

Language Teaching Methods (ENG513)

✚ **Defining Language Learning**

- The process of acquiring a new language
- Involves cognitive, social, and cultural factors

✚ **Some Theoretical Concepts: Language as a System**

- Language as a system: A set of rules and structures
- Focus on grammar, vocabulary, and phonology
- Influenced by structuralism and linguistics

✚ **Some Theoretical Concepts: Language as Discourse**

- Language as discourse: Language in use and communication
- Focus on meaning, context, and social interaction
- Influenced by sociolinguistics and pragmatics

✚ **Some Theoretical Concepts: Language as an Ideology**

- Language as an ideology: Language and power relations
- Focus on social and cultural contexts, identity, and inequality
- Influenced by critical discourse analysis and sociolinguistics

✚ **Language Teaching and Theoretical Concepts about Language**

- Language teaching methods influenced by theoretical concepts
- Understanding language as a system, discourse, and ideology informs teaching practices

✚ **Significance of a 'Language Teaching Methods' Course**

- Provides a foundation in language teaching methodologies
- Helps teachers understand the theoretical basis of methods
- Enables teachers to critically evaluate and adapt methods

✚ **Language Teaching Methods in Ancient Times**

- Early methods: Grammar-Translation, Classical Method
- Focus on reading, writing, and translation

✚ **Language Teaching Methods in Europe in Early Modern Times**

- Renaissance and Enlightenment: Humanist and Rationalist approaches
- Focus on classical languages and literature

✚ **Language Teaching Methods in the 19th and Early to Mid-20th Century**

- **Reform Movement:** Focus on spoken language and communication

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- **Methods:** Direct Method, Audio-Lingual Method

✚ Language Teaching Methods from the Mid- to Late-20th Century

- **Communicative Language Teaching (CLT):** Focus on communication and authenticity
- **Methods:** Task-Based Learning, Content and Language Integrated Learning (CLIL)

✚ **What is a Theory?** A framework for understanding and explaining phenomena

✚ **What is an Approach?** A general philosophy or perspective on language teaching

✚ What is a Method/ Methodology?

- **A method:** A specific set of techniques and procedures
- **Methodology:** The study of methods and their underlying theories

✚ **Types of Methods:** Grammar-Translation, Direct, Audio-Lingual, Communicative, Task-Based, CLIL

✚ Some other terms: System, Procedure, Technique

- **System:** A set of rules and structures
- **Procedure:** A step-by-step process
- **Technique:** A specific strategy or activity

✚ Status of English in Pakistan

- English is an official language and a medium of instruction
- Widely used in education, business, and government

✚ English Language and Education in Pakistan

- English language teaching is a priority
- Education system faces challenges in teaching English effectively

✚ Teaching and Learning of English in Pakistan

- Traditional methods dominate, but modern methods are being introduced
- Limited resources and large class sizes hinder effective teaching

✚ English Language Curriculum in Pakistan

- Curriculum focuses on grammar, vocabulary, and literature
- Needs revision to include communication skills and modern teaching methods

✚ **LTM and Constraints in Pakistan:** Language Teaching Methods (LTM) face constraints like limited resources, large class sizes, and traditional teaching practices

✚ Teaching Speaking and Listening in Pakistan

- Challenging due to limited opportunities for practice and feedback
- Modern methods like Communicative Language Teaching (CLT) can help

✚ Teaching Reading in Pakistan

- Focus on reading comprehension and vocabulary building
- Needs more emphasis on critical thinking and analytical skills

✚ Teaching Writing in Pakistan

- Focus on grammar and syntax
- Needs more emphasis on creative writing and communication skills

✚ ELT, Use of Methods and SL Proficiency in Pakistan

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- English Language Teaching (ELT) methods need to be adapted to local context
- Second Language (SL) proficiency is a challenge due to limited exposure and practice

✚ ELT and Teacher Training in Pakistan

- Teacher training is essential for effective ELT
- Needs more focus on modern methods and continuous professional development

✚ What is Grammar Translation Method?

