



Evolution of TEFL methodology

Idioma estranger i la seva didàctica

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TWO MAIN APPROACHES

TRADITIONAL	COMMUNICATIVE
Focus on grammar	Focus on social interaction
Grammatical correctness is essential	Fluency prior to accuracy
Language is seen as static	Lg is dynamic, meaning is created by negotiating
Teacher as protagonist	Student as protagonist, teacher is just an adviser
written	oral

Lg teaching methods through HISTORY: Metcalf's article

When?	What?	How?
19th c.	Grammar-translation method	<ul style="list-style-type: none">- in the same way as Latin & Greek- reading aloud translations- no speaking practice
up to 1950s	Direct Method	<ul style="list-style-type: none">- approach to how L1 is acquired (oral over grammar)- small classes- drilling and correction- no L1; no rules
late 1950s – 60s	Audiolingual Method	<ul style="list-style-type: none">- AL begins to be taken into account- introducing new language in situations where students might need to use it- Listening and speaking over reading and writing- Learning by habits, memorizing dialogues

Lg teaching methods through HISTORY: Metcalf's article

When ?	What?	How?
1970s	The Silent Way	<ul style="list-style-type: none">- lg learning as problem-solving and discovery-teacher remains silent (90% of the time)-wallcharts, visual aids are used- responsibility on the learner
	Community Language Learning	<ul style="list-style-type: none">- learning as an intellectual and emotionally engaging process

Lg teaching methods through HISTORY: Metcalf's article

1970s (cont.)	Suggestopedia	<ul style="list-style-type: none">- music- classroom environment- ritualized teacher behavior- power of the memory and of the mind- intensive classes (4h/day)
	Total Physical Response (TPR)	<ul style="list-style-type: none">- respond to commands before speaking- stress-free environment- 4500 words in 3 years
	Communicative Approach	<ul style="list-style-type: none">- begins to emerge- more to communication than just grammar and vocabulary



Lg teaching methods through HISTORY: Metcalf's article

When?	What?	How?
early 1980s	Natural approach	<ul style="list-style-type: none">- Krashen sees similarities between learning and acquiring- order of acquisition studied- exposure to comprehensible input is enough- focus on meaning rather than form

Lg teaching methods through HISTORY: Metcalf's article

1980s - on	Immersion Teaching	<ul style="list-style-type: none">- bilingual communities- no formal language teaching at all
	Content Lg Integrated Learning (CLIL)	<ul style="list-style-type: none">- learning the language through other subjects
	Communicative approach	<ul style="list-style-type: none">- 'communicative competence': the ability to make yourself understood in socially appropriate ways- emphasis on meaning
	Task-based learning	<ul style="list-style-type: none">- focus on lg use after a task has been completed- grammar and/or lexical syllabus are not ignored



What is a task?

“a piece of work undertaken for oneself or for others, *freely* or *for some reward*. Thus, examples of task include, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, taking a hotel reservation, finding a street destination...”



Main features of tasks

- Problem to solve
- Comparable to real-world activities
- Meaning is primary
- Task completion
- Evaluation in terms of outcome



Lg teaching methods through HISTORY: Metcalf's article

When?	What?	How?
1990s - on	Project work	- learning negotiated with students



DVD 12.2 example activities A



TPR DVD 12.2 example activities A

- 1. Purpose: to learn 3 verbs
- Other purposes could be: listening practice, giving SS the opportunity to move physically during the class period.
- 2. Form: mainly imperative (“command”)
- Her pronunciation is clear; her voice is firm and loud enough for all SS to hear easily.



TPR DVD 12.2 example activities A

- 3. Six movements:
 - Walk
 - Drink
 - Eat
 - Turn around
 - Move to the right
 - Move to the left



TPR DVD 12.2 example activities A

- 4. correction as a natural part of the activity.
- 5. TPR (Total Physical Response) technique, which consists of:
 - - The teacher uses the command form to teach the language
 - - Commands are combined with physical movements that help convey the meaning and aid memory.
 - - Aural practice and repetition before producing language
 - - Fun thanks to physical movement.



DVD Mod 12.1 – teaching vocabulary

1. The students are learning vocabulary for parts of the body. What are the two techniques that are being used to help them learn? Do you think they are effective? Why, or why not?



2 techniques: repetition + physical movement

Repetition: natural learning technique for younger learners. They like repeating.

Physical movement: helps learners understand the meaning of the words and to reinforce the effects of the repetition



DVD Mod 12.1

2. Steps:

- Choose a song with a theme that matches the lesson
- Model the song and movements together while students watch and listen only.



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- Sing the song and have students do the movements only.
 - Sing the song part-by-part and have students repeat the song and movements together.
 - Sing it all together!



DVD Mod 12.1

3. Have the students learned the vocabulary?

Yes: when touching

NO!!!

- toes? feet?
- plural forms in the worksheet