

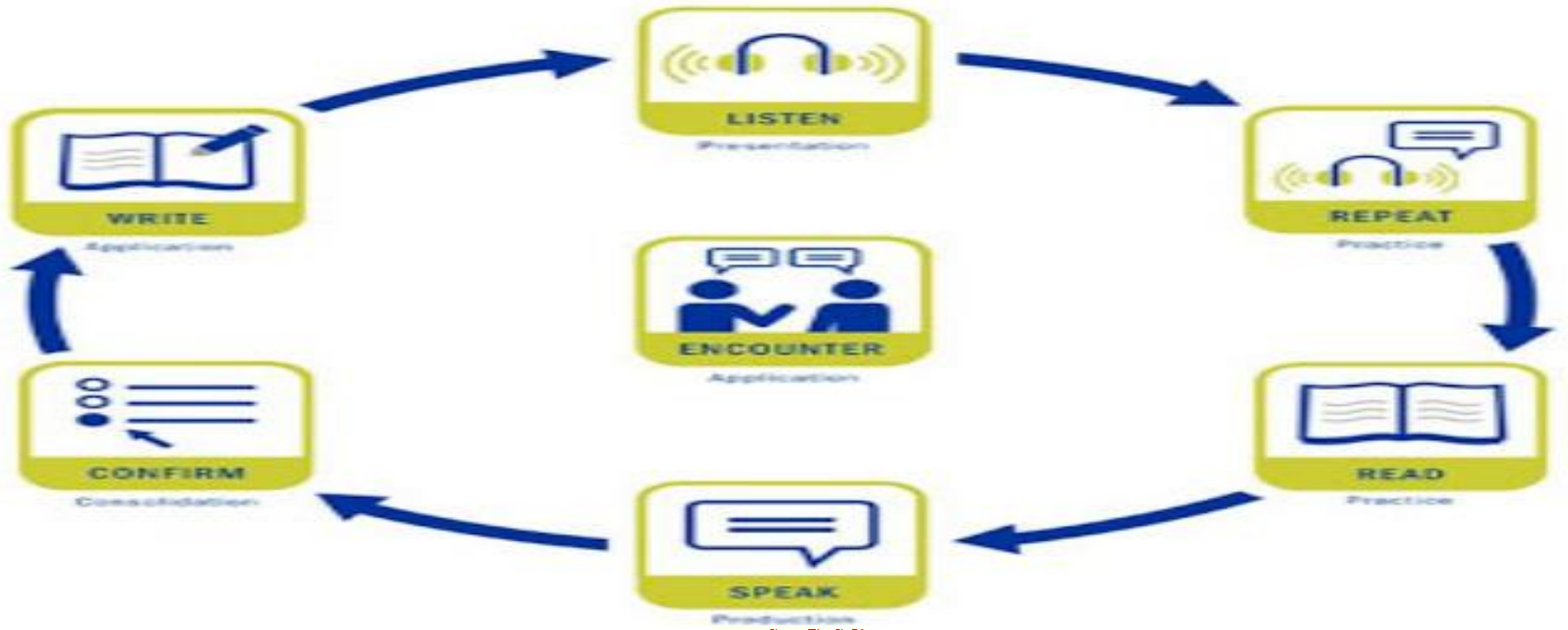
AUDIO LINGUAL METHOD

BY

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this method.

17.2.5 The Audio-Lingual Method

This method was developed mainly in America in the sixties and seventies. The Audio-Lingual Method tried to demonstrate the fact that a language teaching method can be based on rigorous scientific disciplines like linguistics and psychology. This method was introduced by William Moulton.

The focus of the method was on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.

17.2.5.1 Principles of the Audio-Lingual Method

The foremost principle is "Teaching should be subordinate to learning". The other principles are:

- language is primarily speech and not writing
- language is a set of habits
- teach the language and not about the language
- a language is what native speakers say, not what someone thinks they ought to say
- languages are different

The above principles formed the basis of the Audio-Lingual Method.

17.2.5.2 Main Features of the Audio-Lingual Method

- The Audio-Lingual Method treated each language skill separately: listening, speaking, reading and writing.
- This method focused primarily on the skills of listening and speaking in accordance with the principle that language is speech, not writing.
- The skills of writing and reading were not neglected, but the focus throughout remained on listening and speaking.
- Dialogues were the main feature of the audio-lingual syllabus and they were the chief means of presenting language items. They also provided learners an opportunity to practice, mimic and memorize bits of language.
- Pattern drills were an essential part of this method and used as an important technique for language teaching/learning.
- The language laboratory was introduced as an important teaching aid. It gave learners an opportunity to mimic a model and memorize language patterns.
- The Audio-Lingual Method avoids the use of the mother tongue.

