# 英語科教育法Ⅰ-1
# 第3回

投野由紀夫

# Today's suggested reading

# H. Douglas Brown (2000)
## *Teaching by Principles*
### (Addison Wesley Longman)

# The Grammar Translation Method

- The Classical Method = GTM
- Major characteristics of GTM
  - No. 1 – 8 (pp.18-19)
  - "It does virtually nothing to enhance a student's communicative ability in the language"
- Why so popular?
  - Teachers do not need specialized skills
  - It could be useful for developing a reading knowledge

# Gouin & the Series Method

- ## What was Gouin's experience?
  - Miserable failure in learning German (late 1800s)
- ## What did he realize?
  - His 3-year-old nephew succeeded
  - The child must hold the secret to learning a language! (p.20)
  - Language learning = transforming perceptions into conceptions (language = means of thinking)
- ## What's the characteristics of the Series Method?
  - A series of connected sentences (n= 15)
  - Teach directly (without translation) and conceptually (without grammatical rules and explanations)

# The Direct Method

- Popular at the turn of the century in Europe
→ Charles Berlitz (Berlitz method)

- What is the basic premise of DM?
L2 learning = L1 learning

- Some characteristics (p.21)

- DM did not take well in public education.
→ the limited budget, classroom size, time, and teacher background

- The use of DM declined → GTM revived

# The Audiolingual Method

- US → isolated → emphasis on a reading approach (Coleman Report)
- World War II → Army Method
  → successful → Audiolingual Method
- Approach:
  - Linguistic theory: structural linguistics
  - Psychological theory: behaviorism
- Losing popularity
  → Awareness that rote learning is not the central part of language learning.
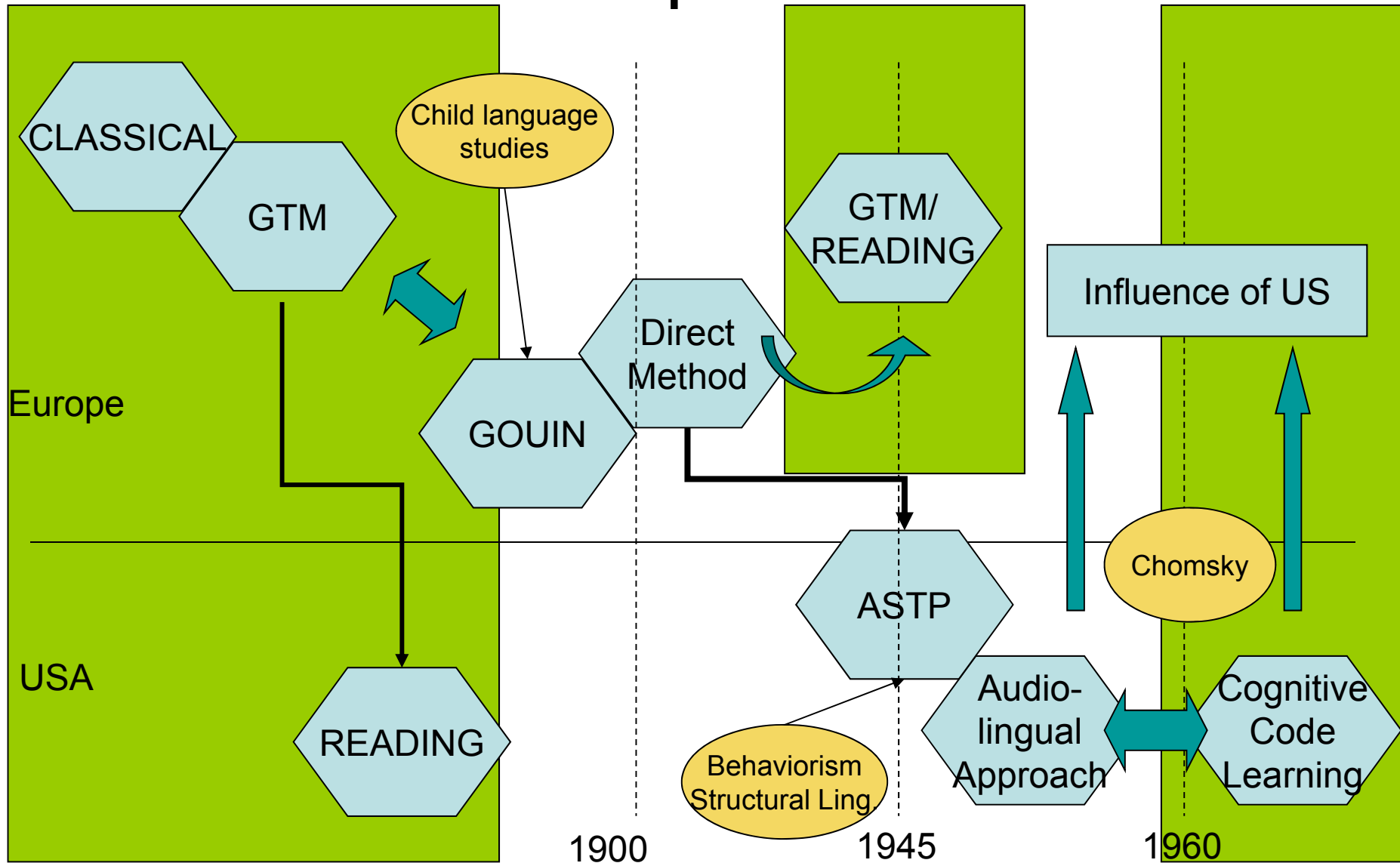
# Cognitive Code Learning

