teacher needs to stay “out of the way” in the process as much as possible.

The Silent Way is also well-known for its common use of small colored rods of varying length (Cuisinere rods) and color-coded word charts depicting pronunciation values, vocabulary and grammatical paradigms. It is a unique method and the first of its kind to really concentrate on cognitive principles in language learning.

Objectives

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusion about the language through a trial and error style approach. The teacher tries to “facilitate” activities whereby the students discover for themselves the conceptual “rules” governing the language, rather than imitating or memorizing them expresses this as being a process whereby “students construct conceptual hierachies of their own which are a product of the time they have invested”⁽⁹⁾.

In addition to the idea that students become more autonomous learners and “develop their own inner criteria for correctness”, another key objective was to encourage students to work as a group – to try and “solve” problems in the target language together.

Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feelings and perceptions.

Key Features

The key theories underlying the Silent Way⁽¹⁰⁾:

- (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.

Cuisenaire rods (small rods varying color and length) are typically used in this method to introduce vocabulary and syntax,

along with colorful wall charts. Instruction in this method typically starts with sounds, the basic building blocks in any language. The teacher usually provides single words or short phrases to stimulate the students in to refining their knowledge of the language with as little correction/feedback from the teacher as possible.

Typical Techniques

Description of some common/typical techniques closely associated with Silent Way. The listing here is in summary form only⁽¹¹⁾:

- (1) Sound-Color Chart-click here to see an example
(The teacher refers students to a color-coded wall chart depicting individual sounds in the target language – students use this to point out and build words with correct pronunciation).
- (2) Teacher's Silence
(Teacher is generally silent, only giving help when it is absolutely necessary).
- (3) Peer Correction
(Students encouraged to help each other in a cooperative and not competitive spirit).
- (4) Rods
(Rods are used to trigger meaning, and to introduce or actively practice language. They can symbolize whatever words are being taught and be manipulated directly or abstractly to crate sentences).
- (5) Self-correction Gestures
(Teacher uses hands to indicate that something is incorrect or needs changing – eg. Using fingers as words then touching the finger/word that is in need of correction).
- (6) Word Chart
(Words are depicted on charts, the sounds in each word corresponding in color Chart described above-students use this to build sentences).
- (7) Fidel Chart-click here to see an example
(A chart that is color-coded according to the sound-color chart but includes the various English spellings so that they can be directly related to actual sounds).
- (8) Structured Feedback
(Student are invited to make observation about the day's lesson and what they have learned).

Comments

Like almost all methods, this one has had its fair share of criticism. The method encourages the teacher to assume a distance that prevents him/her from providing direct guidance when at times such guidance would be helpful. It is criticized as being too focused on building structure, and misses out on cultural input through the language, and the “silence” of the teacher can prevent students from hearing many active models of correct usage that they may find useful. In trying to create a less teacher-orientated classroom, many say that the Silent Way goes too far to the opposite extreme.

Other problem are a little more practical in nature. Getting together the “prerequisite” materials can take a lot of time and money. In order to maximize the learning potential of student using the Silent Way, teacher would have to be prepared to invest quite heavily in materials.

A lot can be taken from the method, however, if adapted and combined with elements from other methods. Viewing language learning as an “exploratory” process for students, of hypothesis building and trying out, is a very valuable teaching principle.

Chapter Six

Total Physical Response Method

Overview

Already in the late 1800s, a French teacher of Latin by the name of Francois Gouin was hard at work devising a method of language teaching that capitalized on the way children naturally learn their first language, through the transformation of perception in to conception and then the expression of those conception using language. His approach became known as the Series Method, involving direct conceptual teaching of language using “series” of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance (i.e., one’s actions and language match each other). His thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the other new approach at the time in the form of the Direct Method.

Some 80 years later, in the 1960s, James Asher began experimenting with a method he called Total Physical Response, and its basic premise had a lot in common with Gouin's. The method was to become well known in the 70s, and it drew on several other insights in addition to the "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various "physical responses" (smiling, reaching, grabbing, looking, etc) – well before learners begin to use the language orally. It also focused on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity. Asher also had a lot to say about right-brained learning (the part of the brain that deals with motor activity), believing it should precede the "language processing" element covered by the left-brain.

TPR is now a household name among teachers of foreign language. It is widely acclaimed as a highly effective method at beginning levels, and a standard requirement in the instruction of young learners. It also admired as a method due to its inherent simplicity, making it accessible to a wide range of teachers and learning environments.

One of the primary objectives underlying Asher's TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing".

Key Features

Here are some of the key features of the Total Physical Response method ⁽¹²⁾:

- (1) The teacher directs and student "act" in response-"The instructor is the director of a stage play in which the students are the actors".