17.2.5.3 Procedure

The skills were taught in the following order:

listening → speaking → reading → writing.

The first few stages concentrated on listening and speaking skills.

Language was introduced through dialogues which contained common structures used in everyday communication as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language.

Phrases and sentences of a dialogue were learnt through repetition first by the whole class, then smaller groups and finally individual learners. These drills were practiced orally, first in chorus and later individually. Some generalizations were given to advanced learners about the structures they had practiced.

Reading and writing were introduced in the next stage. The reading material was generally based on the oral lesson in order to

establish a relationship between speech and writing. All reading material was introduced orally first.

Writing in the early stages was confined to transcriptions of the structures and dialogues already learnt. Once the learner had mastered the basic structures, he was asked to write reports or compositions based on the oral lesson.

Graded passages from literary texts were introduced at an advanced stage. The learner first listened to a taped version of the text and discussed questions and answers orally. Then they did reading and writing exercises.

17.2.5.4 Merits

The Audio-Lingual Method showed an easy way to learn languages without burdening the intellect with problem solving

- Speaking was finally recognized as being primary to language learning
- Graded structural practice was given through the use of dialogues
- It paved the way to reading and writing of English by teaching the language orally first

17.2.5.5 Demerits

The Audio-Lingual Method seems to have some demerits:

- The method is more suited to lower classes.
- Only certain well-selected sentence patterns can be taught through this method.
- It is difficult to apply this approach to every sphere of teaching and testing.
- This method demands too much of material aid, in order to create a real life situation.

Thus from the above discussion of the major methods of English language teaching, it is observed that every method has some merits and demerits. It can be concluded that for achieving the teaching objectives, the teacher cannot be rigid in choosing a specific method. He should be careful in choosing an appropriate method according to the mental ability and needs of the pupils.



Characteristics

- Material is presented in dialogue form.
- There is no dependence on mimicry, memorization of set phrases, and over learning.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation.
- Great importance to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Vocabulary is strictly limited in context.

SWOT

- **Strength**
- Automatic learning without stopping.
- It is emphasized in sentence production.
- **Weaknesses**
- **Too** much repetition
- Errors were not necessarily to be avoided at all costs.
- No meaningful learning
- **Opportunities:**
- Takes advantage of pronunciation skills.
- Most part of the lesson is given in the target language
- **Threats:**
- It must develop language competence better.
- Material must be oriented to the students.
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Objectives of Audio lingual method

- The teaching of the oral skills with accurate pronunciation, grammar and the ability to respond quickly and accurately is the main objective of audio lingual method. Reading and writing skills may be taught but they are dependent on the oral skills

- The Audio lingual method has the key features of drilling, memorization, repetition and over learning. The problem is with these features of this method because these features can be included in its demerits. It was seen that the expected results of the Audio lingual method were not seen into the learners because they were not able to use the memorized structures out of the classroom and in the natural context. The experience of studying language through Audio lingual procedure was boring and unsatisfying.

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SUGGESTOPAEDIA

&

TOTAL PHYSICAL RESPONSE
(TPR)

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Suggestopaedia

19.3 Suggestopaedia

Suggestopaedia was a method advocated by Dr. Georgi Lozanov, a Bulgarian doctor of medicine, psychiatrist and parapsychologist. It is based on the principle of 'joy and easiness'. Much of the methodology is based on 'suggestology' a psychological theory which says that human beings respond to subtle clues of which they are not consciously aware.

Suggestopaedia is the pedagogic application of suggestions; it helps learners to overcome the feeling that they cannot be successful and so removes their mental barriers to learning. It helps learners reach the hidden reserves of the mind.

19.3.1 Principles of Suggestopaedia

- Joy and psycho-relaxation: Learners will use their hidden potentials only if they feel relaxed and happy. It is in such

conditions that learners will be interested and involved in meaningful activities using the new language.

- Gaining access to the reserve powers of the mind.
- Harmonious collaboration of the conscious and the unconscious.

19.3.2 Methodology

- Posters, charts, music are used as aids.
- The chairs are arranged in a semicircle with the learners facing the front of the room where charts and visuals are arranged.
- Learners listen to soothing music.
- They are asked to close their eyes and do some relaxation exercises.
- Learners are given new identities or some character.
- The teacher uses mime or actions to briefly sketch out the new identities of the learners.
- Next, a dialogue is distributed. It has two columns. One column contains the dialogue in the target language and the other in the mother tongue.
- The learner listens to the dialogue read by the teacher, usually more than once. The reading is accompanied by soft music.
- In the next class, learners take roles and read portions of the dialogue, imagining themselves in the role of that character.
- Questions are asked in the target language about the dialogue.
- Some translation work too is done.
- After this, other activities such as games, role-play, creative language work are done.
- Then the cycle begins anew with a dialogue.