- Chomskyan revolution in linguistics
  - Focus on the rule-governed nature of language and language acquisition
- CCL = a deductive approach
- Inject deductive rule learning into language classes → more like GTM
- Irony: emphasis on grammar learning → a return to some of the practices of GTM
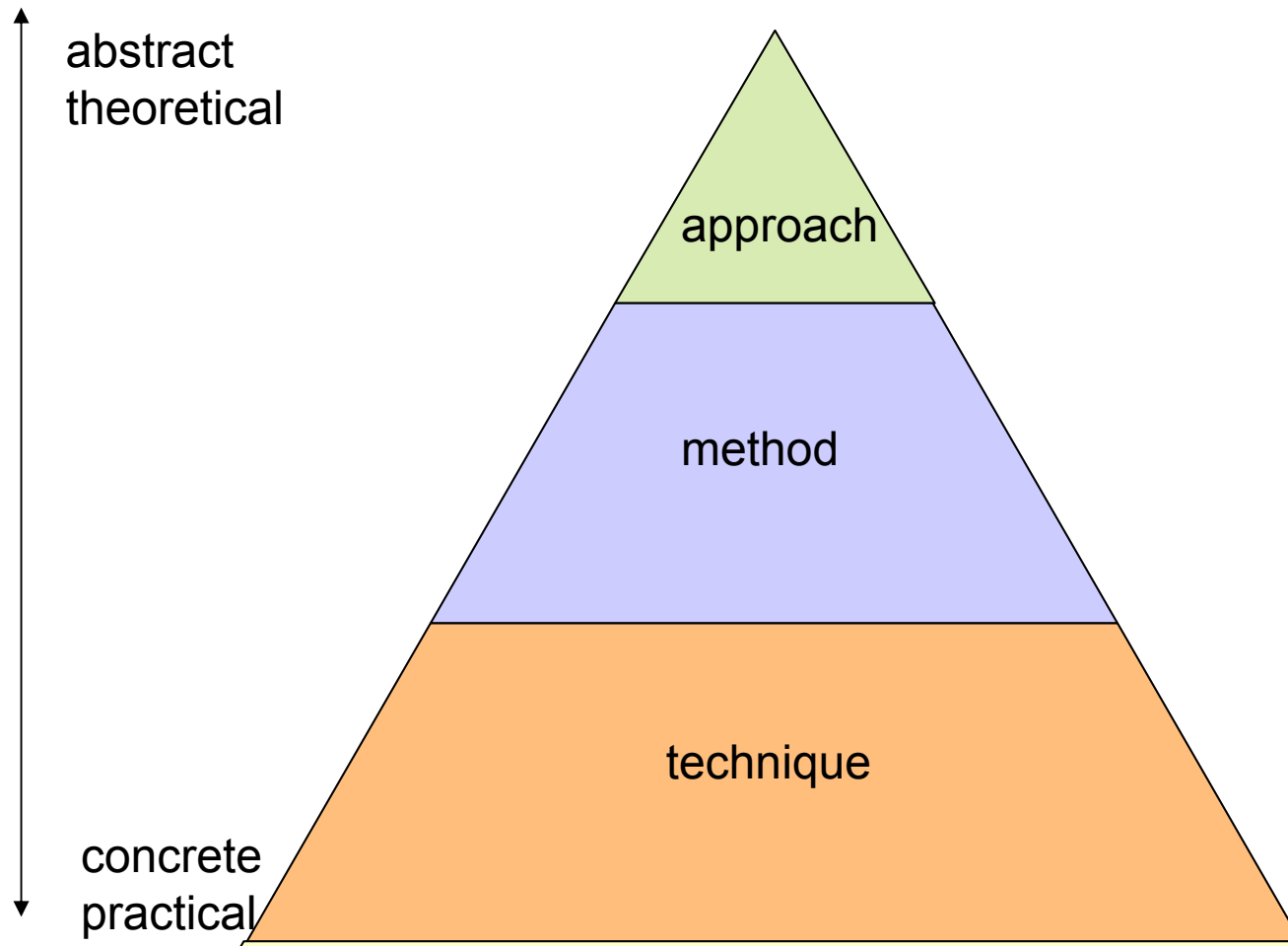
# To recapitulate...

