Applied Linguistics.
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Lecture 23.
Language Teaching Methods-2.

In continuation with the methods of language teaching, we are going to be looking at couple of other methods that were useful and effective in the field of language teaching. What we are going to be looking at are the 2 methods which are in a way improvements upon previous methods that we have discussed like grammar translation method and direct method of teaching. We have looked at language teaching in details as one of the issues applied linguistics deals with in society.

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As we have seen and understood that language is one of the most significant tools of communication for humans and it reflects the reality of society and various functions of society to strengthen and maintain social existence. Language defines our existence in society in the sense that it differentiates us from rest of the species available. And in the context of language in particularly in the need to learn another language for humans, language teaching, learning has been one of the oldest enterprises.

Methods

- Audio Lingual Method
- Communicative Approach

So the 2 methods that we are going to be looking at today are audio lingual methods and communicative approach to language teaching. 1st we want to look at one of the language teaching methods that is called audio lingual method and it has its own history and preliminaries. We will look at this one 1st and then look at the 2nd, that is communicative approach in teaching of language and if time permits, we will look at comparative study of the 2, also a comparative study of these 2 Vis-a-vis the 2 we have done earlier. And such an approach is going to help us put the entire process of language teaching in perspective in the field of applied linguistics.

Audio-lingual Method

- Audio-lingual method of teaching language came into being when the requirement of quick learning with oral proficiency was needed during the World War II.
  - During the two World Wars, American schools and colleges practiced a modified version of the Direct Method. This approach was based on reading with an emphasis on teaching the comprehension of texts. Books containing short reading passages in the target language with a list of vocabulary were used in this improved Direct Method and grammatical patterns.

Audio lingual method of teaching language came into existence when the requirement of quick learning with oral proficiency in particular was needed during World War II. Remember the 2 methods of teaching that were relevant or prevalent before order lingual method were grammar translation method, where the focus was on learning to read and learning to write in particular in order to attain proficiency in dealing with classical texts and classical languages like Latin, Greek and Sanskrit.

The direct method was quick improvement on that but still the focus was not on spoken language at all. However, for the 1st time that we see in the audio lingual method, the focus is shifting to oral proficiency and of course the requirement of this oral proficiency in World War II, that is in the context of war is going to tell you a story of this in its own right. We will be dealing with the history of it in real short period of time.

So, during the 2 world wars, American schools and colleges practised modified version of direct method. This approach was based on reading with an example on teaching the comprehension of texts. Books containing short reading passages in the target language with a list of vocabulary were used in this improved method that was improved direct method and grammatical patterns. So, even during this period, that is the period of wars, Americans simply improved little bit in direct method in order to read and comprehend texts.

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Major point of Audio-lingual Method

- Language is Speech, not Writing
- Language is a set of habits.
- Teach the language and not about the language.
- Language is what the native speaker says, not what ought to be said.
- Languages are different and therefore Contrastive Analysis should help.

Some of the major points in audio lingual method of teaching are as follows. We need to look at these points 1st before we get into history and practices of audio lingual method of teaching. Language is a speech and not writing. Language is a set of habits. So, the focus on

speech made practitioners or theoreticians of applied linguistics and in particular audio lingual method of teaching realised that writing is not the primary goal of learning a new language. Rather it should be focused on attaining oral proficiency in order to be able to speak the target language. Yet, the belief that language is a set of habits is still going to put this method grounded in behaviourist perspective, that is this method is still going to be influenced by a theoretical understanding of languages behaviour which came from behaviourism, behaviourist theory of language learning.

Teaching the language and not about the language was the focus of this method as well. Language is what native speakers speak, not what ought to be said, that is the real-time speech of the native speaker was significant and was considered language and not what grammar books would dictate a sentence to be. That is the real, verbal performance of the speakers of the target language were given priority and not the grammar books.

We do see shades of changes and certain things moving from behaviourist paradigms to mentalist paradigms, yet we see certain things retracting back to behaviourist model as well. Therefore in this, under the theoretical points that audio lingual method of teaching languages were based on. When we see these things, we do see a tension of theoretical approaches and we do see certain theoretical aspects of language learning were being implemented in practices, that is the practice of language teaching, yet people found tension between theoretical approaches.

Languages are different and therefore contrastive analysis should help. Please focus at this point, we have looked at what contrastive analysis means and now we see that because 2 languages are different, that is the target language and the language of the learner and therefore an emphasis on on contrastive analysis is going to be helping in learning was also one of the assumptions of audio lingual method of teaching. So, these things were preliminaries in what got designed in this audio lingual method of teaching. Now, before we come to the principles of audio lingual methods of teaching and some of its techniques, we would want to go briefly through the historical background of why audio lingual method.