19.3.3 Advantages of Suggestopaedia

- Learning takes place best in a relaxed and happy atmosphere.
- Active participation helps in learning the new language material.
- Role-play reduces threat and so barriers to learning are overcome.
- The functional aspect of language is emphasized.
- Fine arts (music, art, drama) is integrated with the teaching/learning process.

TPR

- The atmosphere, the materials, the method and techniques aims at "infantilization" and so the learners develop a childlike attitude to English language learning.

19.4 Total Physical Response Approach (TPR)

This method was evolved by James Asher, an experimental psychologist. Listening comprehension is the basis of this course. The teacher gives commands and orders and learners perform the action. This is said to be a meaningful way of learning a language.

"During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, walk to the door becomes stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts" (O'Grady, et al 1993).

19.4.1 Principles of Total Physical Response Approach

- Meaning in the target language can be conveyed best through actions.
- Learners learn best by doing things.
- Listening comprehension should precede other skills.
- Learners must be given time to absorb the new language before they are asked to speak.
- A feeling of success aids language learning. Total Physical Response allows learners to achieve a high degree of success.

19.4.2 Methodology

- The teacher gives a simple command. For example: Stand up! Sit down! Most instructions are such that the pupils can show understanding by a physical response.
- The learners do it. If they do not follow the command, the teacher demonstrates.
- Further commands are given. The teacher demonstrates new commands. The class follows. Volunteers perform new commands. The teacher writes commands on the blackboard and demonstrates.

- The class copies down the sentences.
- Learners are not required to speak in the initial stages.
- Later, learners give commands and the rest of the class performs the actions.

19.4.3 Advantages

- It takes into consideration the silent period deemed necessary for some second language learners.
- The approach makes full use of listening as a basis for early and effective language acquisition.
- Listening, in fact, is strength as it leads to the natural emergence of speech once the language has been internalized.
- The Total Physical Response Approach reduces stress and creates an environment that is conducive. In the early stages of learning, the teacher does not make linguistic demands on the pupil.

19.4.4 Limitations

- This approach fails to pay separate and specific attention to speech as opposed to listening.
- This method is judged to be more suited to beginners rather than to a comprehensive four skills course for teaching a language fully.

CLL

- **Community Language Learning (CLL)** is one of the ‘designer’ methods of language acquisition that arose in the 1970’s (along with The Silent Way, Suggestopedia and TPR) and forms part of the Humanistic Approach to language learning. The key features of these methodologies is that they flout orthodox language teaching, they have a guru. They all developed from outside language teaching. Additionally they are all rigidly-prescriptive and emphasise the learners’ responsibility for their own learning.
- **The founder figure of CLL was Charles Curran**, an American Jesuit priest, whose work in Counselling Learning (a general learning approach based on Rogerian counselling ideas and practices) was applied to language learning.

- The key idea is that the students determine what is to be learned, so the teacher is a facilitator and provides support. In the basic form of CLL, a maximum of 12 students sit in a circle. There is a small portable tape recorder inside the circle. The teacher (who is termed the 'Knower') stands outside the circle. When a student has decided they want to say something in the foreign language, they call the Knower over and whisper what they want to say, in their mother tongue. The teacher, also in a whisper, then offers the equivalent utterance in English (or the target language). The student attempts to repeat the utterance, with encouragement from the Knower, with the rest of the group eavesdropping. When the Knower is satisfied, the utterance is recorded by the student. Another student then repeats the process until there is a kind of dialogue recorded. The Knower then replays the recording, and transcribes it on the board. This is followed by analysis, and questions from students. In a subsequent session, the Knower may suggest activities springing from the dialogue. Gradually, the students spin a web of language.

- <https://www.slideshare.net/Youngphilosopher/community-language-learning-cll-41355949>

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DIRECT METHOD

The Direct Method, also called as the Natural Method, emerged first in Germany and France and was popularized by Berlitz.

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THE DIRECT METHOD

The Direct Method of language teaching is also called:



- Translation method attempts to teach English by rules and not by use. Language is a skill subject. It has to be learnt through practice and not by memorizing the rules.
- This method makes the students to think in the mother tongue and then translate it into the English language. So there is no free expression.
- It is a dull and mechanical method which means a tiresome experience of memorizing endless lists of unusable grammatical rules.
- Little or no attention gets paid to pronunciation.