# In Japan …

- In Meiji era:
  elite education → all in English

- Public education: TGM

- In Taisho-Showa era:
  H.E.Palmer → Oral Method (DM)

- After the WW2:
  C.C.Fries, Robert Lado
  → Oral Approach (ALA)

# Approach, method, technique

abstract
theoretical

concrete
practical

approach

method

technique

# Anthony (1963)

| approach | A set of assumptions about language, learning & teaching | Learning → can be best achieved in a relaxed state of mental awareness |
| --- | --- | --- |
| method | An overall plan for systematic presentation of language based on a selected approach | Suggestopedia |
| technique | Specific activities in the classroom | -Playing baroque music while reading a passage<br><br>-Sitting in a yoga position while listening to words |

# Richards & Rodgers (1986)

- Approach → theories (same as Anthony)
- Design → how those theories are related to classroom materials & activities
  - Objectives
  - A syllabus model
  - Types of learning and teaching activities
  - Learner roles
  - Teacher roles
  - The role of instructional materials
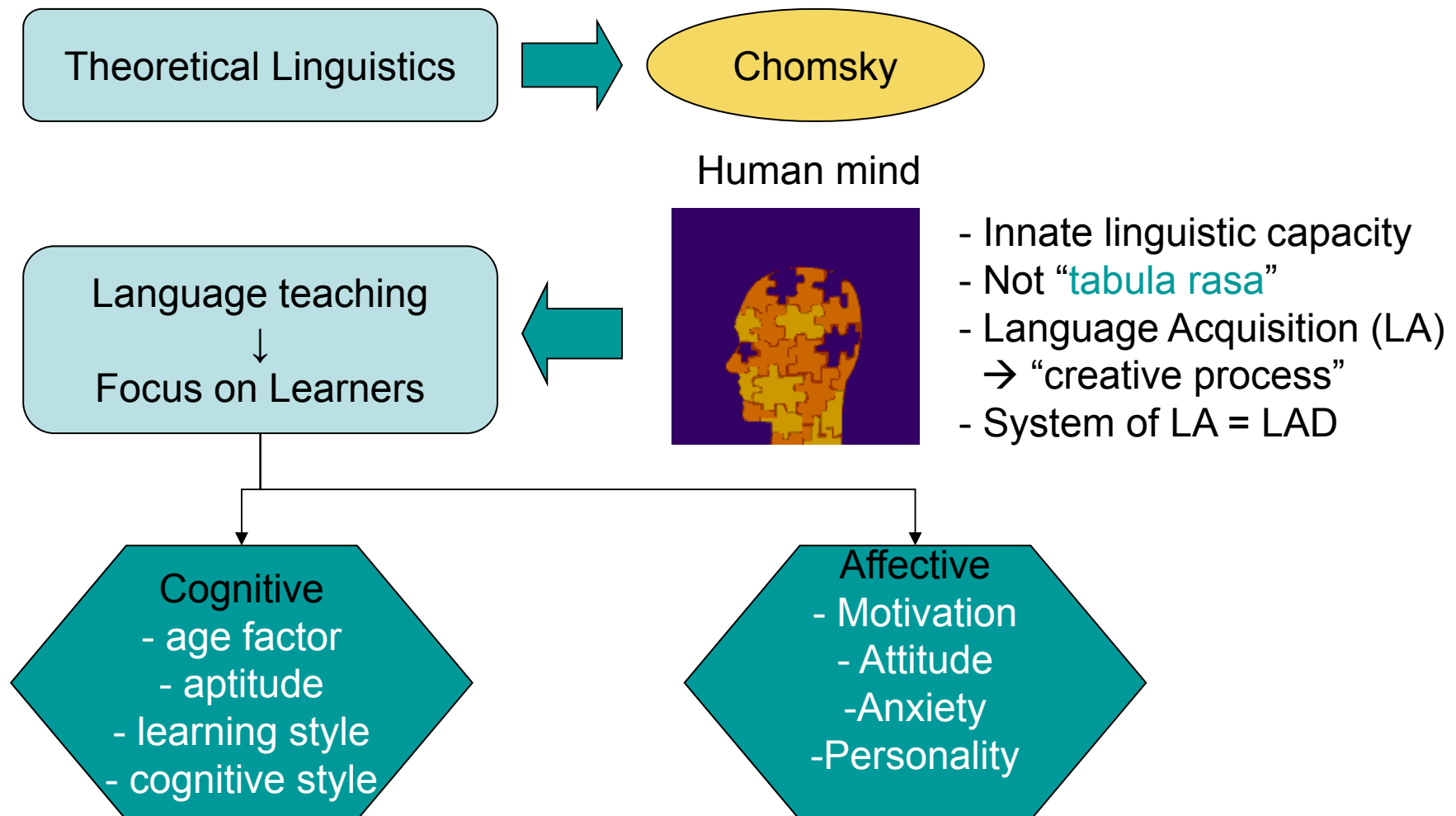- Procedure → classroom techniques & practices

