

ENG513 SHORT HANDOUTS

MIDTERM

Lesson 06 to 10

(ENG513)Language TeachingMethods

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Lesson 06

GRAMMAR TRANSLATION METHOD

Topic-026: What is Grammar Translation Method?

What is the Grammar Translation Method?

The Grammar Translation Method is a method of teaching foreign languages that focuses on analyzing grammatical rules and translating between the target language and the native language.

Topic-027: Strengths of Grammar Translation Method

What are the strengths of the Grammar Translation Method?

The strengths of the Grammar Translation Method include forming good academic knowledge of the target language, training grammar accuracy, and developing students' memory.

Topic-028: Weaknesses of Grammar Translation Method

What are the weaknesses of the Grammar Translation Method?

The weaknesses of the Grammar Translation Method include a lack of emphasis on speaking and listening skills, limited use of language for communication, and a focus on translating sentences rather than on their content.

Topic-029: Grammar Translation Method: Opportunities and Threats

What are the opportunities of the Grammar Translation Method?

The Grammar Translation Method provides opportunities for reading classical literature, gaining historical knowledge, and practicing translation.

What are the threats of the Grammar Translation Method?

The threats of the Grammar Translation Method include demotivating learners with mechanical exercises where meaning is not prioritized, and an emphasis on accurate form over meaningful communication.

Topic-030: Grammar Translation Method in Pakistan

What is the current status of the Grammar Translation Method (GTM)?

The Grammar Translation Method is still used in some educational settings, especially in Pakistan.

What are some aspects related to GTM in Pakistan?

Aspects related to GTM in Pakistan include its use in schools, the medium of instruction, differences between public and private schools, and its impact on student skills, especially in writing.

What are the consequences of the Grammar Translation Method on students in Pakistan?

Consequences of the Grammar Translation Method in Pakistan include students facing issues with spoken skills, a lack of communicative competence, and problems at the undergraduate and graduate levels, particularly in meeting job market requirements.

How does GTM impact the examination system in Pakistan?

GTM is associated with a writing-oriented examination system in Pakistan, with question papers often focusing on translation and grammatical accuracy.

What are the nature and roles in a typical Pakistani classroom following GTM?

In a typical Pakistani classroom using GTM, the focus is on grammar rules, and the teacher plays a central role in teaching, while students primarily engage in reading and translating texts.

Does GTM have a place in teacher training in Pakistan?

GTM may have an influence on teacher training in Pakistan, especially for language teachers, as it emphasizes grammar and translation skills.

How does GTM impact the streams of education in Pakistan?

GTM may be more common in certain streams of education, such as matriculation, and it can differ between public and private schools.

Lesson-07

THE DIRECT METHOD

Topic-031: What is the Direct Method?

What is the Direct Method (DM)?

The Direct Method is a language teaching method that emphasizes the ability to use language for communication rather than analyzing it. It focuses on spoken language, actions, and pictures, with a prohibition on using the mother tongue.

What are the aims of the Direct Method?

The aims of the Direct Method include building a direct way into the world of the target language, enabling students to communicate in the target language, and replicating the way students learn their mother tongue.

What were the primary aims of the Direct Method?

The Direct Method aimed to build a direct connection between the learner and the target language. It focused on creating a relationship between experiences

and language, words and ideas, thoughts and expressions, and rules and performance. Its primary goal was to teach students how to communicate effectively in the target language, with a strong belief in mimicking the natural language learning process without the interference of the native language. In essence, the DM sought to eliminate translation and teach concepts through objects or contexts while promoting oral training and indirect grammar teaching.

Topic-032: Strengths and Weaknesses of the Direct Method

What are the strengths of the Direct Method?

The strengths of the Direct Method include practical goals, immersion in a foreign environment, emphasis on speaking and listening practice, and a focus on authentic materials.

What are the weaknesses of the Direct Method?

The weaknesses of the Direct Method include an underestimated role of reading and writing, a prohibition on using the mother tongue, excessive mechanical drilling, and a lack of flexibility.