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The Direct Method is a reaction against the Grammar-Translation Method. It is also called as the natural method in which the children are trained to learn English in the same natural way in which they learn their mother tongue. This is a method in which a new word or expression is connected in the pupil's mind directly with what it stands for and not through the medium of the vernacular. According to Webster's New International Dictionary "*Direct Method is a method of teaching a foreign language especially a modern language through conversation, discussion and reading the language itself without the use of the pupil's language, without the study of formal grammar*".

17.2.2.1 Aim of the Direct Method

The Direct Method aims at establishing a direct bond between thought and expression. The learner should experience the new language in the same way in which he experienced the mother tongue. The learner should be given no scope to think in the mother tongue. So he begins to think in English and gets an active command of the language.

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- The process of learning is essentially one of forming associations: speech with appropriate action, words with concepts and object. The association had to be direct, concrete and definite.
- Repetition was essential if associations had to be formed and reinforced. The teacher should begin with a limited number of items.
- Memory depends not only on repetition, but attention and interest as well. So, if a learner is motivated and wants to learn a language, he will do it.
- The teaching materials, namely, texts, dictionaries and grammar should be interrelated and coordinated to make learning effective.
- In this method, the sentence is the unit of speech
- Formal teaching of grammar should be done only after learners have intuitively absorbed it from texts.

17.2.2.3 Main Features of the Direct Method

H.E. Palmer describes the principal features of the Direct Method as follows:

- Translation has to be banished from the classroom. The mother tongue should never be used, not even a bilingual dictionary.
- Oral learning precedes reading and writing.
- Pronunciation should be systematic based more or less on the phonetic basis.
- Vocabulary and structures are learnt by questions asked by the teacher and answered by pupils.
- Grammar is taught indirectly through examples; the rules are derived.

17.2.2.4 Procedure

A Direct Method's procedure is a clear contrast with the prevailing grammar-translation classes. The course begins with the learning of English words and phrases for objects and actions in the classroom. When these could be used readily and appropriately, learning moves to the common situations and setting of everyday life. From the beginning, the students should be accustomed to hear complete, meaningful sentences.

Grammar is taught by an inductive process and is learnt largely through practice. The study of grammar is kept at a functional

level, being confined to those areas which are continually being used in speech.

The teacher prepares the students for reading material in a text, by preceding oral presentation of new words and new situations. Students are encouraged to seek direct comprehension by inferring meanings of unknown elements from the context. Finally, the students are asked to compare summaries of what they had read or discussed in the classroom.

17.2.2.5 Merits

Given the basic belief in direct bonding between the English word and its meaning, the Direct Method has the following merits:

- The method helps the learners develop oral fluency and spontaneity.
- The learners get a lot of exposure to the English language.
- The use of pictures, objects, models, illustrations, actions and demonstrations makes the lesson interesting and real.
- Their method facilitates reading and writing.
- Functional grammar is emphasized in this method

17.2.2.6 Demerits

The Direct Method has certain limitations which make it impracticable in our schools.

- The Direct Method promotes only the oral aspect of language learning and as such, this method is incomplete. It does not give due attention to reading and writing.
- This method is not suitable to all students and would be difficult for average and below average students.
- Ignores the use of the mother tongue completely. So it is difficult to explain the meanings of abstract words.
- The Direct Method is a time-consuming one.
- There are not enough competent teachers to use this method effectively.
- The method discards the teaching of formal grammar which is an essential branch of language learning.

17.2.3 Bilingual Method

The Bilingual Method proposed by C.J. Dodson tried to incorporate different aspects of the Direct Method and the Grammar-Translation Method to evolve an effective second language teaching

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Strengths

- Learners learn the language not about the language.
- The speaking and listening skill are developed.
- It avoids the translation in the communication process.

Weaknesses

- Students run the risk of use the incorrect grammatical rule.
- Lernerers do not develop the gramatical and writing skill.
- This method it is more apropiated to native speakers.

Opportunities

- there is self- correction by the students.
- Students learn how to think in the target language.
- Teacher can asign conversational activities in the classroom.

Threats

- this method is a theats by it self because base the lessons plans in this method make the to find the weekness.
- Students can have spelling problems siince this method is not focus on writing.

TEACHER'S AND LEARNER'S ROLE

- In this method, the role of the teacher is to direct the class activities, encourage students to participate in class by asking them questions constantly, and corrects their mistakes immediately. Something really important in this role is that students and teachers are partners in the learning process. In the other hand, the student role is less passive than in the grammar translation method. Moreover, there is student self-correction; they have to speak a lot that means that their communicative skills are emphasized.