- A traditional method focusing on grammar rules and translation
- **Strengths:** Develops reading and writing skills, useful for language analysis
- **Weaknesses:** Neglects speaking and listening skills, too focused on grammar
- **Opportunities:** Useful for beginners, develops language awareness
- **Threats:** Overemphasis on grammar, neglects communication skills
- **In Pakistan:** Widely used, but needs to be supplemented with modern methods

✚ What is the Direct Method?

- A method focusing on spoken language and communication
- **Strengths:** Develops speaking and listening skills, promotes authentic language use
- **Weaknesses:** Difficult to implement in large classes, requires trained teachers
- **Opportunities:** Encourages active learning, develops communication skills
- **Threats:** Challenging to implement, needs resources and support
- **In Pakistani Context:** Useful for developing communication skills, but needs adaptation to local context
- **Sample Activities:** Role-plays, group discussions, audio-visual aids

✚ Audio-lingual Method

- A method focusing on listening and speaking skills through audio-visual aids
- **Background:** Developed in the 1950s and 60s, influenced by behavioral psychology
- **Strengths:** Develops listening and speaking skills, uses authentic materials
- **Weaknesses:** Overemphasis on listening and speaking, neglects other skills
- **Opportunities:** Useful for developing communication skills, uses modern technology
- **Threats:** Needs resources and support, challenging to implement in large classes

✚ Theoretical Principles behind Audio-lingual Method

- Behavioral psychology and language learning
- Focus on listening and speaking skills
- Emphasis on repetition, drilling, and habit formation

✚ Contents in Audio-lingual Method

- Dialogues, drills, and exercises
- Audio-visual aids like tapes and videos
- Focus on grammar and vocabulary

✚ Objectives, Syllabus and Classroom Procedures in Audio-lingual Method

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- **Objectives:** Develop listening and speaking skills
- **Syllabus:** Structured and sequential
- **Classroom Procedures:** Teacher-centered, drilling, and repetition

+ Decline of Audio-lingual Method: A Critical Assessment

- Criticisms: Overemphasis on listening and speaking, neglects other skills
- Limited flexibility and creativity
- Inadequate for modern language teaching needs

+ Introduction to Alternative/Humanistic Approaches and Methods

- Focus on learner-centered, communicative, and holistic approaches
- Emphasis on authenticity, creativity, and critical thinking

+ Background of Total Physical Response Method

- Developed by James Asher
- Influenced by psychology and linguistics
- Focus on physical response and action

+ Approach & Theory behind Total Physical Response Method

- Emphasis on physical movement and action
- Learners respond to commands and instructions
- Focus on comprehension and communication

+ Objectives, Syllabus and Learning Activities in Total Physical Response Method

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Physical movements, role-plays, and games

+ Role of Learners, Teachers and Material in Total Physical Response Method

- Learners: Active participants and responders
- Teachers: Facilitators and guides
- Materials: Authentic and visual aids

+ Procedure in Total Physical Response Method

- Teacher gives commands and instructions
- Learners respond physically
- Emphasis on repetition and practice

+ Background of the Silent Way Method

- Developed by Caleb Gattegno
- Influenced by psychology and linguistics
- Focus on learner autonomy and self-discovery

+ Approach & Theory of Language and Learning behind The Silent Way Method

- Emphasis on learner autonomy and self-directed learning
- Focus on comprehension and communication
- Use of visual aids and gestures

+ Objectives, Syllabus, and Learning Activities in The Silent Way Method

- **Objectives:** Develop comprehension and communication skills

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- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Visual aids, gestures, and self-directed learning

✚ Role of Learners, Teachers and Materials in the Silent Way Method

- **Learners:** Autonomous and self-directed
- **Teachers:** Facilitators and guides
- **Materials:** Visual aids and gestures

✚ Procedure in the Silent Way Method

- Teacher uses visual aids and gestures
- Learners respond and practice
- Emphasis on self-directed learning

✚ Background of Community Language Learning Method

- Developed by Charles Curran
- Influenced by psychology and linguistics
- Focus on learner-centered and collaborative learning

✚ Approach and Theory of Language and Learning in Community Language Learning Method

