

College of Education for Women / Tikrit University

English Department.

Methods of Language Teaching / 3rd. class

Assist.Prof.Dr. Madeha Saif Al-Deen Saleh

Lecture 1.

APPROACHES, METHODS, PROCEDURES AND TECHNIQUES

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

We see approach and method treated at the level of design, that level “ in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) we refer to by the slightly more comprehensive term procedure. Thus, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure. The first level, approach, defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic constructs or reference points and provide a

theoretical foundation for what language teachers ultimately do with learners in classrooms. The second level in the system, design, specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities instructional

The third level, procedure, comprises the classroom settings techniques and practices which are consequences of particular approaches and designs.

Lecture 2

Grammar Translation Method

The objectives of a certain method

- 1-The language content selected and organized (the syllabus)
- 2- The types of activities used
- 3- The role of the teacher
- 4- The role of students
- 5- The role of instructional materials (course books and the like).

By making use of your personal, academic, and professional knowledge, brainstorm ideas/provide examples for each of the aspects listed above

Examples: how many objectives can come up with when it comes to the teaching/learning English? How many classroom activities can you think of How might teachers behave/teach/act? How about the students?

- 1-dominated Europe from 1840s to 1940s
- 2-previously referred as Classical Method
- 3- a method without a language and learning theory
- 4-major focus on Reading and Writing
- 5-little or no attention to Listening and Speaking
- 6-vocabulary selection
- 7-endless lists of words and unusual grammar rules to be memorized
- 8-emphasis on Accuracy
- 9-deductive learning: first the language is presented, then it is
- 10-practiced

Teacher's Roles:

Teachers are just guide because grammar translation deals with the memorization of rules, manipulation of rules, manipulation of the morphology, and syntax of the foreign language. It requires few specialized skills on the part of teachers because test of grammar rules and translation are easy to construct and be objectively scored. The facilitator main function is that of observation rather than corrective intervention in regards to the learners

Students' Role

Students are expected to memorize endless list of grammar rules and vocabulary, and produce almost perfect translations. This method means a tedious experience and often creates frustration for students. Main activities and controls are started by the students, he or she is the one who provides the course of the learning process and the status of knowledge as well.

What are the goals of teachers who use the Grammar-Translation Method?

According to the teachers who use the Grammar-Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps develop their minds.

Lecture 3

Communicative Language Teaching

The Communicative Approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In the Communicative Approach, the main objective is to present a topic in context as natural as possible. The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on oral activities. To other teachers, communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communicate in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach.

Have you heard educators use the term "Communicative Language Teaching?" What did they mean by this term? Did you notice different emphases? What is your own definition? Do you teach for communication?.

Authentic Texts in the Foreign Language Classroom

Discussions about real-life language use often mention the role of authentic texts and authentic materials. Authentic language as "language produced by native speakers for native speakers to be consumed in a native environment." But this leads to further questions about the appropriate use of authentic texts in a foreign language classroom. After all, the classroom is not to be confused with the native environment.

The main principles of CLT:

1-Classroom instruction was conducted exclusively in the target .
.language

.2-Only everyday vocabulary and sentences were taught .

3-Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes

4-Grammar was taught inductively .

5-New teaching points were introduced orally .

6-Concrete vocabulary was taught through demonstrating, objects and pictures; abstract vocabulary was taught by association of ideas.

7-Both speech and listening comprehension were taught .

8-Correct pronunciation and grammar were emphasized .

