

# **METHODOLOGY OF TEFL**

*Yayu Heryatun*

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*Yayu Heryatun*

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# METHODOLOGY OF TEFL

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# PREFACE

All praises belong to Alloh SWT, by grace of Him, the writer has finished compiling this book, entitled *A Concise Book of TEFL Methodology* the purpose of this book is an additional references for *Methodology of TEFL* subject. Hopefully this book is able to make students understand dealing with *Methodology of TEFL* as one of major compulsory subjects. This book is dedicated to the students of the English Education Department, Faculty of Education and Teachers' Training, State Islamic University Sultan Maulana Hasanuddin Banten. The writer welcomes any constructive criticism and suggestions for better writing of this book.

Serang, September 2020

The writer



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# CHAPTER 1

## The History of Language Teaching Methods

After learning this chapter, students are able to :

- a. Explain why the changing in language teaching methods occur
- b. Distinguish the changing in language teaching methods for each century

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. This is hardly the case with English or language teaching in general. There are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

Here are examples how changes in language teaching methods occur.

Changes in language teaching methods means changes in the kind of proficiency learners need and changes in theories of the nature of language and of language learning.

Number	Case	Person				
		1	2	3 masc	3 fem	3 neut
		I	You (tu)	He	She	it
Singular	Nominative	<i>ego</i>	<i>tu</i>	<i>is</i>	<i>Ae</i>	<i>Id</i>
	Genitive	<i>mei</i>	<i>tui</i>	<i>ei</i>	<i>Eius</i>	<i>Eius</i>
	Dative	<i>Miki</i>	<i>tibi</i>	<i>ei</i>	<i>Ei</i>	<i>ei</i>
	Accusative	<i>Me</i>	<i>Te</i>	<i>eum</i>	<i>Eum</i>	<i>Id</i>
	Ablative	<i>me</i>	<i>Te</i>	<i>eo</i>	<i>Ea</i>	<i>Eo</i>
Plural	Nominative	<i>nos</i>	<i>vos</i>	<i>ei</i>	<i>Eae</i>	<i>Ea</i>
	Genitive	<i>nostri</i>	<i>vestri</i>	<i>eorum</i>	<i>Earum</i>	<i>Eorum</i>
	Dat/Abla	<i>nobis</i>	<i>vobis</i>	<i>eis</i>	<i>Eis</i>	<i>Eis</i>
	Accusative	<i>nos</i>	<i>vos</i>	<i>eos</i>	<i>Eas</i>	<i>ea</i>

Based on table above, we find the changes.

Present Active: Amare = to love

Perfect Active: Amavisse = to have loved

Future Active: Amaturus esse = to be going to be loving

Present Passive: amari = to be loved

Perfect Passive: amatus esse = to have been loved

Future Passive: amatum iri = to be going to be loved

Although Latin became gradually displaced by French, Italian, and English after 16<sup>th</sup>, students still had to study classical Latin. Then, this is a question: How to teach Latin in 16<sup>th</sup> – 18<sup>th</sup>?

The emphasis was on the grammar which was thought through rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences. The way to teach Latin became the standard way of

studying foreign languages in schools in 19<sup>th</sup> which is called as Grammar Translation Method. Another explanation relating to the events how language teaching methods changes are as follows:

In the Western world back in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

#### Activity 1:

1. Explain how language teaching methods changing!
2. What happen to English language teaching in 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> century?
3. What components of language skill are the focus on at that time?

Reflective Journal for chapter 1

1. What I understand from this chapter is

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2. What I 'm still confused about

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3. What I want to know further about

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4. What my problem in learning this chapter is

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# CHAPTER 2

## The Nature of Methodology

After learning this chapter, students are able to :

- a. Identify the nature of Methodology as general
- b. Classify the components of each methodology

### I. Introduction

To improve the quality of language teaching, linguists and language specialists in the late 19<sup>th</sup> century often referred to general principles and theories concerning

- How languages are learned
- How knowledge of language is represented and organized in memory
- How language itself is structured

In order to be able to describe a teaching method, one should distinguish between the philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language.

### II. The Components of Methods

The components of methods will be explained by some experts:

#### ❖ Edward Anthony

- To clarify the distinction between the philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language, Edward Anthony, an American

applied linguist, proposes a scheme consisting of three levels of conceptualization and organization:

1. Approach
2. Method
3. Technique

**1. Approach:**

The level at which assumptions and beliefs about language and language learning are specified.