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- **History**
  - The entry of the United States into World War II had a significant effect on language teaching in America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators, it was necessary to set up a special language training program. The government commissioned American universities to develop foreign language programs for military personnel. Thus, the Army Specialized Training Program (ASTP) was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages.

So, as we have seen before this is grounded in the context of wars. Therefore the entry of the United States into World War II had a significant effect on language teaching in America. To supply the American government with personnels who are fluent in German, French, Italian, Chinese, Japanese, Malay and several other languages and who could work as interpreters or code room assistants or translators, it was necessary to setup special language training programs.

The government commissioned American universities to develop foreign-language programs for military personnels. Thus the army language program for military personnel, this was also known as the army specialised training program and it was established in 1942. 55 American universities were involved in this process, in developing this program. By the beginning of 1943, the objective of the Army program was for students to obtain conversational fluency in a variety of foreign languages.

What was not working for teaching methods to train army personnels in the field was direct method of teaching in order to developing texts and developing an understanding of written materials. What they needed was proficient and fluent speakers of the target languages in the field. Therefore, this history is significant and when we see lot of teaching programmes which are kind of left abundant and with extra duty of teaching foreign languages or non-Western languages in American universities are actually reminiscence of this historical background.

It still continues in the context of war and terror, however this has taken a very different shape which requires a thorough academic investigation of the teaching practices. And it is going to be very relevant to look at the methods in practice in teaching languages in very short period of time that the current helm of affairs. However we have little information available on that ground. So, coming back to audio lingual method of teaching, we want to very briefly about army specialised training program.

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Army Specialized Training Program

- The Army Specialized Training Program lasted only about two years but attracted considerable attention in the popular press and in the academic community. For the next ten years the "Army Method" and its suitability for use in regular language programs was discussed. But the linguists who developed the ASTP were not interested primarily in language teaching. The "methodology" of the Army Method, like the Direct Method, derived from the intensity of contact with the target language rather than from any well-developed methodological basis. It was a program innovative mainly in terms of the procedures used and the intensity of teaching rather than in terms of its underlying theory. However, it did convince a number of prominent linguists of the value of an intensive, oral approach to the learning of a foreign language.

So, this lasted only about 2 years but attached considerable attention in popular press and in academic community as well. For the next 10 years, this method and its suitability for the use of regular language programs was discussed. But linguists who developed army specialised training program were not interested in primarily in language teaching. They were linguists, they were doing their research and teaching and the focus was learning about language. So, the methodology of the Army method, like the direct method derived from the intensity of contact the target language rather than for any well-developed methodological basis.

It was a program innovated mainly in terms of the processes used and the intensity of teaching rather than in terms of its underlying theory. However, it did convince a number of prominent linguists of the value of an intensive oral approach to learning of a foreign-language. Again to sum total of this discussion is attracting attention to oral proficiency of language teaching, attaining oral proficiency in the target language. It was tough to convince practitioners at that time that it is oral proficiency that is required, it is teaching of language

that is required, not teaching about language. Therefore that requirement was met, the practitioners moved to oral proficiency as well.

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> • Linguists and applied linguists during this period were becoming increasingly involved in the teaching of English as a foreign language. As in the case of the Direct Method, the primary focus was on listening and speaking; those involved in spying activities of the World War needed to perfect their spoken skills lest they risk their lives. It is important to appreciate the fact that by this time the science of language had firmly established that language is primarily speech and not the written word.

Now, linguists and applied linguistics during this period were becoming increasingly involved in teaching of English as a second language or as a foreign language. As in the case of direct method, the primary focus was on listening and speaking. Those involved in spying activities of the world War needed to perfect their spoken skills, put their lives on risk. It is important to appreciate the fact that by this time the science of language had firmly established that language is primarily a speech and not written words.

This was a significant move from structuralism to mentalism as well, where around the same time what was being proposed or propagated was language is not what we see on the surface, rather language is a system which develops in a very organised fashion in human mind. Therefore the science of language was not really written words, rather spoken language, spoken words and even more which was little later established that not just the spoken words but the capacity to make those words, which is also known as generative capacity of humans and is what was significant that developed in the process alongside.

