

- a/ Primacy of L and S over R and W.
 - b/ Teach the language, not about the language.
 - c/ Emphasis on mimicry, memorization and drills.
2. What are the ultimate aims of the direct method? Can this method achieve these aims with all types of students?
 3. What, in your opinion, are the weaknesses of the Grammar Translation Method?
 4. Describe the Audio-lingual Method.
 5. Compare the Grammar Translation Method, the Direct Method with the Audio-lingual Method.
 6. Is the learning of a language, in your opinion, simply the acquisition of a set of habits?
 7. In what respect does the first language learning differ from the second/ foreign language learning?

Lecture 4: HISTORY OF LANGUAGE TEACHING METHOD – part 2

I. SITUATIONAL METHOD (Halliday & Malinovsky)

A. FEATURES:

1. Each lesson is centered on a situation e.g. at a shop, at a restaurant.
Malinovsky: "Language is only intelligible when it is placed within its context of situation." Audio-lingual students don't relate their learning to reality.
2. Lessons are structurally graded according to their complexity. Grammar is still important.
3. Use of drills, pretures, actions, mime (teaching aids).
4. It paves the way for the *communicative approach*.

B. CRITICISMS:

1. *Strong points*: It establishes good meaningful sentences and real-life situations (selective approach).
2. What's in class is different what's in life.
3. How many situations can you teach?
4. It is difficult to grade situational grammar. The situations are often artificial. And good structures do not necessarily lead to communication.

EX: Have you got a fire?

a match?

light?

5. Knowing language is not the same as using language. *Halliday* improves this method by stating that in order to master a foreign

language, a student must learn how to form correct sentences, how to know the meaning and must have a knowledge of use.

II. FUNCTIONAL/ NOTIONAL SYLLABUS or METHOD (Wilkins, 1973).

A. FEATURES:

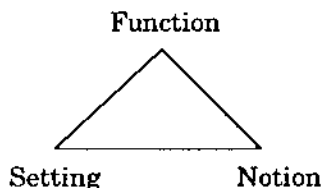
1. Contribution to *situational method*: grading situations and listing uses.
2. Focus on *the use of language*, on *speech act* which is designed by *function*, *setting* and *notion*. This will be conducive to the *communicative approach*.

Ex: Where's Dad?

(setting: at home

function: asking for information.

notion: location)



Notes: * Notions are semantico-grammatical categories (ex: future time, size, location...).

* Functions are communicative actions. (ex: greeting, giving advice...).

* Structure is a means to an end (grammar and function).

3. Special syllabuses are designed for special aims (English for engineers, travel...).
4. Language learnt can be used immediately.

B. CRITICISMS:

1. *Strength*: It is also a selective approach. Functions are chosen to suit the learner's need.
2. We can't predict which structures people use to describe a certain function.
3. No generalization, no grammar rules, no accuracy.

III. COMMUNICATIVE METHODOLOGY (Johnson, Brumfit, Widdowson, 1980).

A. FEATURES:

1. Improvement of situational and functional methods.
2. Based on research in communication and information processing.
3. The aim of language teaching is *communicative competence* (= ability to communicate) and *linguistic competence* (= ability to produce grammatically correct sentences).
4. Emphasis on speaking, on language use (not usage) and on speech act (function-notion-setting).
5. Structure is a means to an end.
6. Information gap in exercises. If we already know something, there will be no communication.

Ex: A. How old is your child now, B?

B. He's 2 years and 10 months. (stop).

He's two. A. And how many months?

B. Ten

He's three next birthday. A: When is his next birthday?

B: In two months' time.

7. Work in pairs and in groups. Making mistakes doesn't matter.

B. CRITICISMS:

1. *Strengths:* Classroom interaction: Teacher-centered, student-centered interaction. Student is the key role of the classtime.
2. Not all communication is taught. (social interaction, friendship, jokes...).
3. In practice, students often work in pairs. They fail to develop accuracy because of this principle: "Mistakes are not always a mistake. Interruption leads to loss of confidence."

Review Questions.

1. How do you understand this saying: "Language is only intelligible when it is placed within its context of situation" (Malinovsky).
2. What are the criticisms relating to the situational method? How does Halliday improve it?
3. In what ways can we say that the functional/ notional syllabus improve the situational method?
4. According to the communicative approach, what is the aim of language teaching? What does it emphasize?

Lecture 5: TEACHING LISTENING –1

This is the most difficult skill to acquire. It requires students a lot of practice.