**2. Method:**

The level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

**3. Technique:**

The level at which classroom procedures are described.

However, Anthony's model according to Richards and Rodgers is simple and comprehensive; they noted some weaknesses as following:

- a. It fails to give sufficient attention to the nature of method itself.
- b. It lacks the roles of teachers and learners assumed in method and also the roles of instructional materials.
- c. It fails to account for how an approach may be realized in a method and how method and technique are related.

Therefore, Richards and Rodgers reformulated Anthony's model into approach, design, and procedure.

### ❖ **Richards and Rodgers**

- Anthony's model vs. Richards and Rodgers's model:
- In Richards and Rodgers's model, method is the superordinate term for the following three-step process:

#### **1. Approach,**

A method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

#### **2. Design,**

The level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified.

#### **3. Procedure.**

Procedure is the implementation phase.

- ❖ Another way of analyzing language teaching methods and approaches was proposed by Mackey (1965).

Mackey focuses on the levels of method and technique. He mainly concerns with the analysis of textbooks and their underlying principles of organization. He does not address the level of approach and deal with the actual classroom behaviors of teachers and learners.

### **III. Approaches in language teaching**

It deals with the approach which covers to Theory of Language and Theory of Language Learning

- **Theory** of Language concerns with a model of language competence and an account of the basic features of linguistic organization and language use.
- **Theory** of Learning concerns with an account of the central process of learning and an account of the conditions believed to promote successful language learning.

### **A. Approach : Theory of Language**

The three different theoretical views of language and the nature of language proficiency are the structural view, the functional view, and the interactional view.

#### **1) The structural view:**

- Language is a system of structurally related elements for the coding of meaning.
- Language learning: The mastery of elements of the system of language, which are generally defined in terms of phonological units, grammatical units, grammatical operations, and lexica items.

#### **2) The functional view:**

- Language is a vehicle for the expression of functional meaning.
- Functional vs. structural?  
Functional emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language.
- The language teaching content is organized and specified by categories of meaning and function.



### 3) **The interactional view:**

- Language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.
- In the interactional view, language teaching content is specified and organized by patterns of exchange and interaction, or is left unspecified, to be shaped by the inclination of learners as interactors.
- The rationale behind the interaction theory: Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (Rivers, 1987).

Note: interactivity in reading refers to the simultaneous use of both top-down and bottom-up process in reading comprehension by effective readers.

### **B. Approach : Theory of Language Learning**

- Some teaching methods are derived primarily from a theory of language learning (methods in the 70's)
- A learning theory underlying an approach or method responds to the following two questions:
  1. What are the psycholinguistics and cognitive processes involved in language learning? → it means it focuses on process oriented
  2. What are the conditions that need to be met in order for these learning processes to be activated? → it means it focuses on condition oriented

### **Approach: Theory of Language Learning**

There are two concern whether A process-oriented language learning theory vs. a condition-oriented language learning theory?

1. **A process-oriented language learning theory** is a theory built on describing learning process, such as habit formation, induction, interfering, hypothesis-testing, generalization: The Silent Way, TPR and ALM.
2. **A condition-oriented language learning theory** emphasizes on the nature of the human and physical context in which language learning take place: CLL, the suggestopedia, the TPR, the Natural Approach

### **Approach\_ Theory of Language Learning**

- Krashen's Monitor Model is an example of a learning theory on which a language teaching method has been built.
- Monitor theory address both the process and the conditions necessary from the process of 'acquisition' to take place.
- In the Monitor theory, the learning process is distinguished from the acquisition process.
  - Learning refers to the formal study of language rules and is a conscious process.
  - Acquisition refers to the natural assimilation of language rules through using language for communication.
  - The process of acquisition takes place if the input is comprehensible, slightly above the learner's present level of competence, interesting or relevant, not grammatically sequence, in sufficient quantity, and experienced in low anxiety context.

## IV. Design

In the level of design, we concern with:

- What the objectives of a method are.
- How language content is selected and organized within the method (the syllabus).
- The types of learning tasks and teaching activities the method advocates
- The role of learners
- The role of teachers
  - The role of instructional materials.

