



Linguistics 191/291: Class 1.2

- Recurring issues in language teaching
- Housekeeping
- Some leading ideas in language teaching
- Communicative language teaching



Recurring issues in second language teaching

- Formal vs. Colloquial
- Theory-driven vs. Practice-driven
- Analytic vs. Holistic
- Teaching vs. Learning
- Individual vs. Group
- Psychological vs. Social



Housekeeping

- Practicum options
- 291 talks
- CALL course



Older ideas in SL Teaching

- Grammar Translation
- Direct Method (Approach)
- Reading Approach



The audio-lingual “revolution”

- Structural linguistics
- Behaviorist psychology
- Audio-Lingual Method/Oral-situational approach
- 1957 - Language labs
- 1957 – transformational grammar (replaced structuralism—cognitive psych soon followed and replaced behaviorism)



The Gurus

- Asher, Rassias, Gattegno, Curran, Lozanov
 - TPR: <http://www.youtube.com/watch?v=QzG-oD59Ybw>
 - Dartmouth Method: https://www.youtube.com/watch?v=X2Mi_zhIFs8
 - Silent Way: <http://www.youtube.com/watch?v=50aRITGCAtk>
 - Watch at home
 - Community Language Learning: <http://www.youtube.com/watch?v=a4G9uY8Vq2Y>
 - Suggestopedia: <https://www.youtube.com/watch?v=3rkrvRlty5M>
(USIA video)
- What, if anything, do they have in common?



Foundations of the field

Discuss in groups (see handout)

- Which two or three language teaching approaches do you find most compelling and why (not including post-methods)?
- Which of the ideals in the “post-method era” seem realistic? Which might you question?



Duff on CLT

- Communicative component emphasized – What is “communicative”? Where did the approach come from?
- See Common European Framework at http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (pp. 24-27)



Communicative exercise

Spot the difference. In five minutes, try to find as many of the 8 differences between your picture and your partner's as you can. [this will be done in the next class]



Communicative Competence

- Grammatical competence
- Sociolinguistic competence
- Strategic competence
- Discourse competence
- A communicative activity involves
 - an information gap
 - that is motivated
 - and allows the speaker choice



Duff on CLT

- What are some core concepts of CLT?
- Have you taken language courses that seem consistent with those principles?



Homework

- Read TESFL 31-45 (Principles of SLA) and 46-62 (Syllabus Design)
- Start reading “Method: Approach, Design and Procedure” J. Richards & T. Rodgers *TESOL Quarterly* 16.2.
<http://www.jstor.org/stable/3586789> (we’ll use this framework for the 3 assignments)
- Review the videos on slide 6: what might we learn from those methods?



For next class

- Which of the 12 principles (Ellis) seem to be the most critical at beginning stages? The most challenging for teachers?
- Which syllabus types (Graves) are most familiar to you? Which would you prefer if you were learning a new language? Why?
- Think about a current or recent language class you've taken. How would you characterize the approach and design?