Topic-033: The Direct Method: Opportunities and Threats

What opportunities does the Direct Method offer to learners?

The Direct Method provides opportunities for learners to activate all channels of perception, acquire language through authentic input, understand the target language better, and improve fluency in speaking, reading, and writing.

What are the threats associated with the Direct Method?

Threats of the Direct Method include potential misinterpretations due to the lack of explicit rules, time-consuming drilling, a focus on mechanical exercises, and an underemphasis on reading and writing aspects of language learning.

Topic-034: Direct Method and Pakistani Context

How is the Direct Method used in the Pakistani context?

The use of the Direct Method in Pakistan is limited, with the Grammar Translation Method (GTM) still being widely used. The context of its use varies between public and private schools.

What is the way forward for the Direct Method in Pakistan?

To use the Direct Method more effectively in Pakistan, there's a need for proper teacher training in this approach.

Topic-035: Direct Method Sample Activities

What are the key aspects of the Direct Method?

Key aspects of the Direct Method include showing visual aids or using gestures, verbally introducing language elements, practicing pronunciation, asking and replying in negative, using interrogatives, and maintaining observation and notation of difficult words.

How does the Direct Method handle pronouns with verbs?

The Direct Method covers pronouns with verbs using visuals or gestures and includes various examples and random variations for practice.

Can you provide a detailed explanation of key aspects of the Direct Method and sample activities?

The Direct Method emphasizes several key aspects, such as showing visual aids or using gestures to ensure students understand the language elements. It involves verbal introduction of language elements, pronunciation practice, asking and replying in negative, using interrogatives, and maintaining observation and notation of challenging words. These activities are designed to create an immersive language learning experience and improve students' spoken language skills.

Lesson-08

AUDIO-LINGUAL METHOD

Topic 036: Background of Audio-lingual Method

What prompted the development of the Audio-lingual Method in the United States in the late 1950s?

The launch of the first Russian satellite in 1957 prompted the need for a radical change in foreign language teaching, leading to the emergence of the Audio-lingual Method.

What was the purpose of the National Defense Education Act (1958) in the context of language teaching?

The act provided funds for the study of modern languages, the development of teaching materials, and the training of teachers to prevent Americans from becoming isolated from scientific advances made in other countries.

What were the key components that contributed to the development of the Audio-lingual Method?

The method drew from structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology.

Who coined the term "Audio-lingualism," and when?

Professor Nelson Brooks coined the term "Audio-lingualism" in 1964.

What was the role of the Audio-lingual Method in North American colleges and universities?

It provided the methodological foundation for teaching foreign languages at the college and university level in the United States and Canada.

When did the Audio-lingual Method begin to lose favor, and what is its current status?

It began to fall from favor in the late 1960s, but Audio-lingualism and materials based on its principles are still used today.

What did British applied linguists develop during the second half of the 20th century, and what were its principles?

British applied linguists developed the structural–situational method, which centered on principles of selection, gradation, and presentation.

What were the key elements of the structural–situational method, as developed by British linguists?

The method included a core vocabulary, grammatical structure classification, and situational dialogues.

What was the role of American applied linguists during World War II, and how did it relate to the Audio-lingual Method?

American applied linguists were called upon to develop short-term, intensive courses emphasizing listening and speaking skills for army personnel, which later evolved into the Audio-lingual Method.

Name some foundational texts and authors that contributed to the development and spread of the Audio-lingual Method.

Some influential texts include "Language and Language Learning: Theory and Practice" by Brooks (1960), "Foundations of English Teaching" by Fries and Fries (1961), and "Language Teaching: A Scientific Approach" by Lado (1964).

What was the common ground that influenced both the British structural–situational method and the American Audio-lingual Method?

Linguists on both sides of the Atlantic were influenced by the tenets of structural linguistics and behavioral psychology, which contributed to the similarities between the two methods.

What is the overarching label that combines the traditions of both the British and American methods?

The label that combines both traditions is the "Audio-lingual Method."