### 4.1. DESIGN\_ Objectives

- The objective(s) of a teaching method is/are influenced by the theories of language and/or language learning that underlies it; yet, the specification of particular learning objectives is a product of a design not of approach.
- Methods with process-oriented objective vs. methods with product-oriented objective?
  - The degree to which a method has process-oriented or product-oriented objectives is reflected in how much emphasis is placed on vocabulary acquisition and grammatical proficiency and in how grammatical or pronunciation errors are treated in the method.

### 4.2. DESIGN\_ Syllabus

- All methods of language teaching involve decisions concerning what to talk about (subject matter) and how to talk about it (linguistic matter).

- Accordingly, teaching methods typically differ in what they see as the relevant language and subject matter around which language teaching should be organized and the principles used in sequencing content within a course. → different teaching methods select, organize, and sequence the subject matters differently.
- How does the syllabus of the grammar-based courses differ from the syllabus of the communicative or functionally oriented courses?

**In grammar based courses**, matters of sequencing and gradation are generally determined according to the difficulty of items or their frequency.

**In communicative or functionally oriented courses**, sequencing may be according to the learners' communicative needs.

- Two types of syllabus: a priori and a posteriori?
- **A priori syllabuses**: syllabuses that are determined in advance of teaching.
- **A posteriori syllabus**: the syllabus is determined from examining the lesson protocol.

#### 4.3. DESIGN\_ Types of learning and teaching activities

- The objectives of a method are attained through the instructional process, which is the organized and directed interaction of teachers, learners, and materials in the classroom.
- Differences among methods at the level of approach are reflected in the choice of different kinds of learning and teaching activities in the classroom. Example?

- Different philosophies at the level of approach may be reflected in different uses for particular activity type. Example?
- Differences in activity types in methods may also involve different arrangements and groupings of learners. Example?

#### **4.4. DESIGN\_ Learner roles**

- How a method views the learners' contribution to the learning process is reflected in the following aspects:
  - The types of activities learners carry out.
  - The degree of control learners have over the content of learning.
  - The patterns of the learner groupings adopted.
  - The degree to which learners influence the learning of others.
  - The view of the learner as processor, performer, initiator, and problem solver.

#### **4.5. DESIGN\_ Teacher roles**

- In determining the teacher role(s) in a method, one should pay attention to the following issues:
  - The types of functions teachers are expected to fulfill: a director, a counselor?
  - The degree of control the teacher has over how learning takes place.
  - The degree to which the teacher is responsible for determining the content of what is taught.
  - The interactional patterns that develop between teachers and learners.
- Methods depend critically on teacher roles and their realizations.

The success of a method depends on the degree to which the teacher can provide the content or create the conditions for successful language learning.

#### **4.6. DESIGN\_ Instructional materials**

- What is the importance of the instructional materials within the instructional system?

The instructional materials further specify subject-matter content in more detail and define which items will be discussed more/less thoroughly. The instructional materials also define the day-to-day learning objectives.

- The function of the instructional materials within the instructional system is defined by the objective, the syllabus, learning activities, and learner and teacher roles.

#### **V. Procedure**

- What is the level of procedure within a method?

The level in which tasks and activities, which have been selected, organized, and sequenced in the level of design, are integrated into lessons and used as the basis for teaching and learning.

- The level of procedure concerns with the following issues:
  - The use of teaching activities to present the target language and to clarify and demonstrate formal, communicative, or other aspects of the target language.
  - The ways in which particular teaching activities are used for practicing the target language

- The procedures and techniques used in giving feedback to learners concerning the form or content of their utterances or sentences.

Activity 2:

1. State the experts who categorize methods!
2. What components do they use for each?
3. How do theory of language and learning language affect the way how to teaching language?

Reflective Journal for chapter 2

1. What I understand from this chapter is

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2. What I 'm still confused about

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4. What my problem in learning this chapter is

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# CHAPTER 3

## Grammar Translation Method

After learning this chapter, students are able to :

1. explain the principle(s) that underlies GTM, the objective of a method, its approach, design and procedure
2. Identify the strengths and weaknesses

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only

drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

**Principal characteristics:**

**Goals:**

- i. To be able to read its literature.
- ii. To get the benefit from the mental discipline and intellectual development as the result from foreign language study.

**Principal characteristics:**

1. Language learning is viewed as a matter of memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.
2. The first language functions as the reference system in the acquisition of the second language.