- **Features of Audio-Lingual Method**
  - Main aim of the audio-lingual method is to make students fluent speakers and efficient listeners.
  - Teaching programs are based on dialogues and oral drills rather than on written texts.
  - Students are expected to learn grammar unconsciously by repeating and memorizing examples of grammatical structures, which they practice in oral exercises.
    - After students have heard and repeated examples of a particular structure (e.g., "I am reading a book"; "I am writing a letter") several times, they will learn, without explicit instruction, that the present continuous tense is made up of forms of *to be* followed by a verb in the *–ing* form.

Coming back certain features of an audio lingual method of teaching, as we have seen the main aim of this method is to make learners fluent speakers of the target language. It also required them to become efficient listeners, language teaching programs are based on dialogues and oral drills rather than written drills now. Learners were expected to learn grammar subconsciously by repeating and memorising examples from the texts for developing grammatical structures.

And here is an example, after students have heard, the idea was, after the learners have heard and repeated certain examples over a period of time of a particular kind of structure like I am reading a book or I am writing a letter, they will learn without explicit instructions that the present continuous tense is made up of form of verb B followed by verb in ING form. This part was not stressed much, this part was not in focus in teaching.

The other word they preserved was reputation in drills and through the drills by removing focus from grammatical structure they believed that this will develop subconsciously in the learners. Therefore not much focus on grammatical pattern drills in writing. Because the goal was to develop oral proficiency and for that both written proficiency and oral proficiency, probably was heard at a time from particular method. Learners in this method get a great deal of speaking practice and through this practice it is hoped that they acquire skills that gradually becomes automatic.

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- Students in the audio-lingual classes get a great deal of speaking practice. Through this practice it is hoped that they acquire a skill that gradually becomes automatic.
- With time, they are supposed to be able to select correct or appropriate expressions or grammatical forms automatically when they express themselves. In class, however, their responses are fixed, not spontaneous or individual. They are, in other words, not communicative.

Now this is also significant point to understand in drift towards other methods of teaching which we are going to see in terms of communicative approach. And they were also expected to be able to select correct and appropriate expressions of grammatical forms automatically when they express themselves. In other words, their responses are fixed, not spontaneous, they were going to ask to communicate and therefore not too much again focus on grammatical drills.

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- Audio-lingual techniques can be useful in teaching the following:

  – repetition exercises
  – substitution drills
  – transformation drills
  – dictations, and sound discrimination exercises.

  The extensive speaking practice provided through such activities can help students achieve fluency in spoken language.

Some of the techniques that this teaching method used was as you have seen from these principles what comes up is repetition exercises substitution drills, transformation drills,

dictation and sound discrimination exercises, that is sound recognition exercises and no more writing practices, that is no more writing practice allowed. The extensive speaking practice provided through such activities would help students achieve fluency in spoken language was the underlying principle rather.

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Methodological Practices

- Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are restricted.

- Language is verbal behavior - that is, the automatic production and comprehension of utterances - and can be learned by inducing the students to do likewise.

In terms of methodology could practices used, what was believed was foreign-language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorising dialogues and performing pattern drills the chances of producing mistakes are highly restricted. Language was considered a verbal behaviour which was the foundation of behaviourism and it was believed that the automatic production and comprehension of utterances can be learned by inducing patterns over a period of long time in terms of drill to habit formation.

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- Language skills are learned more effectively if they can be learned in the target language and if such skills are presented in spoken form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills.

- Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization; and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts. Drills can help learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.

Language skills are learned more effectively if they can be learned in the target language. And if such skills are present in spoken form before they are seen in written form, oral training is needed to provide the foundation for the development of the other language skills. This was also one of the methodological beliefs. Analogy in this method provides a better foundation for language learning than analysis. Analogy involves the processes of generalisation and discrimination.

Explanations of rules are therefore not given until learners have practised a pattern in a variety of contexts. Drills can help learners to form correct analogies, hence the approaches to the teaching of grammar is essentially inductive rather than deductive. So, audio lingual method still followed interactive practices and deductive method or whatever comes out of deductive approach was very little in focus, shift in methodology and learning techniques. What we primarily saw was the need to train learners in order to speak the language, the focus got completely shifted from written form to spoken form.

Evaluating methods and practices in audio lingual teaching, what comes into existence is communicative approach of teaching. Little later, after the wars got over, practitioners in the field of language teaching and theoreticians paid more attention to the requirement to communicate with the target language. And this as we have seen the shades of, shades of developing communicative ability in order to learn a new language, so this approach must not bring a lot of surprise.