# The term "method"

- "the whole concept of separate methods is no longer a central issue in language-teaching practice" (p.15)

  → "XX Method" used to be popular, but not any more.
  → There is no single perfect method.
  → More like a combination of various techniques and practices → methodology

# Designer Methods

Theoretical Linguistics ➡ Chomsky
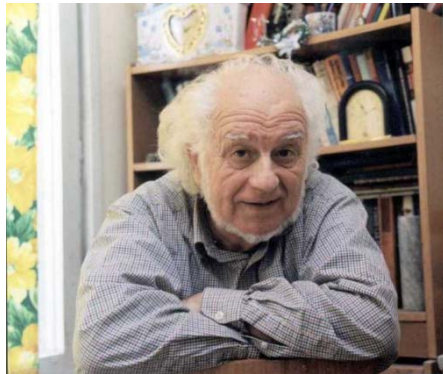
Human mind

Language teaching
↓
Focus on Learners

- Innate linguistic capacity
- Not "tabula rasa"
- Language Acquisition (LA)
  → "creative process"
- System of LA = LAD

Cognitive
- age factor
- aptitude
- learning style
- cognitive style

Affective
- Motivation
- Attitude
-Anxiety
-Personality

# Community Language Learning

# Designer methods

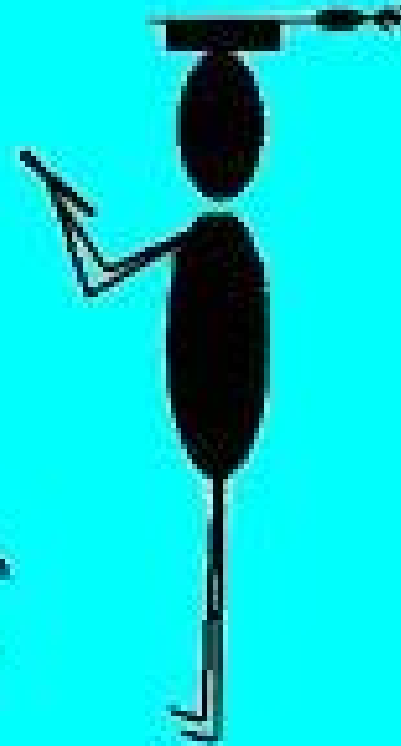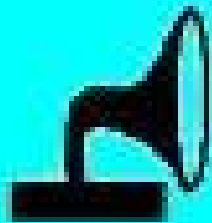| Method | cognitive | affective |
|---|---|---|
| CLL | ? | Counseling-learning → low anxiety level |
| Suggestopedia | ? | A state of relaxation → more learning |
| Silent Way | Learning is facilitated by discovery | ? |
| TPR | -In L1, a lot of listening before speaking<br>-Right-brain function | -stress-free |
| Natural Approach | -Silent period<br>-Comprehensible input<br>- | -error correction → promote anxiety |