**Characteristics:**

1. The primary skills to be developed are reading and writing.
2. Much vocabulary is taught in the form of lists of isolated words. Vocabulary selection is based solely on the reading text used and words are taught through bilingual word lists, dictionary study, and memorization.
3. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language.
4. Accuracy is emphasized. Students are expected to attain high standards in translation.
5. Grammar is taught *deductively*.

6. The student's native language is the medium of instruction.
7. Evaluation is accomplished by asking students to translate from their native language to the target language or vice versa.
8. *Teacher-oriented.*

## 1. Approach

### **Theory of learning:**

- Learning is facilitated through attention to similarities between target language and students' native language
- the purpose of learning foreign language: to be able to read its literature

### **Theory of Language:**

- To be able to translate from one language into another, students are considered successful language learner
- Literary language is superior to spoken language
- Reading and writing are skills that students work on
- Vocabulary and grammar are emphasized
- Less attention to speaking and listening
- language that is used in class is mostly students' native language

## 2. Design

### **Design\_ Teacher's role:**

- Teacher is authority in the class as it is important that students get the correct answer and students do as teacher says so they can learn what teacher knows
- Role of students
- No principles in this method

- Teacher- students interaction : from teacher to students, so little students initiation and little student-students interaction
- Characteristics of teaching and learning process :
  - Translation from FL to TL are dominated in the class
  - Ss study grammar deductively: Ss are given grammar rules and examples, then are told to memorize them, then are asked to apply rules to other examples

**Techniques:**

- Translation
- Reading comprehension question
- Antonym/synonym
- Fill in the blanks
- Memorization
- Use words in sentences

In short, GTM could be explained as follows:

- 1. Learning Theory:** Deductive learning is essential. First, the teacher gives rules explicitly then the rules are reinforced with examples and exercises.
- 2. Language Theory:** Language is for understanding the literature. Translation is the way to learn the language. Oral communication is not primarily important. Written language is superior to spoken language. Students also learn the structure of their own native language. Those who study a foreign language become more cultured and intellectual.
- 3. Culture:** Culture is limited to literature and fine arts.
- 4. Teachers' Role:** Teacher is the strict authority. Classes are teacher centred.

5. **Students' Role:** Students are the passive receivers of the new information. The teacher starts the activities and directs them. Students are supposed to memorise the rules and the new vocabulary with their meanings in their native language.
6. **Interactions:** Very often “*Teacher – Student*” interactions occur. Rarely “*Student – Student*” interactions also occur.
7. **Vocabulary Teaching:** The most common vocabulary teaching technique is “the memorisation of long lists of vocabulary with their equivalents in the students’ native language. Other techniques are
  - Teaching “cognates” (i.e., “cinema –sinema”, “theatre – tiyatro” ...,
  - Using synonyms and antonyms
8. **Grammar Teaching:** The teaching of grammar is deductive. The teacher introduces the rules explicitly and wants the students to apply these rules to new examples in exercises. Students are supposed to memorise the rules. In order to explain the rules, the teacher uses comparison and contrast between the students’ native language grammar and target language grammar. Translation is a common way to clarify the meanings of the new grammar patterns in the target language.
9. **Materials:** Texts from the target language literature are used. The teacher may either write the text or use an authentic literary text.
10. **Syllabus:** Structural syllabus (i.e., list of structures to be taught during the course) is used. The order of structures starts from the easiest
11. **Role of L1:** L1 (i.e., students’ native language) has an important function in teaching vocabulary and grammar.

Since oral communication in the target language is not important, classroom instructions are given in L1.

**12. Evaluation:** Translation is an important technique to test students' progress in the target language. In addition, "fill-in-the-blank" type test items are also used. Synonyms, antonyms, and cognates can be asked to test vocabulary in formal tests. Reading passages and comprehension questions about the passages can also take place in tests as the reading section.

**13. Goals and Objectives:** Among the goals are to teach translation, to read and understand literary texts in the target language, to make students aware of their native language structure and vocabulary, and to improve students' mental capacities with grammar exercises.

**14. Error Correction:** The teacher corrects the errors strictly. Errors are not tolerated. Accuracy is emphasised strictly. Accuracy means grammatical correctness.

**15. Student's Feelings:** There is no information about how GTM deals with students' feelings. Therefore, we cannot consider this method as a humanistic approach.

