

4. november 2016

Didactics: Larsen-Freeman, Diane: *Techniques and Principles in Language Teaching*, Oxford: Oxford University Press, 2000

Theory

1. What is the idea and the aim of the method?

A thorough going through of the method.

Teach the other students of your class the method in a theoretical way

Practice / Hands-on experience

2. Teach the other students of your class the method in a practical way. That is: use the method in an authentic teaching situation

Script / manual

Many things could be said here. I do not think that you are to use these methods and approaches in their pure forms but as flagships to draw on so that you over time can create your own homespun methods and approaches. I think that we can all recognize elements from the teaching we have had. You should have, I think, a pluralistic approach to language teaching.

I should like to draw your attention to an epoch-making divide in the book: chapters 2 to 8 inclusive deal with methods and chapters 9 to (old version: 11) 13 deal with approaches (c.f. pp. ix-xv To the Teacher Educator)

(New edition)

Methods

Ch. 2 The Grammar-Translation Method

Ch. 3 The Direct Method

Ch. 4 The Audio-Lingual Method

Ch. 5 The Silent Way

Ch. 6 Desuggestopedia

Ch. 7 Communicative Language Learning

Ch. 8 Total Physical Response

Approaches

Ch. 9 Communicative Language Teaching

Ch. 10 Content-based Instruction

Ch. 11 Task-based Language Teaching

Ch. 12 Political Dimensions of Language Teaching and the Participatory Approach

Ch. 13 Learning Strategy Training, Cooperative Learning, and Multiple Intelligences

Ch. 14 Emerging Uses of Technology in Language Teaching and Learning

FA: Please note that these methods and approaches can be used “in all directions/crisscross”, and in many forms and versions cf. p. 169 (3rd ed. p. 190) ‘Once again note the complementarity between this trend and the ones presented in the previous chapter. Cooperative learning groups can easily work on tasks from a task-based approach to language instruction, for instance. . . .’

p. 183 (3rd ed. p. 229) When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be **eclectic**. Remember, though, that methods are coherent combinations of techniques and principles. Thus, teachers who have a consistent philosophy and pick in accordance with it (which may very well make allowances for differences among students), could be said to be practising **principled eclecticism**. They are in effect creating their own method by blending aspects of others in a principled manner

Didactics is a bad word

Essential that you get an overview, can see it as part of a greater whole, consider it in its context (you cannot remember all the methods and approaches, but if you have this overall grid/paradigm/pattern/template at the back of your mind/in mind you should have a good grip of it even though you have to revise)

– a sort of mnemonics; memory help; F mnemonic rule could be this

template: (because when reading the book it might be fairly confusing to distinguish between methods and approaches. It is not crystal clear, and if you go on the net, it will be even more blurred)

The Four Pillars:

Grammatik- og oversættelsesmetoden 1780

(The Grammar-Translation Method) (The Classical Method)

(deductive teaching, translation, mental exercise, classic literature)

Lindhardsen, Vivian & Christensen, Bjarne: *Sprogfagenes didaktik*, Vejle: Kroghs Forlag, 2006, pp. 115-116

Litteratur – klassikere – finere skønlitteratur

Oversættelse

Grammatik – deduktiv – not functional – form over function

Kontrastive analyser

Dannelse – elite

Korrekt og ideelt sprog

Ingen talesprog, slang, dialekter, sociolekter og andre grammatiske afvigelser

Ingen kommunikation – receptive skills

Alt foregår på modersmål

Culture is limited to literature and fine arts

Sprogsyn: strukturelt (language view: structural)

Tilegnelsessyn: formelt (acquisition view: formal)

(se s. 18 i Bjerre & Ladegaard: *Veje til et nyt sprog – teorier om sprogtilegnelse*, the learner acquires the structures of a language = s. 30 heri dette sæt)

Den direkte metode 1880 (den naturlige, den induktive metode, The Natural Method, The Inductive Method)

(The Direct Method) (FA Method because: 1) no translation 2) inductive teaching (including grammar: grammar should be taught inductively. There should never be an explicit grammar rule given) 3) meaning is to be conveyed directly in the target language with no re'course to the learner's native language)

Lindhardsen, Vivian & Christensen, Bjarne: *Sprogfagenes didaktik*, Vejle: Kroghs Forlag, 2006, pp. 117-118
Ingen grammatiske forklaringer – induktiv – (functional)

Ingen kontrastive analyser

Naturlig / ubevidst sprogtilegnelse

Eleverne bades i input (j.fr. de nordamerikanske sprogbadsprogrammer / Immersion Programmes) =>

lærerne finder selv ud af de underliggende grammatiske strukturer på samme måde, om da de lærte deres modersmål j.fr. Stephen Krashens input-hypothesis

Resultat: gode lyttere, gode producenter af flydende sprog, men kun ringe grad af accuracy >< fluency

Alt foregår på målsprog

Sprogsyn: funktionelt (language view: functional)

Tilegnelsessyn: kommunikativt (acquisition view: communicative)

Den strukturalistiske metode 1940 (strukturmetoderne: fx den audio-lingvale metode (The Michigan Method, The Army Method, The Audio-lingual Method), audio-visuelle metode (The Audio-visual Method), den tavse metode (The Silent Way), totalhandlingsmetoden (Total Physical Response))

(The Structuralist Method) (The structure methods)

Sprogsyn: strukturelt (language view: structural)

Tilegnelsessyn: formelt (acquisition view: formal)

Den kommunikative tilgang 1980 (kommunikativt orienteret undervisning (The Communicative Approach))

fx **TBL, Content-based a., Participatory a., CL, MI, CALL** Computer-Assisted Language Learning, **TELL** Technology Enhanced Language Learning, Accelerated Learning, Outdoor learning, **the Ethnographic approach**, Reader's Theatre/Reading Theatre, **Story line-metoden** (j.fr. Falkenberg, Cecilie & Håkonsson, Erik: *Storylinebogen – En håndbog for undervisere*, Vejle: Kroghs Forlag, 2000), **the Circle-Time Method / Circle Time** se Jenny Mosley, Quality Circle Time + Turn your School Round p. 9; **Learner Autonomy** se Lindhardsen, Vivian: *Sprogfagenes didaktik*, Vejle: Kroghs Forlag, 2006, p. 119; **Phonics**: a method for teaching reading and writing by developing learners' phonemic awareness; **Design-Based Learning (DBL)**; **Problem-Based Learning (PBL)**; **Genre-based Approach**; **Pedagogical Grammar**; **Lexical Approach**; **TLL (eTandem Language Learning)**

Sprogsyn: funktionelt (language view: functional)

Tilegnelsessyn: kommunikativt (acquisition view: communicative)

Sprogsyn: funktionelt (language view: functional)

Tilegnelsessyn: kommunikativt (acquisition view: communicative)

In this semester we are to go through the following methods and approaches

(Old edition)

Methods (ch. 2-8)**The Grammar Translation Method****The Direct Method****The Audio-Lingual Method – Charles Fries (1945) – Skinner (1957)****The Silent Way - Caleb Gattegno****Desuggestopedia – Georgi Lozanov****Communicative Language Learning – Charles A. Curran****Total physical Response – James Asher****Approaches (ch. 9-11)****Communicative Language Teaching****Content-based, Task-based, and Participatory Approaches****Learning Strategy Training, Cooperative Learning, and Multiple Intelligences**