# Suggestopedia

Lozanov

*Suggestopedia* frees the reserves of mind (deprogramming, desuggesting) constantly keeping the GOLDEN PROPORTION and the active LOVE to the human being.
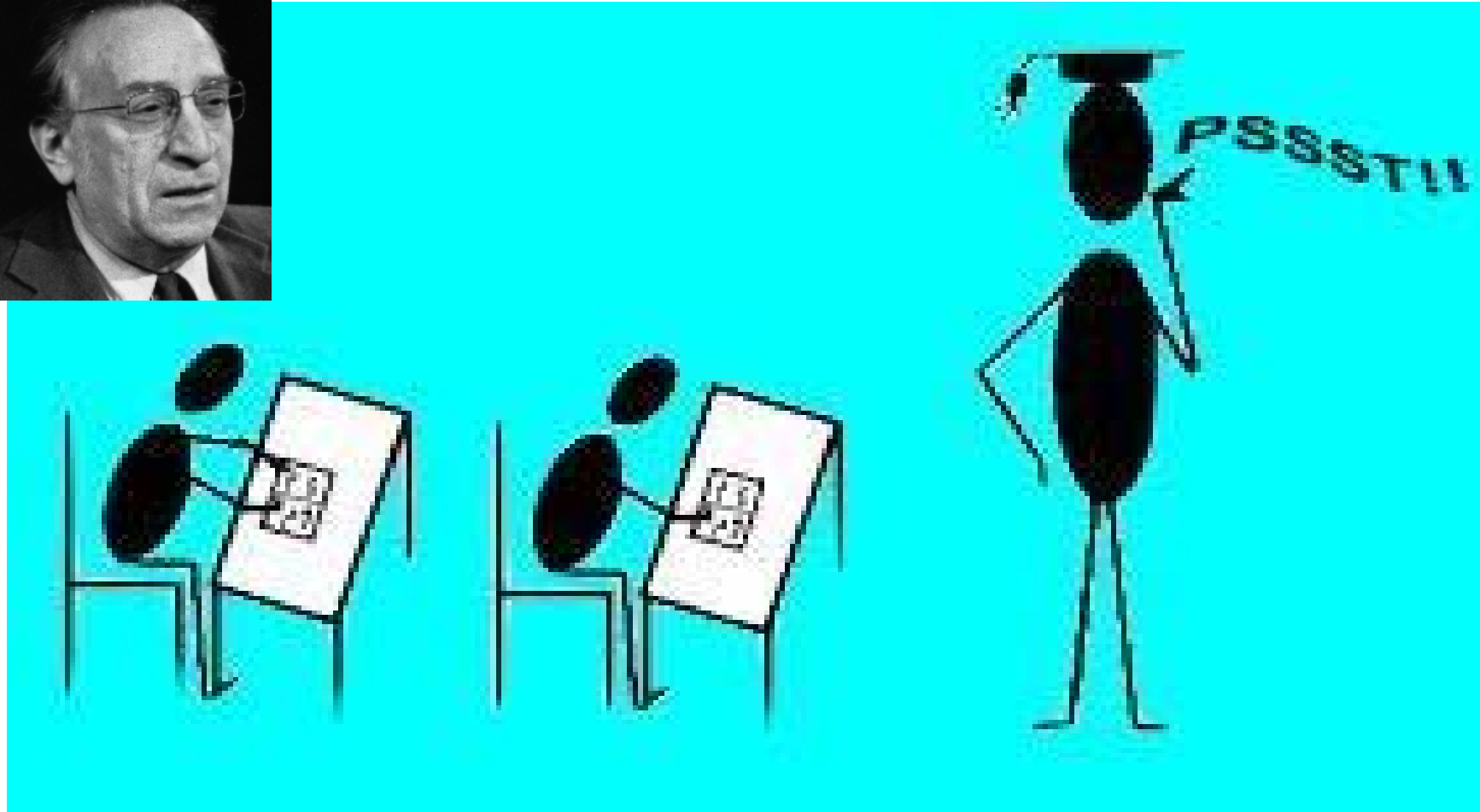
# Designer methods