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Techniques that can be used

- Some techniques that can be used are reading aloud. Students can read a paragraph aloud and the teacher is going to correct the mistakes on the spot. And another one can be dictation. In this case teachers dictate a dialog or a paragraph to their students, and they have to write it down. At the end the teacher check them.

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Recap

- The Direct Method (DM) emerged in the 1890s largely as a response to the Grammar-Translation Method to teach learners to genuinely communicate. The argument was that the GT Method taught learners about the target language but not how to speak the target-language. In DM, there is no translation. In fact mother-tongue is expressly forbidden, and all communication is directly in the target language. Vocabulary is explained through visual aids and miming. Listening and speaking skills are given priority, though reading and writing play their part. Grammar is deduced rather than instilled.

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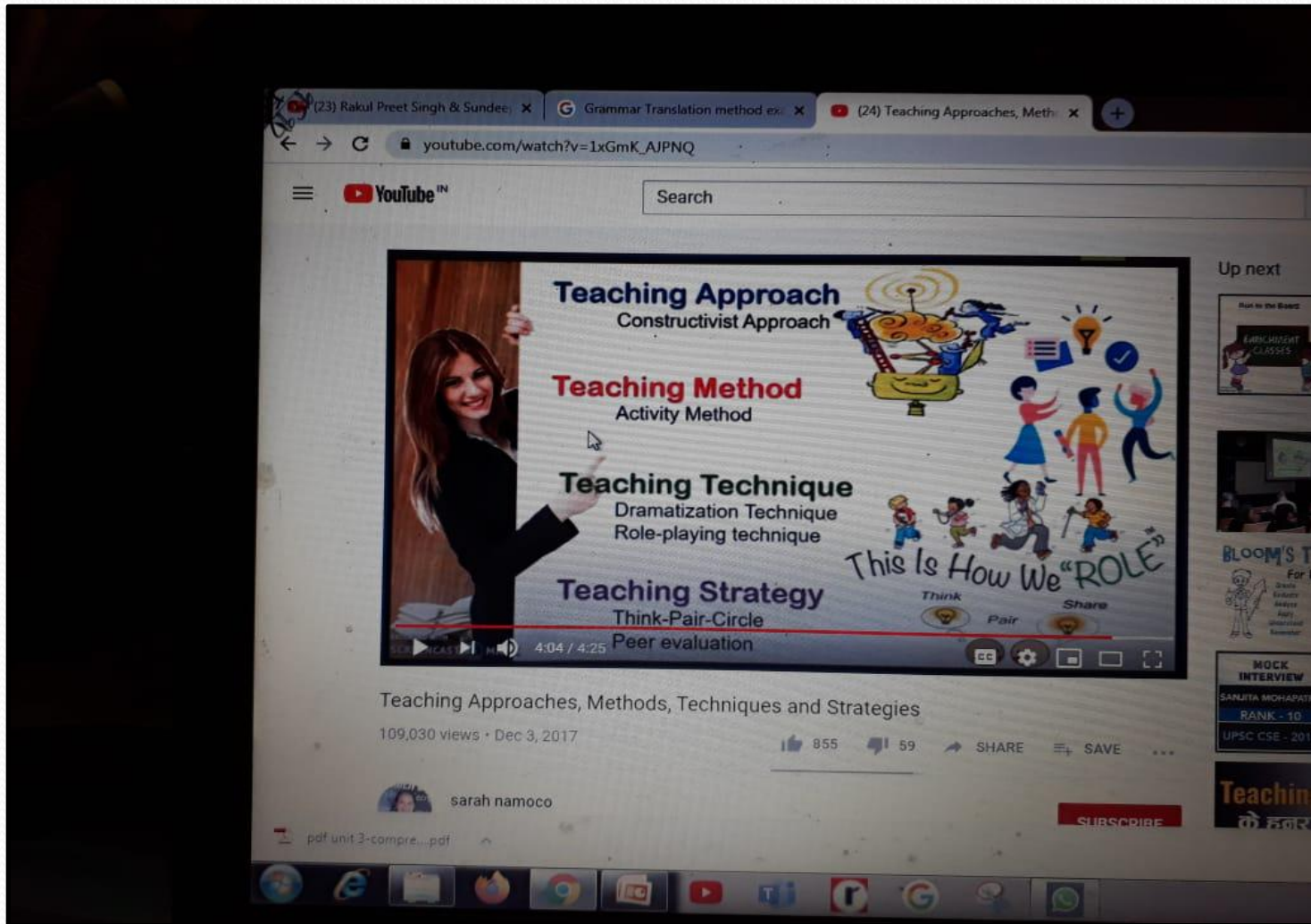
Q & A