Topic 037: Theoretical Principles Behind Audio-lingual Method

What are the fundamental principles of language-centered pedagogy and where are they derived from?

The fundamental principles are drawn from structural linguistics and behavioral psychology.

How did structural linguists view language as a system of systems?

They viewed language as a system with hierarchical building blocks: phonemes, morphemes, phrases, clauses, and sentences, each with its internal structure.

What is the view of structural linguists regarding the priority of speech in language?

Structural linguists considered speech as primary, forming the basis of language, and viewed structure as central to speech.

How did structural linguists approach language uniqueness?

Each language was seen as unique, with a finite number of structural patterns that could be learned and taught systematically.

What approach did structural linguists take in contrast to traditional grammarians?

They rejected the philosophical and mentalistic approaches of traditional grammarians, focusing on empirical and scientific analysis.

What were the core assumptions of behavioral psychology regarding human learning, including language learning?

Behavioral psychologists saw learning as a stimulus-response-reinforcement mechanism, with all learning outcomes observable and measurable in terms of behavioral changes.

How did behavioral psychologists view language learning in comparison to other subjects?

Behavioral psychologists believed that learning a language was similar to learning other school subjects and entailed the systematic accumulation of knowledge through repeated exposure, practice, and application.

What is the core belief about habit formation in language learning, according to behavioral psychology?

Language learning was seen as forming habits through repetition, leading to the ability to perform linguistic features automatically.

How did behavioral psychology distinguish between analysis and analogy in language learning?

Behavioral psychology favored analogy, involving the perception of similarities and differences, over analysis, which involves problem-solving.

What is the view of behavioral psychology regarding the sequence and presentation of discrete language elements?

Behavioral psychology advocated a linear, incremental, additive process, introducing discrete language elements in spoken form before written form.

What is the role of cultural context in language learning according to behavioral psychology?

Language should be taught in a matrix of references to the culture of the target language community.

What is the psychological and linguistic foundation for Audio-lingualism's approach to language teaching and learning?

Audio-lingualism is grounded in the principles of structural linguistics and behavioral psychology, shaping its theory of language teaching and learning.

Topic 038: Contents in Audio-lingual Method

What approach does the Audio-lingual Method use for syllabus design?

The method follows the synthetic approach, where linguistic forms, such as grammar and vocabulary, constitute the organizing principle for syllabus construction.

What factors influence the selection and gradation of content in language-centered methods?

Selection and gradation are influenced by factors like frequency, range, availability, complexity, regularity, productivity, and usefulness of language items.

What is the primary focus of language-centered methods when it comes to content?

The primary focus is on presenting discrete items of grammatical and lexical forms, with a strong emphasis on linguistic structures.

What challenges do syllabus designers face when selecting and sequencing language items?

They face challenges in determining which items to select and how to sequence them pedagogically and psychologically.

How do critics view the rationale governing the principles of selection and gradation in language-centered methods?

Critics have expressed doubts about the feasibility of a sequential arrangement and the psychological reality of linguistic categories.

What are some of the criteria that language-centered pedagogists use for selection and gradation of language items?

They consider factors like frequency, range, availability, complexity, regularity, productivity, and usefulness in determining the selection and sequencing of language items.

Why is it essential to have some form of selection and sequencing in language teaching despite the challenges?

A grammatical syllabus must be provided to facilitate language learning, even though challenges exist in determining the ideal sequence.

What does the syllabus designer draw upon when selecting and sequencing linguistic forms in language-centered methods?

Syllabus designers draw from the available inventory of linguistic forms compiled through standard linguistic analyses.

How do language-centered methods define the content of learning and teaching?

The content is defined in terms of discrete items of grammatical and lexical forms presented to learners, with linguistic forms as the organizing principle.

What is the primary task of the learner in language-centered methods regarding language elements?

The primary task of the learner is to synthesize discrete language items to develop a comprehensive understanding of the language system.

What is the role of linguistic forms in syllabus construction for language-centered methods?

Linguistic forms serve as the organizing principle for syllabus construction, determining the content to be presented to learners.