- Emphasis on learner-centered and collaborative learning
- Focus on comprehension and communication
- Use of authentic materials and group work

✚ Objectives, Syllabus, and Learning Activities in Community Language Learning Method

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Group work, discussions, and authentic materials

✚ Roles of Learners, Teachers, and Materials in Community Language Learning Method

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic, relevant, and varied

✚ Procedure in Community Language Learning Method

- Learners work in small groups
- Teacher acts as facilitator and resource
- Emphasis on collaboration and communication

✚ Background of Suggestopedia

- Developed by Georgi Lozanov
- Influenced by psychology and pedagogy
- Focus on relaxation, suggestion, and active learning

✚ Approach and Theory of Language and Learning in Suggestopedia

- Emphasis on subconscious learning
- Use of suggestion and relaxation techniques

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- Focus on comprehension and communication

✚ Objectives, Syllabus, and Learning Activities in Suggestopedia

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Relaxation, suggestion, and active learning

✚ Role of Learners, Teachers and Materials in Suggestopedia

- **Learners:** Active participants, respond to suggestions
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic and relevant

✚ Procedure in Suggestopedia

- Teacher uses suggestion and relaxation techniques
- Learners respond and practice
- Emphasis on subconscious learning

✚ Background of Whole Language Method

- Developed by various researchers and educators
- Influenced by linguistics, psychology, and pedagogy
- Focus on authentic language use and meaningful learning

✚ Approach and Theory of Language and of Learning in Whole Language Method

- Emphasis on authentic language use
- Focus on comprehension and communication
- Use of real-life materials and situations

✚ Objectives, Syllabus, and Learning Activities in Whole Language Method

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Authentic language use, real-life materials, and meaningful learning

✚ Role of Learners, Teachers, and Materials in Whole Language Method

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic and relevant

✚ Procedure in Whole Language Method

- Learners engage in authentic language use
- Teacher acts as facilitator and resource
- Emphasis on comprehension and communication

✚ Background of Multiple Intelligences Method

- Developed by Howard Gardner
- Influenced by psychology and education
- Focus on diverse intelligence and learning styles

✚ Approach and Theory of Language and Language Learning behind Multiple Intelligences Method

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- Emphasis on diverse intelligence and learning styles
- Focus on comprehension and communication
- Use of varied teaching methods and materials

+ Objectives, Syllabus and Learning Activities in Multiple Intelligences Method

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Varied teaching methods and materials

+ Roles of Learners, Teachers, and Materials in Multiple Intelligences Method

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Varied and relevant

+ Procedure in Multiple Intelligences Method

- Teacher uses varied teaching methods and materials
- Learners respond and practice
- Emphasis on diverse intelligence and learning styles

+ Background, Approach and Theory behind Neurolinguistic Programming

- Developed by Richard Bandler and John Grinder
- Influenced by psychology, linguistics, and education
- Focus on subconscious learning and communication

+ Objectives and Presuppositions that Guide the Application of Neurolinguistic Programming

- **Objectives:** Develop comprehension and communication skills
- **Presuppositions:** Emphasis on subconscious learning, use of suggestion and relaxation techniques

+ Role of Teacher and Learner in Neurolinguistic Programming

- **Teacher:** Facilitator, provides guidance and support
- **Learner:** Active participant, responds to suggestions

+ Procedure of Neurolinguistic Programming

- Teacher uses suggestion and relaxation techniques
- Learner responds and practices
- Emphasis on subconscious learning

+ Critical Comments on Neurolinguistic Programming

- Lack of scientific evidence
- Criticisms of its theoretical basis

+ Background of the Lexical Approach

- Developed by Michael Lewis
- Influenced by linguistics and education
- Focus on vocabulary and lexical chunks

+ Approach and Theory of Language and Learning of the Lexical Approach

- Emphasis on vocabulary and lexical chunks

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- Focus on comprehension and communication
- Use of authentic materials and situations

+ Objectives, Syllabus and Learning Activities in the Lexical Approach

- **Objectives:** Develop comprehension and communication skills
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Authentic materials, vocabulary, and lexical chunks