- **Teacher's role:** to provide translation of new grammatical items, to answer students' questions about the meaning of items, to monitor students' work for grammatical accuracy, to develop translation activities:
Students' role: to learn and practice grammar rules, to try out new grammar items in some and written texts
- Common classroom activities: translation of sentences from one language to another: writing sentences using the new grammar
- **Direct method:**
Teacher's role: to present new items through the use of questions and demonstration, to monitor students' production for accuracy, to avoid use of the mother tongue
Students' role: to listen and repeat, to ask and answer questions
- Common classroom activities: drills and repetition activities: question and answer activities

GRAMMAR TRANSLATION METHOD

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Methods of Teaching English

CHAPTER

17

“We need careful investigation and experimentation before adopting a particular method or approach as language learning is situation-cum-environment oriented”.
—Tang

Due to the changing form and status of English, many methods and approaches have been adopted to teach this language. The shortcomings of one method or one approach gave birth to another. In order to achieve the objectives of English teaching, the teacher must adopt the appropriate method. The teacher has to plan and design the instructional process so as to bring about desirable changes in the behaviour of the learners.

17.1 Concept and Meaning of Method, Approach, Technique and Design

17.1.1 Method

Chamber's Dictionary describes method as *“mode or rule of accomplishing an end: orderly procedure ... manner of performance”*. So, method directly deals with a teacher's manner of performance and the mode he adopts in accomplishing his task and hence, is a means to an end. It assists in reaching out to pupils in a manner that satisfies their intellectual pursuit and hence is an index of teacher effectiveness.

A teaching method for English is the way a teacher delivers the instructional knowledge and transmits the language skills to the pupils so that the students will be able to understand and apply them. Methods deal with the 'how' of teaching. Methodology indicates the sequence to be followed in the language tasks and the role of the learners and teachers in this sequence.

The choice of a teaching method to a great extent depends on a large number of factors such as the nature of the content to be presented, the age and ability level of the students, the skills of the teacher, the classroom climate, the expected learning outcomes and the resources available. A method can be said to include three components namely approach, technique and design.

17.1.2 Approach

An approach describes the nature of the subject-matter to be taught. It is only a notion or an idea which may or may not be effective. In the words of Anthony, "An approach states a point of view or philosophy or an assumption which one believes but cannot necessarily prove". It states a point of view, a philosophy, something which one believes but cannot prove. *reasonable*

An approach is concerned not only with how to but also what to teach. It is a matter of principles derived from experience and is based on the psychological learning of the teaching-learning process. It selects and grades the teaching-learning material. In the teaching-learning of English, we come across various approaches, each trying in its own way to facilitate teaching of English.

17.1.3 Technique

Technique focuses on what really happens in the actual classroom situation. It includes practices and behaviour that operate during the production, practice and feedback phases of teaching.

implementation
Plan Technique may be described as an implementation sub-process of a method. It specifies the teaching-learning activities as well as the roles of the teachers and learners in the language tasks. Technique is a particular stratagem or contrivance used to accomplish the immediate objective. Technique gives the learner greater autonomy in the language processing. Some of them are role-play, simulation and language game. Techniques must be consistent with a method and therefore in harmony with an approach as well. Techniques, thus, depend on the teacher, individual and the composition of the class.

17.1.4 Design

The components of Design are the following:

- Objectives of the course
- The syllabus model
- Teaching and learning activities
- Role of teachers and learners

17.2 Major Methods of Teaching English

The theories of language and learning are concretely expressed in terms of syllabus, teaching materials and procedures of teaching. In the hands of the teacher, the underlying theoretical principles and actual classroom practice together form a method. Method is the overall means of achieving the general objectives of the course. A method involves the use of specific techniques to ensure its success. In this section we shall discuss both the early and the later methods of teaching English.

17.2.1 Grammar-Translation Method

This method enjoyed the widest popularity in the teaching of English especially, where it is being taught as a second language, along with the mother tongue or a regional language, as in our country. This method was equally important and popular in teaching of other languages like Sanskrit, Persian, Arabic, Latin, Greek, French and German.

17.2.1.1 Brief History

The Grammar Translation Method was very popular with European and foreign language teaching from the 1840's to the 1940's and in a slightly modified form it is being used in some parts of the world even today. The earliest grammar translation course was written in 1793 by J.C. Fick and published in South Germany. It was modeled on a book for the teaching of French by the originator of the method, J.V. Meidinger. It was called 'A Practical Course in English for Germans'. It contained exercises of various kinds, particularly exercises for translating sentences into and out of the foreign language. A lot of importance was attached to completeness of sentences and accuracy. There was a complete neglect of the spoken language.