Let us go through some of the details of communicative approaches in language teaching which is the 2nd method that we were going to discuss today and I will take you through these things one by one. So, what is communicative approach? Communicative language teaching process is a set of principles about the goals of language teaching, how learners learn a target language, the kinds of classroom activities it requires with that best facilitate learning and the role of teachers and learners in the classroom.

It aims to avoid the weaknesses of all the 3 methods that we have seen so far, namely grammar translation method, direct method and audio lingual method of teaching. Now, what it aims at avoiding and what was the deficiencies of those 3 methods is not really a goal for us to look at. It is an important aspect of looking at this particular point in order to come up with an effective teaching method at a theoretical level.

But we will 1st spend time in understanding what communicative method of language teaching is. So, in one approach, the teacher was not significant, in other approach, written text was not significant and in the 3rd approach, what they needed was quick speakers. So, definitely those 3 methods were guided by the requirements, why, requirements of that time, why people wanted to learn language.

And this method was developed keeping in mind how we develop communicative ability in the target language even if we do not learn a language at war footing to be precise. The primary goal of communicative language teaching method is to develop communicative competence. Communicative competence here is a technical term which we need to understand in comparison with the term competence in linguistics, it retains the meaning of competence but it essentially means performance.

The goal was also to move beyond grammatical and discourse elements in communication and probe the nature of social, cultural and pragmatic features of language. So, in achieving communicative abilities earlier, the goal was either to be able to write, read, communicate fast and learn the language fast. Now it shifts, the goal, and brings in points which will be

significant in developing communicative competence are social, cultural and pragmatic features of language.

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Goals of Communicative Approach

- The primary goal of Communicative Language Teaching (CLT) is to develop communicative competence, to move 'beyond grammatical and discourse elements in communication' and probe the 'nature of social, cultural, and pragmatic features of language' (Brown, 1994: 77). Learners are expected, not so much to produce correct sentences or to be accurate, but to be capable of communicating and being fluent.

Learning is expected to take place under these contexts and language learners are expected not so much to produce correct sentences, therefore communicating and communicating and being fluent are 2 different things. To be able to communicate was the focus, to be able to correct was not really the focus, therefore you can assume emphasis on grammatical structure will be left behind in this approach as well. Now, understand the nature of language, in particular the nature of learning of language and it is such that the target audience requires learning more than memorisation.

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- The nature of learning language is such that the target audience requires learning more than memorized expressions. The audience really needs to communicate in a new language. They need to learn how to manipulate the vocabulary and structures they are taught and how to apply what they have learned in order to express what they want to say.

It was also realised that memorisation does not get us much, the learners really need to communicate in a new language and they need to learn how to manipulation vocabularies and structures they are taught and how to apply what they have learned in order to express what they want to say. So, the goal was again not to develop vocabulary and structure alone, rather to learn what to do with that. And essentially that was to communicate. The learners must also begin to appreciate some of the idiosyncrasies, appropriateness and subtleties of the target language. The claim of this method is it can take care of these skills through communicative method.

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- The audience must also begin to appreciate some of the idiosyncrasies, appropriateness and subtleties of the language. The claim of the method is it can take care of these skills through communicative method. The communicative method emphasizes the use of the target language in the classroom. Students learn to use the language in discussing issues and performing communicative functions. Discussions in the class focus on issues and themes that are relevant to the interest of the audience. They range from topics such as family, friends, and social and cultural events. Students participate in problem-solving activities and functional exercises, such as inviting someone to a party, requesting information, asking for clarification, and expressing gratitude.

The communicative method emphasises the use of the target language in the classroom as well. Learners use the language and discussing issues and performing communicative functions. Discussions in the class focus on issues and themes that are relevant to the interest of the learners. The range from topics such as the topics that they discuss in the class, range from friends, social and cultural events, etc. Learners participate in problem-solving activities and functional exercises such as inviting someone to a party, to a gathering, to a meeting, requesting information, asking for clarification and they also learn to express gratitude in target language.

There are issues related to this method of teaching as well which have been taken care of little later, but we will not drift to that, rather we will focus on the teaching principles of communicative style. The communicative principle, there are several principles, namely, 1st one is communicative principle, the learning is promoted by activities involving real communication. So, learning through communications was the principal of this method.

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The learning processes supported by language which is meaningful to learners. Activity should be consequently selected according to how well they involve to learn in authentic and meaningful language use. Learning is also enhanced through the use of activities in which language is employed for carrying out meaningful tasks. And therefore this was task principle was also significant in this method.