+ Role of Learners, Teachers, and Materials in the Lexical Approach

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic and relevant, focus on vocabulary and lexical chunks

+ Procedure of the Lexical Approach

- Teacher presents vocabulary and lexical chunks
- Learners practice and use language in context
- Emphasis on comprehension and communication

+ Background of Competency-Based Language Teaching

- Developed in the 1990s
- Influenced by linguistics, psychology, and education
- Focus on language use and communication

+ Approach and Theory of Language and Learning of Competency Based Language Teaching

- Focus on language use and communication
- Emphasis on learner-centered and task-based learning
- Competencies: linguistic, sociolinguistic, discourse, strategic, and sociocultural

+ Objectives, Syllabus and Learning Activities in Competency Based Language Teaching

- **Objectives:** Develop language competencies
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Task-based, authentic materials, and real-life situations

+ Factors involved in the Implementation of Competency-Based Language Teaching Programs

- Learner needs and interests
- Teacher training and support
- Resources and materials
- Assessment and evaluation

+ Procedure and Criticism on Competency-Based Language Teaching

- **Procedure:** Learner-centered, task-based, and authentic materials
- **Criticism:** Difficulty in defining and assessing competencies, limited flexibility

+ Introduction to Current Communicative Approaches / and Background of Communicative Language Teaching Approach

- Developed in the 1970s and 1980s

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- Influenced by linguistics, psychology, and education
- Focus on communication and language use

✚ Theory behind Communicative Language Teaching Approach

- Emphasis on communication and language use
- Focus on learner-centered and task-based learning
- Authentic materials and real-life situations

✚ Contents in Communicative Language Teaching Approach

- Language functions and notions
- Grammar and vocabulary
- Authentic materials and real-life situations

✚ Classroom Procedures in Communicative Language Teaching Approach

- Learner-centered and task-based
- Authentic materials and real-life situations
- Emphasis on communication and language use

✚ A Critical Assessment & Conclusion of Communicative Language Teaching Approach

- **Strengths:** Focus on communication and language use, learner-centered and task-based
- **Weaknesses:** Limited flexibility, difficulty in assessing language competence

✚ Background of the Natural Approach

- Developed by Tracy Terrell and Stephen Krashen
- Influenced by linguistics and psychology
- Focus on language acquisition and natural learning processes

✚ Approach and Theory of Language behind the Natural Approach

- Emphasis on language acquisition and natural learning processes
- Focus on comprehension and communication
- Use of authentic materials and real-life situations

✚ Objectives, Syllabus and Learning & Teaching Activities in the Natural Approach

- **Objectives:** Develop language competence
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Authentic materials, real-life situations, and comprehension-based

✚ Role of Learners, Teachers and Materials in the Natural Approach

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic and relevant

✚ Procedure in the Natural Approach

- Learners engage in authentic language use
- Teacher acts as facilitator and resource
- Emphasis on comprehension and communication

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✚ Background of Cooperative Language Learning

- Developed by various researchers and educators
- Influenced by linguistics, psychology, and education
- Focus on cooperative learning and language use

✚ Approach and Theory of Language and Learning behind Cooperative Language Learning

- Emphasis on cooperative learning and language use
- Focus on comprehension and communication
- Use of authentic materials and real-life situations

✚ Objectives, Syllabus and Learning Activities in Cooperative Language Learning

- **Objectives:** Develop language competence
- **Syllabus:** Flexible and adaptive
- **Learning Activities:** Cooperative learning, authentic materials, and real-life situations

✚ Role of Learners, Teachers and Materials in Cooperative Language Learning

- **Learners:** Active participants, take responsibility for learning
- **Teachers:** Facilitators, provide guidance and support
- **Materials:** Authentic and relevant

✚ Procedure in Cooperative Language Learning

- Learners work in small groups
- Teacher acts as facilitator and resource
- Emphasis on cooperative learning and language use

Groups by Maha Malik

<https://chat.whatsapp.com/DxMf8E7A78d6EVdqcbOzI>