17.2.1.2 Principles of the Grammar-Translation Method

The principles of the Grammar-Translation Method are as follows. Advocates of this method believe that

- translation can best interpret English words, phrases and sentences
- teaching of English through translation is easy, quick and economical
- the structures of English language are quite difficult. So through comparing and contrasting the English structures with that of the mother tongue, the child would be able to understand better.

- the fundamental principle of proceeding from the known to the unknown is followed
- the knowledge of rules of grammar help the learners to avoid any type of mistakes

17.2.1.3 Essential Features of the Grammar-Translation Method

Grammar-Translation Method is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa. *"The first language is maintained as the reference system in the acquisition of the second language"* Stern, 1983.

The Grammar-Translation method has certain features which distinguish it from other methods and approaches. They are as follows:

- A distinctive feature of this method is its focus on translating the words and sentences into the mother tongue.
- Practice is provided through translation exercises from the mother tongue to the target language and vice versa.
- Grammar is taught prescriptively – through the presentation and study of rules.
- Accuracy is given importance. A.P.R. Howatt says *"High priority is attached to meticulous standards of accuracy which was a prerequisite for passing the formal written examinations"*.
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses primarily on the skills of reading and writing with little emphasis on listening and speaking.
- The mother tongue of the learner is used to explain new items and make comparisons with their equivalents in the target language.
- It is a teacher-centred class and the students are passive learners. What matters is how much and what gets taught, in the belief that teaching guarantees learning.

17.2.1.4 Procedure

The learning material is the prescribed Reader. The teacher translates sentence by sentence, word by word into the mother tongue.

The teacher writes out the meanings of the unfamiliar words on the blackboard and the pupils are expected to take them down. The teacher explains the grammatical points and rules and the pupils will have to learn them.

17.2.1.5 Merits

The Grammar-Translation Method has certain merits for which a large number of teachers use this method of teaching English.

- The method is very successful in present day classrooms where there are a large number of students in each section.
- It makes a few demands on the teacher, like accuracy.
- It provides clarity of new and difficult words.
- It is a time-saving method and facilitates the teaching-learning process.
- This method follows the principle proceeding from the known to the unknown and hence an easy task for the student.
- This method does not require labour on the part of the teacher.
- The teacher can test the pupil's comprehension quickly and easily.
- The method makes use of the child's knowledge of the mother tongue. In such cases, judicious use of the mother tongue is advisable.

Thomson and Wyatt said, *"Translation is a powerful aid in the interpretation of a foreign language, provided it is not used in excess"*.

17.2.1.6 Demerits

In spite of the merits of the method, it has certain demerits which make it an ineffective method of teaching English.

- The Grammar-Translation Method is an improper method because in the teaching of English, a certain hierarchy has to be followed. Listening skill has to be taught first followed by speaking, reading and writing. But in the translation method, reading comes first. So speech is neglected and the pupils are tongue tied.
- Exact word to word translation is never possible for e.g. Table. The meaning of a word that fits one context may be out of place in another context. Moreover, the idiomatic phrases cannot be translated.

- Translation method attempts to teach English by rules and not by use. Language is a skill subject. It has to be learnt through practice and not by memorizing the rules.
- This method makes the students to think in the mother tongue and then translate it into the English language. So there is no free expression.
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A Direct Method's procedure is a clear contrast with the prevailing grammar-translation classes. The course begins with the learning of English words and phrases for objects and actions in the classroom. When these could be used readily and appropriately, learning moves to the common situations and setting of everyday life. From the beginning, the students should be accustomed to hear complete, meaningful sentences.

Grammar is taught by an inductive process and is learnt largely through practice. The study of grammar is kept at a functional

- The grammar translation method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

Characteristics:

- Classes are taught in the mother tongue
- Much vocabulary is taught in the form of lists of isolated words.
- Little or no attention is given to pronunciation.
- Reading of difficult texts is begun early.
- Long, elaborate explanations of the intricacies of grammar are given.

Why would I use this method?

- GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method.
- Tests of grammar rules and of translations are easy to construct.
- Class activities or learning games are rarely necessary, as students are translating text to another language directly. Teachers who are not fluent in English (but fluent in the other language that the students primarily use) can teach English using this approach, as the emphasis is not on the spoken word but on translations.

SWOT

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Strengths:

- Students learn a lot of vocabulary.
- Reading and writing skills are excelled.
- It activates students' memory.