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- Real communication as focus of language learning;
- Opportunities for learners to experiment the knowledge they brought to the classrooms or acquired outside the classrooms;
- Errors are indicative of learning in progress and building up of communicative competence;
- Opportunities for learners to develop both accuracy and fluency;
- Getting rid of special focus on the different skills such as speaking, reading, and listening together as they usually do not occur separately in the real world;
- Making students induce or discover rules of language.

So, on the basis of these principles, what comes up is real communication focuses on language learning. So, language learning can happen on the basis of real communication. Opportunities for learners to experiment the knowledge they brought to the classroom or acquired outside the classroom was also exploited fully in the process of learning. Errors are indicative of learning in the process and building up of communicative competence. Opportunities for learners to develop both accuracy and fluency was given in the classroom. Getting rid of special focus on different skills such as taking reading and listening together as they usually do not occur separately in the real world.

So, speaking, reading, listening, these things were not taught separately, rather communication was taught and it was assumed that all these skills will develop automatically as part of communication practices. It did not, making learners discover roles of language was also the focus. That is the grammatical rules were not prescribed, grammatical rules were also not, the learners were not expected to come up with grammatical rules. Rather they were prompted to discover such rules on their own in a very insignificant manner in this method of teaching.

Core Assumptions in Communicative Approach

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.

- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

- Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

Certain core assumptions in communicative approach of language teaching was as racy, this is moving consistently away from all the methods of language teaching that we have seen so far and certain assumptions were second language learning is facilitated when learners are engaged in interactions and meaningful communication. Effective classroom learning, tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange.

All these things were part of this, were employed in teaching which also happened outside the classroom. Meaningful communication, results from learners' processing content that is relevant and purposeful, that are relevant, purposeful, interesting and engaging. So, these 4 features were required in content design in this method. Please take a look at this once again. Purpose, the content has to be relevant, purposeful, interesting and engaging.

Communication is a holistic process, it is not fragmented in parts, it often calls upon the use of several language skills or modality that time. Language learning is facilitated both by activities that involve inductive and discovery learning of underlying rules of language use and organisation as well as those involving language analysis and reflection.

Language learning is a gradual process that involves creative use of language and trial and error method. Although errors are normal product of learning, the ultimate goal of learning is to be able to use the new language with both accuracy and fluency. Learners develop their own routes to language learning progress at different rates and have different needs and

motivation for language learning. This part of the core principle, core assumptions of communicative teaching became relevant when several psychological factors were paid attention to in later methods as well. And ideas such as motivations, and learners' style were came into existence in the process of language teaching.

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- Successful language learning involves the use of effective learning and communication strategies.
- The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- The classroom is a community where learners learn through collaboration and sharing.

Successful language learning involves the use of effective sets lining and communicative strategies and therefore teachers were required to look at learning styles as well. The role of the teacher in the language classroom is that of a facilitator who creates a classroom climate conducive for language learning, provides opportunities for the students to use and practice language and reflect on language use and language learning. This is tough, this was a tough role, this was tough thing to perform for a teacher in the classroom.

However, a careful attention to parts of this and materials developed in a particular in this fashion will definitely help teachers attain this goal. The classroom became a community when learners learn through collaboration and sharing. Mutual cooperation and mutual sharing in the process of learning was effective, was observed as effective tool and therefore a smaller classroom size was advocated.

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Communicative Approach

- Communicative method focuses greater attention on the role of learners rather than the external stimuli learners are receiving from their environment. Thus, the focus of attention shifts from the teacher to the student. This shift is generally known as the move from teacher centered instruction to learner-centered instruction. It takes learning process into account more than the products that learners produce. For this the communicative method is known as process-oriented instruction. The social nature of learning is preferred in this approach. Students are no more separate, decontextualized individuals and passive participants in the process of language learning.

In short, what we find communicative style, where we find communicative approach of language learning being effective is the following energy can summarise it in this sense that communicative method focuses greater attention on the role of learner rather than the external stimuli learners are receiving from their environment. Thus the focus of attention shifts from teachers to learners, this shift is generally known as the move from teacher-centred instructions to learner-centred instructions.

It takes learning process into account more than the product that learners produce for this, the communicative method is known as process oriented instruction. The social nature of learning is preferred in this approach. Students are no more separate, they contextualise individuals and passive participants in the process of learning. If you decode this summary, it tells you in detail what language learning involved in this methodological approach. Thank you.