- (2) Listening and physical response skills are emphasized over oral production.
- (3) The imperative mood is the most common language function employed, even well in to advanced levels. Interrogatives are also heavily used.
- (4) Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
- (5) Students are not required to speak until they feel naturally ready or confident enough to do so.
- (6) Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

Typical Techniques

Description of some common/typical techniques closely associated with TPR. The listing here is in summary form only⁽¹³⁾:

- (1) Using Commands to Direct Behavior
(The use of commands requiring physical actions from the students in response is the major teaching technique).
- (2) Role Reversal
(Student direct the teacher and fellow learners).
- (3) Action Sequence
(Teacher gives interconnected which create a sequence of actions [also called an “operation”] – as students progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions).

Comments

The original theories underlying the method, orientated around creating an effective and stress-free listening period in combination with physical responses (the same way we all began learning our own native language as babies) are the safest ones to stick to. It as on almost pre-requisite technique for teaching young students or older students at beginning levels, but a method that needs to be supplemented with other approaches as students progress in proficiency. In the same way, it is an excellent method for “young/beginning” teachers to learn, as TPR lessons tend to be a lot of fun and the techniques involved are relatively simple. As with any other method or technique style, overdoing it will eventually

create boredom and a feeling of repetition, which is enjoyable for neither students nor teachers.

Using varieties of TPR for a long time, and if there is a weakness to be found it would have to be the difficulty involved in employing TPR for the purpose of teaching “abstract” language. Not all the things we do are “physical” and not all of our thinking is orientated around the visible physical universe. To some extent you can be innovative and even develop “physical” manifestations of abstract and/or mentally-based verbs and nouns, but it loosens the connection and thus weakens it.

Through this technique, student are encouraged to draw pictures or symbols for words and /or phrases and units of meaning that are personal to them-a manifestation on paper representing their own perception of various concepts. They share these with fellow students to (1) see how effectively the representation transfers to other people, (2) to get fresh ideas on how to portray the language “visually”, and (3) build up a personal language “picture dictionary” that portrays language conceptually rather than translating it. It tends to involve humor in the same way TPR does, but involves the students more personally and more creatively. The way one students conceptualizes “ambition” or “success” is usually different from other students, and it can be an entertaining process to see what drawings and symbols emerge. It has elements of learner autonomy and problem-solving, and actively moves students away from the habit of making direct translations back into their native language.

Chapter Seven

The Communicative Language Teaching Approach

Overview

All the “methods” described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods – in a cycle that could only be described as “competition between rival methods” or “passing fads” in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad “approach” to

language teaching that encompassed various methods, motivation for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one “umbrella” approach to language teaching that has become the accepted “norm” in this field, it would have to be the communicative language teaching Approach. This is also known as CLT.

The Communicative approach does a lot to expand on the goal of creating “communicative competence” compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself.

CLT is a generic approach, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves.

Basic Features of CLT

Basic characteristics of Communicative Language Teaching⁽¹⁴⁾:

- (1) An emphasis on learning to communicate through interaction in the target language.
- (2) The introduction of authentic texts into the learning situation.
- (3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- (4) An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- (5) An attempt to link classroom language learning with language activation outside the classroom.

CLT Features at Length

List of CLT features⁽¹⁵⁾.

- (1) Meaning is paramount.
- (2) Dialogs, if used, center around communicative functions and are not normally memorized.
- (3) Contextualization is a basic premise.
- (4) Language learning to communicate.
- (5) Effective communication is sought.
- (6) Drilling may occur, but peripherally.

- (7) Comprehensible pronunciation is sought.
- (8) Any device which helps the learners is accepted-varying to their age, interest, etc.
- (9) Attempts to communicate may be encouraged from the very beginning.
- (10) Judicious use of native language is accepted where feasible.
- (11) Translation may be used where students need or benefit from it.
- (12) Reading and writing can start from the first day, if desired.
- (13) The target linguistic system will be learned best through the process of struggling to communicate.
- (14) Communicative Competence is the desired goal.
- (15) Linguistic variation is a central concept in materials and methods.
- (16) Sequencing is determined by any consideration of content function, or meaning which maintains interest.
- (17) Teachers help learners in any way that motivates them to work with the language.
- (18) Language is created by the individual often through trial and error.
- (19) Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
- (20) Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
- (21) The teacher cannot know exactly what language the students will use.
- (22) Intrinsic motivation will spring from an interest in what is being communicated language.

Chapter eight

The Teaching Aids

Overview

The following are the aids that can use for a better teacher lesson:

- 1- There ought to be class library where a wide choice of extension material is available.