Weaknesses:

- Poor listening and speaking.
- Unnatural and Inaccurate Pronunciation
- GTM is not interactive and engaging for students.

Opportunities:

- It gives the chance of learning a new language using textbooks.
- Students can learn vocabulary not only in the target language but also in their mother tongue.

Threats:

- No oral work takes place in the class room due to this method. Only teacher speaks
- Students try to do everything by translating
- The students don't develop the power of thinking in the target language. They become mentally lazy.

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- <https://youtu.be/BGkCVB2reYQ>

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● NEXT.....

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UNIT III

Methods in ELT

- GT
- Direct Method
- Audio-Lingual
- CLL
- The Silent Way
- Suggestopedia
- Total Physical Response

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ELT Approaches, Methods and Techniques

Why drink coffee?

APPROACHES

Belief

What is coffee?

METHODS

Formula



How to brew coffee?

TECHNIQUES

Procedure

Method

- HOW
- (Theory)

Approach

- How to Teach
- What to Teach

Technique

- How to Apply
- (Practice)

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The Silent Way

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- The Silent Way was founded in the early 1970s by the Egyptian mathematician and educator **Caleb Gattegno**. It is based on the idea that language learning can be enhanced in three main ways: discovery rather than teaching; problem-solving in the target language; the use of physical tools. Above all, like Victorian children, the teacher should be seen and not heard. In the Silent Way, the teacher is a facilitator, intervening vocally only if absolutely necessary. Learning is achieved through the use of colour-coded charts that represent the sounds and spellings of language and small, coloured, multi-length blocks of wood called Cuisenaire rods (originally designed for mathematics). An essential tenet of the Silent Way is that the teacher does not teach but helps the learner learn.

Typical features of a Silent Way

- target language/some mother tongue
- learner-centred
- teacher silence except as last resort
- TL sounds presented via sound-colour chart
- Cuisenaire rods represent words in a sentence or express meaning, for example numbers, colours or prepositions
- co-operative spirit between learners encouraged
- specific teacher gestures indicate corrections to be made.

- The general goal of the Silent Way is to help beginning-level students gain basic fluency in the target language, with the ultimate aim being near-native language proficiency and good pronunciation.
- Silent Way method discovered since The Audio-lingual Method has the problem that students are unable to transfer the habits they have mastered in the classroom to communicate use outside it. Furthermore, the idea that learning a language meant forming a set of habits was seriously challenged in the early 1960s, particularly by Linguist Noam Chomsky. He proposed that speakers have knowledge of underlying abstract rules, which allow them to understand and create new utterances.

- The Silent Way method is based on the premise that teacher should be silent as much as possible and the learners should be encouraged to produce language as much as possible. It assumes that learners work with resources and nothing else, as they are solely responsible for what they learn.
- The role of the student is:
- To make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language.

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- The areas of language are more emphasize in pronunciation. Pronunciation is very important for the students because pronunciation produces the sounds. There is also focus on the structures of the language, although explicit grammar rules may never be supplied.
- The language skills are emphasize on reading comprehension and writing skill about what they have already produced orally.
- The method emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors. Pronunciation is seen as fundamental to the method, with a great deal of time spent on it each lesson. The Silent Way uses a structural syllabus and concentrates on teaching a small number of functional and versatile words. Translation and rote repetition are avoided, and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.

Teaching materials

- The silent way makes use of specialized teaching materials: colored **Cuisenaire rods**, the **sound-color chart**, **word charts**, and **Fidel charts**.
- The Cuisenaire rods are wooden, and come in ten different lengths, but identical cross-section; each length has its own assigned color. The rods are used in a wide variety of situations in the classroom. At the beginning stages they can be used to practice colors and numbers, and later they can be used in more complex grammar. For example, to teach prepositions the teacher could use the statement "The blue rod is between the green one and the yellow one."

Cuisenaire rods



- The **word charts** contain the functional vocabulary of the target language, and use the same color scheme as the sound-color chart. Each letter is colored in a way that indicates its pronunciation. The teacher can point to the chart to highlight the pronunciation of different words in sentences that the students are learning. There are twelve word charts in English, containing a total of around five hundred words. The Fidel charts also use the same color-coding, and list the various ways that sounds can be spelled. For example, in English, the entry for the sound /ey/ contains the spellings ay, ea, ei, eigh, etc., all written in the same color. These can be used to help students associate sounds with their spelling.

Fidel charts.

a rod ~s ~s red blue
green yellow orange
take ~n't give brown 's
and me it to this 's
he two them here too
the is her white the
there an other that
his one are us these
put him black there

DEVI

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