COMMUNICATIVE LANGUAGE TEACHING

Main Features and Techniques

1-Meaning is paramount

2-Dialogues, if used, enter around communicative functions and are not normally memorized

3-Contextualization is a basic premise. (Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context. Example: If the new topic to teach is Present Continuous, the teacher will not mime the action of 'walking' and ask: What am I doing? I am walking. Instead, the teacher will show, say, pictures of her last trip and tell the students something like: I have pictures of my vacation. Look, in this picture I am with my friends. We are having lunch at a very expensive restaurant. In this other picture, we are swimming at the beach

4-Language learning is learning to communicate and effective communication is sought. (When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language

.5-Drilling may occur, but peripherally

.6-Comprehensible pronunciation is sought

.7-Translation may be used where students need or benefit from it

.8-Reading and writing can start from the first day

9-Communicative competence is the desired goal (i.e., the ability to use
.(the linguistic system effectively and appropriately

10Teachers help learners in any way that motivates them to work with
.the language

11-Students are expected to interact with other people, either in the
flesh, through pair and group work, or in their writings

Lecture 4

How to teach reading -Pre reading activities.

- 1-Theoretical background to how to teach reading skills
- 2-Concept defining: what is reading
- 3-Schema theory
- 4-Cognitive processing: Top-down vs. bottom-up processing
- 5-Intensive vs. extensive reading

In the classroom: how to teach reading .

How to teach reading – principles

In addition, many things are involved in the reading process. To start with, we proceed to read a text, not like a tabula rasa; we are not empty vessels. Readers have prior knowledge that helps them fill the gaps while reading a text.

"Reading is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information" (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 6. Cited in Stanley, 2007).

Schema theory

Schema theory tries to explain how readers utilize prior knowledge to understand and get new information from the text (Rumelhart, 1980). The theory claims that written text does not carry meaning by itself. It only guides readers to retrieve or construct meaning from the structures or patterns of this prior knowledge. These structures are called schemata (singular: schema).

A text about transportation, for example, would trigger our schematic knowledge about the different types of transportation.

Schema theory is closely related to two other important notions, namely top-down and bottom-up processing.

Cognitive processing

Top-down vs. bottom-up processing

Top-down processing refers to the use of background knowledge to predict the meaning of the reading or listening text. For example, readers develop hypotheses about the content of a text, which they have to confirm or reject while reading. The uptake of information is thus guided by an individual's prior knowledge and expectations. Bottom-up processing, however, relies on the actual words or sounds. That is, students construct meaning from the most basic units of language, including letters, letter clusters, and words.

Teachers, who encouraged bottom-up processing, emphasize the decoding skills. They are not concerned with guiding learners recognize what they, as readers, brought to the understanding of the text.

Intensive and extensive reading:

A distinction is made in the literature between two forms of reading: intensive and extensive reading.

Intensive reading involves the deconstruction of a text. The aim is to get as much information as possible. By reading intensively, we are concerned with every detail related to the text. The learner is encouraged to deal with vocabulary and grammar activities to get a closer understanding of the text.

Extensive reading, however, refers to simply reading as much as possible, without concerning oneself with every detail. Occasional unknown words are not supposed to get too much attention because focus is on the overall meaning. That is to say, extensive readers look up words only when they deem it absolutely necessary to their understanding of the text.

Lecture 5

Why do we teach speaking skill?

In the push to teach students reading and writing, it's easy to forget about speaking! This lesson gives students ideas for teaching speaking skills, including explaining how spoken language works and what you can do to support it.

In today's teaching climate, it's easy to forget the importance of oral language, or speaking and listening skills. With all the focus on reading and writing, sometimes teachers neglect this more basic aspect of language! Yet students need to learn speaking skills and have opportunities to practice making their voices heard in a safe and constructive environment. Speaking skills are important because

1-Skilled speakers can effectively present their own points of view

2-Skilled speakers are often better readers and writers

3-Skilled speakers are more confident participants in a variety of contexts - both in and out of school

4-Skilled speakers are able to advocate for themselves and get their academic and emotional needs met

Which Skills Matter?