What is the primary focus in language-centered methods concerning language mastery?

The primary focus is on mastery of phonological and grammatical structures rather than on vocabulary.

Topic-039: Objectives, Syllabus, and Classroom Procedures in Audio-lingual Method

What are the short-range objectives in an audio-lingual program?

Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs, and the ability to reproduce these symbols in writing.

What are the three immediate objectives implied by the short-range objectives?

The three immediate objectives are control of the structures of sound, form, and order in the new language, acquaintance with vocabulary items, and an understanding of meaning.

What are the long-range objectives in audio-lingualism?

Long-range objectives involve achieving language proficiency similar to a native speaker and knowing a second language as a true bilingualist.

What skills are initially emphasized in audio-lingualism?

In the early stages, audio-lingualism focuses on oral skills, including listening comprehension, pronunciation, grammar, and vocabulary.

What is the primary emphasis in audio-lingual theory regarding language?

Language is primarily speech in audio-lingual theory, and speaking skills depend on accurate perception and production of phonological features.

How is the language syllabus arranged in audio-lingualism?

The starting point in audio-lingualism is a linguistic syllabus containing key items of phonology, morphology, and syntax, arranged according to their order of presentation.

How are listening, speaking, reading, and writing skills taught in audio-lingualism?

Language skills are taught in the order of listening, speaking, reading, and writing, with oral skills being developed first.

What are some classroom procedures emphasized in audio-lingualism?

Key procedures include teacher modeling, subordination of the native language to the target language, early training of the ear and tongue, and an emphasis on pattern practice.

Topic-040: Decline of Audio-lingual Method: A Critical Assessment

Why did the Audio-lingual method face criticism in the 1960s?

The Audio-lingual method was criticized due to the theoretical foundations being unsound according to emerging language theories and because practical results were often unsatisfactory.

What were the main theoretical criticisms of Audio-lingualism?

Theoretical criticisms included the rejection of the behaviorist approach to language learning, with Chomsky's transformational grammar playing a pivotal role.

What alternative methodological approach was suggested as a response to Audio-lingualism's decline?

Cognitive code learning, which emphasized a conscious focus on grammar and meaningful learning, was proposed as an alternative to Audio-lingualism.

What were some alternative methods that emerged in the 1970s and 1980s in response to Audio-lingualism?

Methods like Total Physical Response, the Silent Way, and Counseling-Learning appeared as alternatives to Audio-lingualism.

What were the main criticisms of Audio-lingualism from a theoretical perspective?

Critics argued that Audio-lingualism emphasized mechanistic language learning and use, which was not in line with how humans create language based on cognitive principles.

How did the criticism of Audio-lingualism impact the field of language teaching?

The criticism led to a period of adaptation, innovation, and experimentation in the field of language teaching, with various alternative methods and approaches emerging.

What was the role of grammar in Audio-lingualism, and how did it impact language teaching in later methods?

Audio-lingualism's emphasis on grammar accuracy posed a challenge that continued to influence later language teaching methods.

Sir Zahid

Lesson-09

TOTAL PHYSICAL RESPONSE METHOD

Topic-041: Background of Total Physical Response Method

Who developed the Total Physical Response Method?

James Asher.

What does TPR attempt to teach through physical activity?

Language.

According to James Asher, how does child language acquisition relate to adult second language learning?

Child language acquisition involves responding to commands, and adults should recapitulate this process.

How does TPR reduce learner stress, according to Asher?

By involving game-like movements and focusing on physical responses.

According to Asher, how does child language acquisition relate to adult second language learning, and what role does affective (emotional) factors play in TPR?

Asher sees successful adult second language learning as parallel to a child's first language acquisition. He claims that children primarily respond to commands physically before producing verbal responses. In adult language learning, this parallels the process, with learners responding physically to spoken language. Affective factors are crucial in TPR, as it reduces learner stress, creating a positive mood that facilitates learning.

Topic-042: Approach & Theory behind Total Physical Response Method

What is the central linguistic motif in TPR, according to Asher?