**16. Techniques:**

- a. Translation of a Literary Passage: Students translate a passage from the target language into their native language. The passage provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in the following lessons.
- b. Reading Comprehension Questions: Students answer questions in the target language based on their understanding of the reading passage. First, they answer information questions whose answers they can find in the passage. Second, they answer inference questions based on their comprehension of the passage

although the answer cannot be found in the passage directly in the passage. Third, they answer questions that require students to relate the passage to their own experience.

- c. **Antonyms / Synonyms:** Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.
- d. **Cognates:** Students are taught to recognise cognates by learning the spelling or sound patterns that correspond between the languages. Students should be aware of “true cognates” (i.e., theatre-tiyatro) and “false cognates” (i.e., apartment-apartman).
- e. **Deductive Application of Rule:** Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.
- f. **Fill-in-the blanks:** Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or necessary items of grammatical features.
- g. **Memorization:** Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.
- h. **Use words in Sentences:** In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.
- i. **Composition:** The teacher gives the students a topic to write about in the target language. The topic is based

upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis (pronounced as /preɪsɪ/).

**17.Skills:** The primary skills to be improved are “reading” and “writing”. Little attention is given to speaking and listening, and almost no attention to pronunciation.

## Summary

**Grammar-Translation Method:** Around the turn-of-the-century, language students often translated cumbersome volumes from Classical Greek or Latin into English via this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

### Activity 3.1:

1. It has been said that the Grammar-Translation method teaches students about the target language, but not how to use it. Explain the different in your own words.
2. What happened in the mid nineteenth century?
3. How can the “series” of sentences as exemplified above facilitate foreign language learning?

### Activity 3.2.

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?



3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 3

1. What I understand from this chapter is

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2. What I 'm still confused about

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3. What I want to know further about

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4. What my problem in learning this chapter is

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# CHAPTER 4

## The Direct Method

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies DM, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

*This method was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.*

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of

exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The basic tenet of Berlitz's method, the Direct Method, was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures.

In short, the principles of the Direct Method were as follows:

1. Classroom instruction was conducted in the target language
2. There was an inductive approach to grammar
3. Only everyday vocabulary was taught
4. Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

### **Basic Assumption about Language Learning**

1. Meanings are made clear by presenting physical object, such as pictures, gestures and pantomimes. Translation may be an easy way to make meanings clear but will not make the students learn the target language naturally. Natural learning proves to be more effective in learning another language.

2. Self-correction is more emphasized than teacher correction. This will make the students think in the target language not do parroting. This can be done by asking them to make a choice between what they said and an alternative answer provided by the teacher. Self-correction voice to signal to the students that there is something wrong.
3. Vocabulary is learned more effectively if they use it in full sentences rather than memorize it. The teacher can repeat new words by asking them to the students several times in different contexts and eliciting the situations in order for the students to use the words.
4. Teaching another language means taking a role as a partner of the students are two-way interaction. The teacher and the students and vice versa. Besides that teacher is also a facilitator; he can show the students what error they have made and how they correct the errors.
5. Students should learn to think in the target of language as soon as possible. The teacher avoids teaching individual words and full sentence will encourage the students to think in the target language. Vocabulary is acquired more easily and naturally if the students use it full sentences. Rather than memorizing word lists.
6. Students should be actively involved in using the target language in realistic everyday situation.

Towards the end of nineteenth-century, other language teaching reformers became more interested in *naturalistic* principles of language learning (called the advocates of the natural method).

## The Direct Method

Based on the observation of child language learning, the advocates of the “natural” method argue that:

1. Learner’s native language is not needed in teaching foreign language.
2. A language should be taught by using it actively in the classroom. Teacher must encourage direct and spontaneous use of the foreign language in the classroom rather than focus on explaining grammar rules.

### Characteristics:

- Classroom instruction was conducted exclusively in the target language. NO TRANSLATION IS ALLOWED.
- Only everyday vocabulary and sentences were taught.
- Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.
- Grammar was taught *inductively*.
- New teaching points were taught through modeling and practice.
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.
- (It is difficult to implement in public schools.)
- It is not effective because sometimes a brief explanation in the student’s native language would have been more effective.
- Not all teachers were good enough to adhere to the principles of the method.