I. TECHNIQUES FOR TEACHING LISTENING.

1. Introduce the topic beforehand, so that students are able to predict what they might hear.
2. Divide the listening into stages:
 - Students listen for main idea.
 - Students listen again for details.
3. If the listening text is long, divide it into sections, and check comprehension after each section.

II. TWO WAYS OF HELPING TO FOCUS STUDENTS' ATTENTION DURING LISTENING.

1. Give a simple listening task, e.g. a table of information for students to complete as they listen.

Ex: The trainer will talk to you about himself/ herself. Listen and write notes in the table.

Hometown	
Brothers/ sisters	
Children	
Interests	
Holidays	

2. Give one or two guiding questions before the listening; students listen and find the answers.

Ex: You will hear a text about someone's childhood. Listen and try to answer these questions:

1. Where did he stay?
2. What does he say about: the river? his bicycle? the fruit trees?

III. USING A CASSETTE RECORDER FOR INTENSIVE LISTENING.

1. Play the whole text and check general comprehension.
2. Play part of the text again, pausing after particular remarks to see if students could "catch" what was said. If necessary, rewind the cassette a little way and play the remark again.

Review Questions.

1. State the techniques you use to teach listening.
2. How can you focus students' attention during listening?
3. In what ways should we use the cassette-recorder for intensive listening?

Lecture 6: TEACHING LISTENING -2

I. Introduction

Listening comprehension is an important part of the language learning process. It is important to be able to develop the skills needed to understand what is being said, both generally and specifically. Students need to practise listening as part of their development of the four skills.

Here are some suggestions for preparing and teaching listening comprehension in your class.

II. Before The Class

Please remember that listening comprehension is used to practise vocabulary and structures already introduced. Do not introduce new items which cannot be understood from the *context* itself.

1. practise reading the text. Make sure that you understand the meaning of the text. Try to practice with correct intonation and stress. As you read try to keep 'meaning units' together:

e.g. John went for a walk in the park

(If you are reading a dialogue try to use two different voices for the two characters. Keep your voices consistent throughout the reading).

2. prepare your questions to elicit responses from the students about the text, in the pre-listening activity stage.
3. prepare a task for the students to do while they are listening to the text and a task for them to complete after they have finished listening.
4. If you are playing a tape find the right place on the tape so you can begin immediately in class.

III. In the Class

Please remember the following:

1. Do not talk to the blackboard. The blackboard will not answer! Your students can understand you better when they can see your facial expression and your lips.
2. If you are playing a cassette tape, this will be more difficult for your students to understand because there are no non-verbal cues to help them (the shape of the mouth, facial expressions, hand and body gestures.)

A/ Pre-Listening Activity

Introduce students to the general content and vocabulary of the listening comprehension. This helps to establish the context and is called PREDICTING.

For example, if you are going to ask the students to listen to a dialogue between a doctor and a patient, tell the students:

You are going to hear a conversation between a doctor and a patient.

Where are they?

What are they going to say?

B/ While-Listening Activity

1. remember: if the text is difficult you should read slowly and clearly.
2. read or play the text all the way through once. Ask the students: What did you hear?
3. read or play the text again. If it is difficult or too long, read or play it in sections such as paragraphs, giving students time to complete the task.
4. after the students have heard the text again ask them to form pairs or groups to *reproduce* as much of the text as they can remember. This will give them the chance to self-correct and help each other recall vocab and structure.

5. *some common listening tasks:*

** True/ False Sentences*

a/ Write some true/ false sentences about the text on the blackboard.

NOTE: If you write these sentences before the PREDICTING activity make sure they are covered up so that the students cannot see them.

b/ Students read the sentences before they listen to the text the second time, and while they listen they decide if the sentences are true or false.

c/ Ex: Northern textbook, Tieng Anh 10, Lesson 19

Every morning we get up at 5.30. (T)

We have breakfast at 6.30. (F)

We have lunch at 11.00. (F)

** Vocabulary Ring*

a/ Write the important vocabulary items on the blackboard for students to copy down. As they hear the words in the text they can tick/ mark/ cross them from their ring.

b/ Example:

	cows	
pigs		milked
horses		cattle
	oxen	

** Total Response (for beginners' classes)*

a/ Ask the students to make a physical response to the text if it is relevant.

b/ Ex: Doctor, I have a pain in my chest. The students point to their chests and grimace (a facial expression showing pain).