The verb, particularly in the imperative form.

How does Asher's learning theory relate to language teaching in TPR?

It's based on a stimulus-response view and the "trace theory" of memory.

What is the role of stress in language learning, according to Asher?

Lower stress levels facilitate greater learning.

Explain Asher's three influential learning hypotheses and their significance in TPR.

Asher draws on three learning hypotheses:

The existence of a specific innate bio-program for language learning, defining an optimal path for language development.

Brain lateralization, with right-brain learning involving motor movement, preceding left-brain language processing.

Stress as an affective filter, where lower stress levels lead to greater learning. These hypotheses are foundational in TPR, where TPR attempts to mimic the natural language acquisition process while reducing stress and anxiety for adult learners.

Topic-043: Objectives, Syllabus, and Learning Activities in Total Physical Response Method

What is the general objective of TPR in terms of language proficiency?

To teach oral proficiency at a beginning level.

What kind of syllabus does Asher use for TPR?

A sentence-based syllabus with a focus on meaning.

What are the primary classroom activities in TPR?

Imperative drills, role plays, and slide presentations.

Describe the type of syllabus used in TPR and how grammar is taught in the method.

TPR uses a sentence-based syllabus, focusing on meaning rather than form. Grammar is taught inductively, and initial attention is given to the meaning of items. The teacher introduces a fixed number of items at a time to facilitate differentiation and assimilation, with a preference for meaning-based teaching over a strict focus on grammar.

Topic-044: Role of Learners, Teachers, and Materials in Total Physical Response Method

What roles do learners play in TPR?

Listeners, performers, and they monitor their own progress.

How does Asher view the teacher's role in TPR?

To provide opportunities for learning and control the language input.

What types of materials are used in TPR, especially for absolute beginners?

In the beginning, materials may not be necessary, and the teacher's voice and gestures are sufficient.

What are the roles of learners and teachers in the TPR method?

In TPR, learners primarily act as listeners and performers. They listen attentively and respond physically to commands given by the teacher, recognizing and responding to novel combinations of previously taught items. They are encouraged to produce their own combinations when ready. Teachers play an active and direct role in TPR, controlling language input, modeling, presenting new materials, and selecting supporting materials for classroom use. The teacher's role is to provide opportunities for learning.

Topic-045: Procedure in Total Physical Response Method

Can you give an example of a TPR lesson warm-up activity?

Moving students with commands such as "Pablo, drive your car around Miako and honk your horn."

What is the role of commands in TPR?

They are used to elicit physical actions and activities from learners.

How does the instructor introduce new vocabulary in a TPR class?

By writing it on the chalkboard, speaking it, and acting out a sentence to illustrate the item.

What kind of questions are asked during TPR lessons, and how are they answered?

Simple questions are asked, and students answer with gestures, such as pointing.

What is the role of role reversal in TPR lessons?

Students can volunteer to utter commands that manipulate the behavior of the instructor and other students.

How are reading and writing introduced in TPR classes?

The instructor writes new vocabulary on the chalkboard, speaks it, and acts out sentences while some students copy the information in their notebooks.

Lesson-10

THE SILENT WAY METHOD

Topic-046: Background of the Silent Way Method

Who devised the Silent Way method?

Caleb Gattegno devised the Silent Way method.

What is the primary premise of the Silent Way method regarding the role of the teacher and learner?

The premise is that the teacher should be silent while the learner is encouraged to produce as much language as possible.

What are the elements that grew out of Gattegno's previous educational design experience?

The use of color charts and colored Cuisenaire rods are elements that grew out of Gattegno's previous educational design experience.

What are the broad learning hypotheses underlying Gattegno's work?

The learning hypotheses are:

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

Learning is facilitated by accompanying physical objects.

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

According to the Silent Way, what are the benefits of "discovery learning" as discussed by Bruner?

The benefits include the increase in intellectual potency, the shift from extrinsic to intrinsic rewards, learning of heuristics by discovering, and aid to conserving memory.