One of the reasons teachers might feel hesitant about teaching speaking skills is that it can feel overwhelming. Oral language is complex, and in order to teach it properly, we need to deconstruct it into separate skills. The following skills are important to consider when working on speech with students:

Mechanical Skills

Students need to learn how to project, or speak at the right volume for their audience to hear them. They need to learn how to use intonation to express mood and how to pronounce words properly. They must also learn how to pace their spoken language so that they are neither too fast nor too slow to be understood

Organizational Skills

Just as students must learn to organize their writing, they must learn how to organize, or structure in a meaningful way, their oral language. This means talking in logical sequence, stating thoughts in an order that makes sense, and making sure the spoken word is relevant to the topic of conversation

Activities To Promote Speaking:

Role Play

Simulations

Information Gap

Brainstorming

Picture Narrating

Picture Describing

Lecture 6

Curriculum and syllabus in methods of language teaching:

When it comes to education, the two concepts which pop up in our mind which are commonly misconstrued are syllabus and curriculum. Syllabus connotes the subjects as well as the topics covered in the course of study. On the other hand, curriculum implies the chapters and academic content taught in school or college. It alludes to the knowledge, skills and competencies students should learn during study.

The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course. Syllabus is descriptive in nature, but the curriculum is prescriptive. Syllabus is set for a particular subject.

Syllabus is the document that contains all the portion of the concepts covered in a subject.

Curriculum is the overall content, taught in an educational system or a course.

Key differences between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course

Syllabus varies from teacher to teacher while the curriculum is same for all teachers.

The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.

.The curriculum has a wider scope than the syllabus

The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.

Syllabus is descriptive in nature, but the curriculum is prescriptive.

Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program.

Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.

The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

Conclusion

Curriculum and Syllabus are the terms of education, imparted to the students by teachers. It means the knowledge, skills or qualifications that are passed on from one generation to another. A subject syllabus is a unit of the curriculum. The two terms differ in a sense that curriculum is a combination of some factors which helps in the planning of an educational program, whereas a syllabus covers the portion of what topics should be taught in a particular subject.

Lecture 7

Constructing a Lesson Plan

To understand the difference between a lesson plan and a lesson note, we will have to define what a lesson plan is, and what a Lesson note is.

A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students.

A lesson note is the best tool for documenting the flow of a lesson and its impact on students. Lesson Notes let you jot handwritten notes about what is being said and what students are doing. There is some confusion about what a TEFL lesson plan is and is not. A worksheet is not a lesson plan. A handout is not a lesson plan. A classroom game or activity is not a lesson plan. In fact, there is no need for a lesson plan to ever be seen, touched, considered or dreamed of by students, and nor does it even need to exist on paper or disk, though it usually does.

A lesson plan is a teacher's plan for teaching a lesson. It can exist in the teacher's mind, on the back of an envelope, or on one or more beautifully formatted sheets of A4 paper. Its purpose is to outline the "program" for a single lesson. That's why it's called a lesson plan. It helps the teacher in both planning and executing the lesson. And it helps the students, unbeknownst to them, by ensuring that they receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they didn't know at the beginning of the lesson (or practice and make progress in that specific thing).

To summarize, and in very basic terms: a lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc).

Lecture 8

Classroom Management

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

In short, to be a good teacher, you also need the following classroom management skills. Every teacher must have:

1-Authority

2-Knowledge

3-Individualization

4-Time-management

5- Patience

Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning.

Efficient Use of Time

Taking time before school starts to create routines and procedures saves you time in the long run. When the children know what to do, it becomes a natural part of the routine. After a few weeks, you don't need to tell them what to do. The students know they get their planners out, write in homework assignments and gather all of their materials at the end of the day, for example. You can get your kids out the door faster at the end of the day. When you train them how to do each part of the school day, you don't spend as much time giving directions.

Consistency

A teacher with strong classroom management skills creates consistency for his students. The kids know what to expect every day when it comes

to the routine activities. Your students may fare better when you're gone if you have set expectations for everyday tasks. They know how the classroom runs so they are able to help the substitute run the classroom. For example, if the kids know they're supposed to enter the room and start working on a math problem on the board, a substitute doesn't have to spend his time corralling the kids or trying to keep them occupied while everyone arrives. You can also create consistency throughout the school by aligning your management strategies with the school wide standards. If your school focuses on respect and responsibility, incorporate them into your classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building.