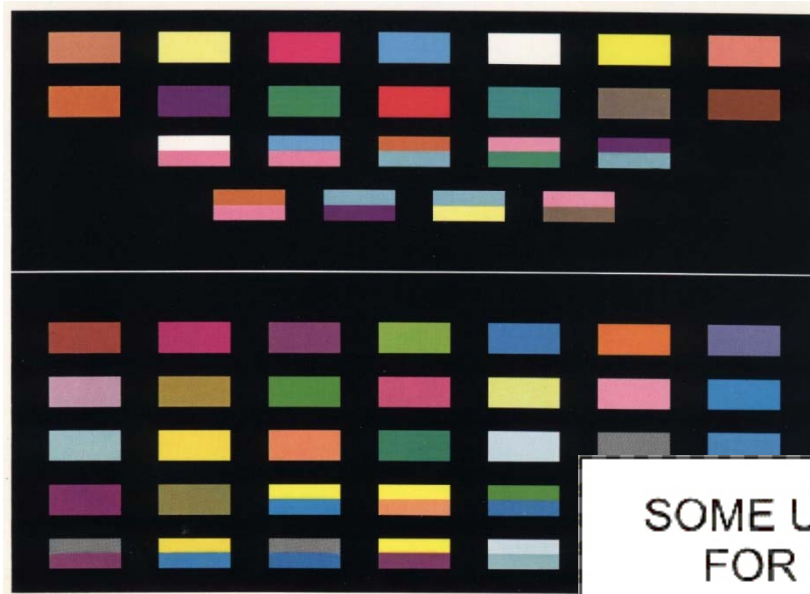| Method | cognitive | affective |
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# The Silent Way

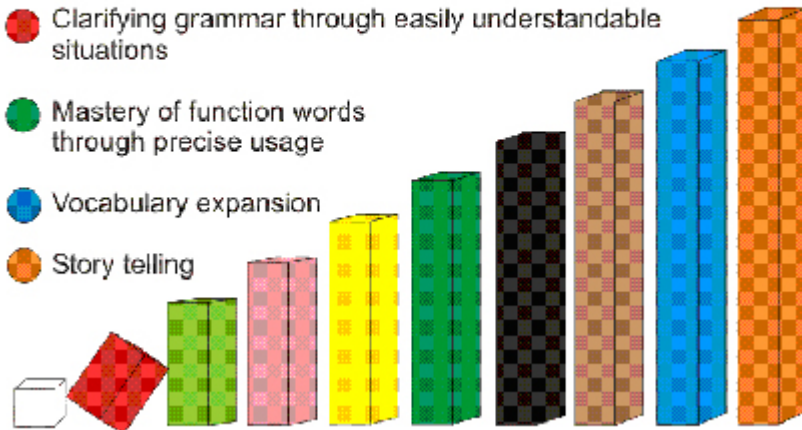
Caleb Gattegno

# The Silent Way (2)

# Designer methods

| Method | cognitive | affective |
|---|---|---|
| CLL | ? | Counseling-learning → low anxiety level |
| Suggestopedia | ? | A state of relaxation → more learning |
| Silent Way | Learning is facilitated by discovery | ? |
| TPR | -In L1, a lot of listening before speaking<br>-Right-brain function | -stress-free |
| Natural Approach | -Silent period<br>-Comprehensible input<br>- | -error correction → promote anxiety |

# Total Physical Response



James Asher

# TPR（2）

# Designer methods

| Method | cognitive | affective |
|---|---|---|
| CLL | ? | Counseling-learning → low anxiety level |
| Suggestopedia | ? | A state of relaxation → more learning |
| Silent Way | Learning is facilitated by discovery | ? |
| TPR | -In L1, a lot of listening before speaking <br> -Right-brain function | -stress-free |
| Natural Approach | -Silent period <br> -Comprehensible input <br> - | -error correction → promote anxiety |

# Designer methods

| Method | cognitive | affective |
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| CLL | ? | Counseling-learning → low anxiety level |
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# Notional-Functional Syllabuses

- Functions – organizing elements
  - Identifying, reporting, denying, accepting, declining, asking permission, apologizing, etc.

