

LANGUAGE TEACHING PRACTICE

Spring 2015

Introduction to the Course



WHY DO WE LEARN?

Why do we want to find out
how people learn?

Learning

- Learning Theories
- Approaches
- Methodologies
- Practice

Learning Theories

- Behaviourist
- Cognitivist
- Constructivist
- Connectivist ?

Main Approaches

- Oral based Approach
- Comprehension Approach
- Natural Approach
- Functional Notional Approach
- Communicative Approach

Main Methodologies (traditional)

- The Grammar-Translation
- The Direct Method
- The Audi-Lingual
- The Silent Way
- The Desuggestopedia
- The Community Language Learning
- The Total Physical Response

Innovative Methodologies

- Differentiated Learning
- Content-based Learning
- Strategies-based Learning
- Constructivist Language Learning
- Reflective Language Learning
- Web-based Language Learning
- Multiple Intelligences Oriented
- Connectivist Learning
- Participatory Approach
- Negotiated Language Learning

Innovative Methodologies

- Bilingual Language Learning
- Task-based Learning
- Learner-centered Language Learning
- Project-Oriented Learning
- Cooperative/Collaborative Learning
- Blended (Hybrid) Learning
- NLP Oriented Learning
- Lexical Approach
- Inquiry-based learning

Language Learning Practice

- Learning Strategies & Motivation
- Lesson Planning, Syllabus & Classroom management
- Materials & Assessment
- Teaching Listening and Pronunciation
- Teaching Grammar & Vocabulary
- Teaching Reading & Writing
- Literature & Technology

Grammar-Translation

Aim: Helping students read and appreciate foreign literature

Principles

- Literary language is superior to spoken language
- If you are able to translate you are successful
- Ability to communicate is not a goal
- Primary skills to develop are reading and writing
- Teacher the authority correct answers all the time
- Learning by comparing languages
- Forms are important
- Deductive teaching of Grammar
- Mental Exercise

Direct Method

Aim: Learning how to use a foreign language to communicate

Meaning to be conveyed directly through the use of demonstrations and visual aids

Direct Method

Principles

- Language is Speech
- Reading and Pronunciation from the first day
- Objects to help understanding
- Grammar taught inductively.
- No Native Language
- Demonstrate: Not Explain or Translate
- Learn to think in Target Language
- Vocabulary in Full sentences
- Self Correction
- Speak as much as possible
- Syllabus based on Situation and topics NOT structures

Audio-Lingual Method

Aim: Communication
Behavioural Psychology
Learning through conditioning

Audio-Lingual Method

Principles

- Language form occur within context
- Language systems different keep them apart
- Teachers as models
- Habit formation
- Errors not tolerated
- Slots in sentences (single / Multiple)
- Positive reinforcement
- Overlearn

Audio-Lingual Method

Principles

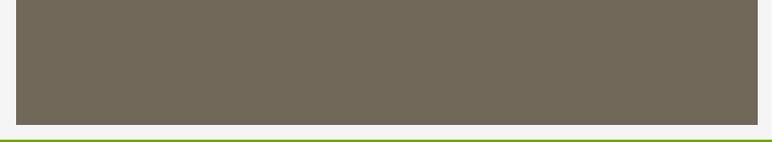
- Teacher Orchestra leader
- Structures more important than vocabulary
- Rules induced: NO memorization
- Overcome the habits by comparing languages
- Natural order is followed
- Culture and language inseparable: More than Literature & Art

Total Physical Response

Aim : Communication

Principles

- Meaning through actions
- Understanding the target language before speaking
- Speak when ready
- Imperatives powerful
- Observing and performing actions
- Success and low anxiety facilitate learning
- Errors tolerated Correction unobtrusive
- Novelty is motivating
- Learning more effective when Fun
- Emphasis Spoken over written



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Thank You