Topic-047: Approach & Theory of Language and Learning behind The Silent Way Method

What is Gattegno's view on the role of linguistic theory in language teaching methodology?

Gattegno takes a skeptical view of the role of linguistic theory in language teaching methodology, emphasizing the importance of grasping the "spirit" of the language.

According to Gattegno, what does the "spirit" of the language refer to?

The "spirit" of the language refers to the way each language is composed of phonological and suprasegmental elements that give the language its unique sound, system, and melody.

How does the Silent Way method approach the organization of language to be taught?

The Silent Way takes a structural approach to the organization of language to be taught, with a focus on sentence structure and propositional meaning, rather than communicative value.

How does Gattegno view the importance of vocabulary in language learning?

Gattegno sees vocabulary as a central dimension of language learning, with a focus on "functional vocabulary" that helps learners comprehend the "spirit" of the language.

What approach does Gattegno recommend for learning a second language, and how does he describe it?

Gattegno recommends an "artificial approach" that involves a commitment of the self to language acquisition through the use of silent awareness and active trial. He considers it different from the natural approach.

Topic-048: Objectives, Syllabus, and Learning Activities in The Silent Way Method

What is the general objective of the Silent Way method?

The general objective is to give beginning-level students oral and aural facility in basic elements of the target language.

According to Gattegno, what are the appropriate objectives for students in a language course at an elementary level?

Students should be able to correctly answer questions about various topics, speak with a good accent, describe pictures, answer questions about culture and literature, and perform well in spelling, grammar, reading comprehension, and writing.

What kind of syllabus does the Silent Way method adopt?

The Silent Way adopts a basic structural syllabus focused on grammatical items and related vocabulary.

What role do the colored Cuisenaire rods play in the Silent Way method?

The rods are used to directly link words and structures with their meanings in the target language, avoiding translation, and promoting inventiveness and creativity in students.

What type of learning tasks and activities are common in the Silent Way method?

Learning tasks and activities focus on encouraging and shaping student's oral responses without direct oral instruction. They involve linguistic tasks, where the teacher models and elicits responses from students through gestures, charts, and other aids.

Topic-049: Role of Learners, Teachers and Materials in the Silent Way Method

What is the role of the learner in the Silent Way method?

Learners are expected to develop independence, autonomy, and responsibility, relying on their own resources and cooperatively correcting and helping each other.

What are the tasks of the teacher in the Silent Way method?

The teacher's tasks are to teach, test (elicit), and get out of the way. The teacher models, elicits responses, and silently monitors learners.

What are the materials used in the Silent Way method?

Answer: Materials include colored rods, color-coded pronunciation charts (Fidels), wall charts, a pointer, and reading/writing exercises, designed to illustrate relationships between sound and meaning in the target language.

How are the Fidel charts used in the Silent Way method?

The Fidel charts visually illustrate pronunciation, using color-coded symbols for vowel and consonant sounds in the target language.

What is the role of the colored Cuisenaire rods in the Silent Way method?

The rods are used to link words and structures with their meanings in the target language, avoiding translation and promoting creativity in students.

Topic-050: Procedure in the Silent Way Method

What is the typical focus of the first part of a Silent Way lesson?

The first part of the lesson typically focuses on pronunciation, including sounds, phrases, and sentences designated on the Fidel chart.

How does the teacher model pronunciation in the Silent Way method?

At the beginning stage, the teacher models the appropriate sound after pointing to a symbol on the Fidel chart. Later, the teacher silently points to symbols and combinations and monitors student responses.

What is the role of the pointer in the Silent Way method?

Answer: The pointer is used to indicate stress, phrasing, and intonation by tapping on the chart to the rhythm of the utterance.

How are sentence patterns and vocabulary practiced in the Silent Way?

After practicing sounds, the teacher models an utterance while creating a visual realization of it with colored rods. Students then practice the structure through the manipulation of the rods.

Can you provide an example of a typical Silent Way lesson format?

A typical Silent Way lesson format includes various stages like sound practice, structural practice with rods, and student experimentation, all focused on eliciting student responses without direct oral instruction.

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