- Notions:
  - General: existence, space, time, quantity, and quality
  - Specific: personal identification, travel, health, welfare, education, shopping, serviced and free time

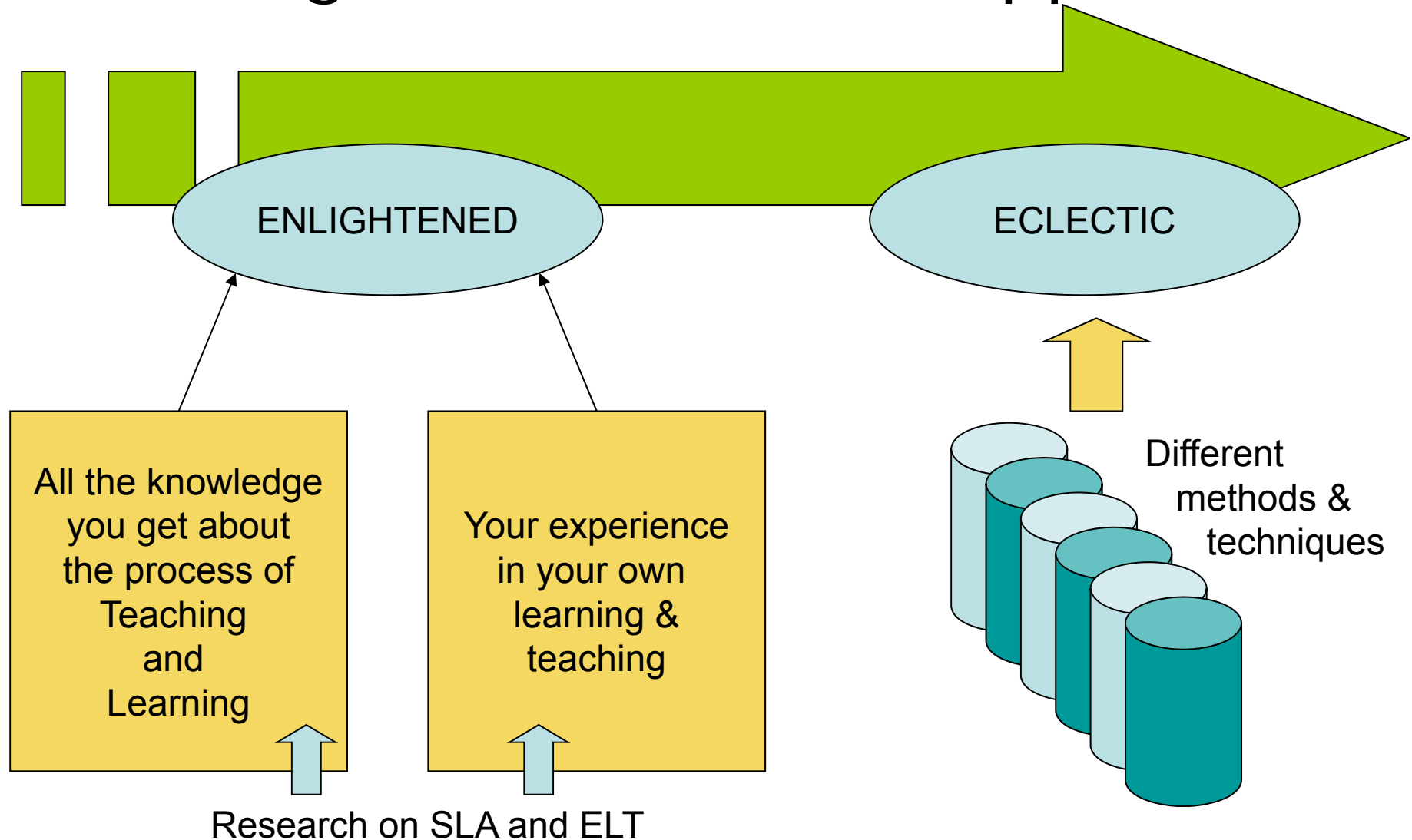- It's not a *method*, but a *syllabus*.(p.33)