Behavior Problems

The main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. The expectations for behaviors that are part of a classroom management plan give students boundaries, as well as consequences.

Lecture 9

The audio-lingual method

Learning by using this method became very popular and it was adopted in every school that teaches English, because they wanted to increase the English level of their students, even, this method is one of the most used in basic level, because it shows the correct pronunciation of the words and corrects the mistakes done at the moment. In this lecture we are going to study the following questions:

1-What is the History of the Audio-lingual Method?

2-What is the Audio-lingual Method and its principal principles?

3-What are the goals of the Audio-lingual Method?

4-What techniques are involved in this Method?

What are the advantages and disadvantages of the Audio-lingual Method? Through the reading of this topic, we will realize about the uses of this method and how to use it, because it has its techniques and the teacher has to have a very good speaking skill in order to develop the students' speaking skills. The answers of the questions above are interesting and show exactly what most of English teachers use to do in their classes.

nowadays, and if we realize, this is a traditional method, it is useful, but later on, we are going to see how to use it and who to use it with, because this method is not for all levels

What is the history of the Audio-lingual Method?

The United States involvement in World War II brought a significant change in the teaching of languages in U.S. schools. It quickly became apparent that the grammar-translation method had not produced people who were able to speak the foreign languages they had studied. The U.S. government asked the universities to develop foreign language programs that produced students who could communicate effectively in those languages. Changes in the beliefs about how people

learn impacted the teaching methodologies being developed. Based on the behavioristic psychology, the audio-lingual method was developed. In the audio-lingual method, the emphasis was on the memorization of a series of dialogues and the rote practice of language structures.

What is the Audio-lingual Method and its Principal Principles?

The Audio-lingual Method also called The Oral Method, acts as a supporting for improving the speaking skills, because it helps to pronounce a word in a correct form by using some drills like repetition, transformation, chain and some others. The students repeat a word, phrase or sentence after the teacher, but, why after the teacher? It is because we need to know how a word is pronounced in order to reproduce it in a correct way, otherwise, we would be guessing a pronunciation, and we could make a mistake. That is the importance of having a model in this method

This method has a "Skinnerian" characteristic which is the use of the response-reinforcement. When the teacher gives an example stimulus and explains to the students how to pronounce a word or a phrase and motivates them to repeat it, it is considered as a stimulus, the response is the reproduction of what the teacher wants to the students repeat, but if the teacher listens to a student who makes a mispronunciation mistake, the teacher can explain and repeat again in order to give a reinforcement about the correct pronunciation.

What are the goals of the Audio-lingual Method?

The 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" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language into 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 this

problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.

What techniques are involved in this Method?

Dialogue Memorization: In this drill, the students have to memorize a dialogue between two people ("A" and "B"), the short conversation or students perform role "A" and the teacher performs role "B", and then perform both of them. Also, the teacher they change roles in order to can divide the class into two groups and give to one group role "A" and finishing the conversation, the other group would be role "B", and after both groups can change roles and perform the two roles of the .conversation

Backward build-up (expansion): This drill is used when a long line of dialogue is giving students troubles. The teacher breaks down the line into several parts. The students repeat a part of the sentence, and if the students have done it good, the teacher will add another word or two words of the line for being repeated, but if they made a mispronunciation mistake the teacher will repeat the word or words in order to give the model to follow. And that process is repeated until the long line of dialogue is pronounced in a correct way.

Lecture 10

The Direct Method

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

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

In practice it stood for the following principles and procedures

- 1-Classroom instruction was conducted exclusively in the target language
- 2-Only everyday vocabulary and sentences were taught
- 3-Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes
- 4-Grammar was taught inductively .
- 5-New teaching points were introduced orally .
- 6-Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas
- 7-Both speech and listening comprehension were taught .
- 8-Correct pronunciation and grammar were emphasized .