- 2- There should be no emphasis on one skill without the others, i.e. reading, writing listening, and speaking should received an equal value.
- 3- Methods in foreign language teaching should be given greater attention, and benefit should get from recent theories and international carried out in the field of linguistics, psycholinguistics, and sociolinguistics.
- 4- There should be flexibility on the part of teacher to change and modify methods and techniques when necessary.
- 5- Using all the available techniques in teaching, The importance of the techniques is lies in the fact that they are the vehicle which help learners to learn and gain experience and create positive classroom atmosphere. They help teachers to achieve their objectives. The effectiveness of the verity of teaching technique leads to fruitful teaching.
- 6- No skills are developed without continuous and intensive practice. No skill can be mastered unless it is used frequently. The planning for continuous and intensive practice in which the material which has been taught is constantly reintroduced and consolidated with known material is one of the teachers of English as a second language.
- 7- Since language reflects the culture of English speaking, students should be given insight in to the habits, customs and values which are similar to or different from their own.
- 8- Emphasis should be placed on activities that are interesting and enjoyable to pupils, eg: games, stories, plays...films, etc.
- 9- Tape-recorded material constitute a central portion of the course material such recording should be done by native English speaker and should be as realistic as possible.
- 10- Every good teacher should prepare a daily lesson plan providing it with all the tasks and techniques that should be followed.

Efficient design of lesson planning leads to good management of the class by the teacher and this leads to god and successful teaching. Lesson planning is the foundation for good teaching, Neither ingenuity nor experience can serve as a submitted for a thorough planning. Lesson planning constitutes a drive for the improvement of the teachers professional aspect makes hair think

about what he is doing and helps the teacher to become a conscious decision maker.

- 11- Visual aids are an important type of teaching aids. There are widely used in foreign language teaching. Visual aids are usually used for stimulating interests or illustrating meaning and reinforcement, and providing cultural background. Each type of these aids has its own characteristics and functions. Some of them are more effective than others. However the teacher should be very careful when choosing visual aids. The main types of visual aids are: the background, flash cards, wall charts, picture, the overhead, slide and film strips.

Teachers want useful ideas, suggestions, explanations, demonstrations and examples of teaching strategies that have been supported by leaders in the field of modern language teaching strategies that are consistent with established theoretical principles and that others in the profession have found to be expedient, practical and relevant to real life circumstances in which most teachers work.

Conclusions & Recommendations

Conclusions

Having finished the paper I conclude that teaching is a difficult profession for a good teacher and should have many qualities to do his job well the most important of which is the mastery of suitable method. Teaching is an activity more than giving information and involves students all the time in those activities. That requires a great deal of training and special qualification on the part of the teacher.

Successful teaching emerges when the teacher analyses correctly student behavior in terms of the complex interplay of elementary concepts and principles. On the practicing teacher and the scientist investigating classroom behavior will fall the joint tasks of the observing fact, formulating theory, applying it and then reinterpreting both fact and theory.

So this paper analyses and describes some methods that help the teachers effectively and the technique they use in order to make him a good teacher who should have a complete mastery of the

language he is teaching and the practical knowledge of most effective methods available.

Recommendations

1. The role of the competent teacher is the planning of his lesson. It is very important to put a yearly plan covering the whole year and then daily lesson plan provided with all tasks and techniques.
2. An effective teacher must be a highly organized person who is able to budget time wisely, think clearly and act decisively according to his philosophy, experience and level of mastery.
3. Effective teacher should have good characteristics such as possessing a cheerful disposition, friendliness, good mental health and satisfactory personal adjustment.
4. Every good teacher is both an artist and a craft man who employs procedures and circumstances for good teaching and under control.
5. He must be a ware of what is new around him especially the development of new scientific techniques in education and teaching. These new techniques help teachers achieve their objectives as the circumstances require.
6. Using all the available techniques in teaching. The importance of the techniques is lies in the fact they are the vehicle which help learners and teachers to learn and gain experience and create positive atmosphere and to achieve their objectives. Teaching technique leads to fruitful teaching.
7. Training course should be designed to help the teachers to be in continuous contact with the most new trends, methods and techniques.
8. Teachers should not followed one particular method. All forms of teaching aids should be followed and used. There should be he emphasis on one skill with out the others. Improving the competence of inadequately training teachers. In order to be well prepared and trained. Other teaching techniques and methods should be introduced and studied to be used in training teachers.

Teachers guide book should be improved. It is advisable for teachers to pay more attention to lesson planning. Training course should be designed to help English teachers to be in continuous contact with the motes new suitable trends, methods and techniques used in teaching English as a foreign language. Supervisors should

pay attention to the points of weakness in teacher's performance and try to solve them.

So there should be flexibility on the part of the teacher to change or modify methods and techniques when necessary.

Thus, the teacher's choice is not what method is best, but what techniques work best for a particular combination of students and situations.

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