# Points

- Why did 'designer" methods appear?
- Tell the features of each method:
  - CLL/ Suggestopedia/ Silent Way/ TPR/ Natural Approach
- Difference between NFS and the other methods
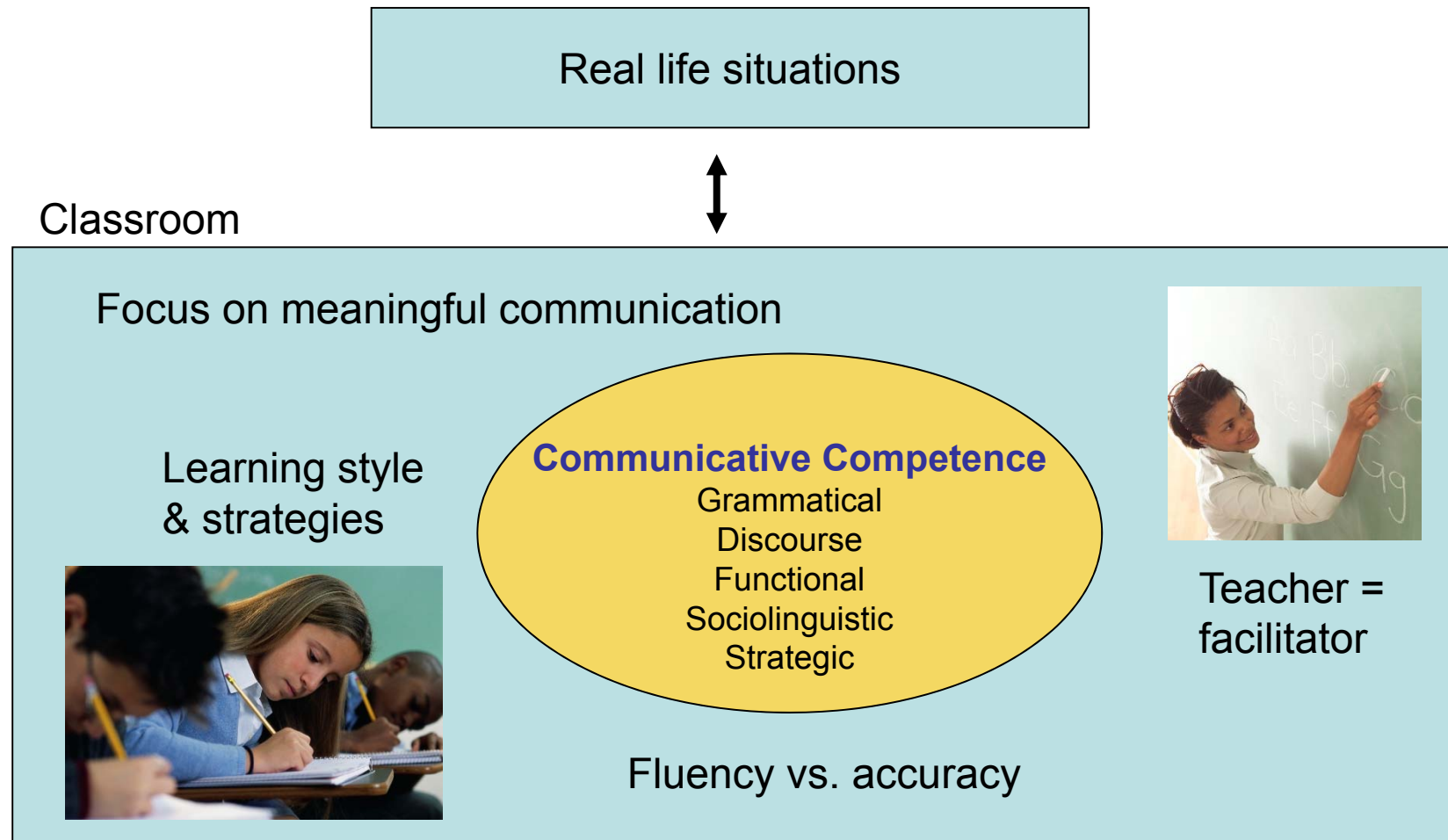
# An enlightened, eclectic approach

ENLIGHTENED

ECLECTIC

All the knowledge you get about the process of Teaching and Learning

Your experience in your own learning & teaching

Different methods & techniques

Research on SLA and ELT

# Communicative Language Teaching

Real life situations

↕

Classroom

Focus on meaningful communication

Learning style & strategies

**Communicative Competence**
Grammatical
Discourse
Functional
Sociolinguistic
Strategic

Teacher = facilitator

Fluency vs. accuracy

# Communicative Language Teaching