- The method has weak theoretical foundation.
- The Audio-Lingual Method (50's and 60's)
- Background: During the WWII, there was a high demand for Americans who are orally proficient in the languages of both the allies and the enemies.
- The US military developed a special, intensive language course called the Army method which was later known as the Audio lingual Method.

#### A. Approach

##### **Approach\_ Theory of learning:**

The purpose of language learning is communication (learn how to ask and answer questions)

##### **Approach\_ Theory of language:**

Language learning is an imitation of L1, as natural way humans learn language-child never relies on another language to learn foreign language thus L1 is not necessary to learn a foreign language

##### Characteristics

1. Teaching vocabulary through pantomiming, reality and other visuals
2. Teaching grammar inductively
3. Centrality of spoken language
4. Focus on question answer pattern
5. Teacher centeredness

#### B. Design

Teacher and student roles:

1. Teacher directs class activities
2. Students are less passive than in GTM

3. T and students like a partner in teaching learning process

### **C. Techniques**

1. Reading aloud
2. Question and answer exercise
3. Getting students to self correct
4. Conversation practice
5. Fill- in the blank exercise
6. Dictation
7. Map drawing
8. Paragraph writing

### **Technique Of Direct Method**

1. **Q & A:** The teacher asks questions of any nature and the students answer. In preparation for this activity the teacher models, extensively, the use of complete answers to questions. Once doing this activity the teacher expects full sentences as answers to each question. Students can also be given the opportunity to ask the questions.

**Objective: Experiment with words and sentence patterns to create interest and variety.**

2. **Dictation:** The teacher chooses a grade appropriate passage from a book and reads the text aloud three times. The first time the passage is read the students only listen. The second time the passage is read it is read phrase by phrase, with the teacher pausing long enough for students to write down what they have heard. The third time the text is read, it is read at normal speed and the students check their work.



**Objective:** Listen attentively, courteously, and purposefully to a range of texts from a variety of cultural traditions for pleasure and information.

3. **Reading Aloud:** Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn the teacher uses gestures, pictures, examples, or role play to help the students make meaning of the text.

**Objective:** Orally and silently read a range of contemporary and classical grade appropriate texts for enjoyment and information.

4. **Getting Students to Self-Correct:** The teacher when provided with the opportunity should have the students self-correct by offering them a choice between what they said and the proper pronunciation. For example if the student says, "I have cree apples," the teacher should say, "Do you have cree apples or three apples?"

**Objective:** Reflect on speaking behaviors and strategies.

5. **Map Drawing:** Students are provided with a blank map of Canada. The teacher gives specific instructions to the students. Once they are finished, their map will be completely labeled. The teacher takes the same map on an overhead and the students give the teacher instructions on how to label the map.

**Objectives:** Listen purposefully to determine the main ideas and important details; use language appropriate to audience, purpose, and situation.

6. **Paragraph Writing:** The teacher in this class asked the students to write a paragraph in their own words

or example the teacher give one words and the student make a paragraph from that word.

7. **Conversation Practice:** The teacher asks student a questions about themselves Ex :what your name, where are u come from, what your father name, and the other (wich the students have to understand to be able to answer correctly). And the student have a conversation and grammatical the same to others,
8. **Fill-in-the blank exercise: The question about to be, Ex : complete the following sentence:“ He\_\_\_\_\_ My Teacher “**

But, Must remember the question should have been taught before.

In short, DM could be explained as follows:

DM was born as a reaction to GTM because GTM cannot prepare learners for real life language situations in which oral communication is the media.

1. **Learning Theory:** Inductive learning is essential. There is a direct relation between form and meaning. L2 learning is similar to L1 acquisition. There is a direct exposure to the target language. Exposure of Long chunks in the target language. Learning occurs naturally.
2. **Language Theory:** Language is for oral use. Each language is unique. There is a direct relation between form and meaning. No other language should interfere when learning a language.
3. **Culture:** Not only art or literature, but also other aspects of culture (namely, life style, customs, traditions, institutions,

- food, daily habits, history, geography, etc.) Should be taken into consideration. Daily speech is important.
4. **Teacher's Role:** The teacher usually directs the interactions but he/she is not as dominant as in GTM. Sometimes acts like a partner of the students.
  5. **Students' Role:** Students are active participants. Sometimes pair works take place. Even the teacher takes roles in activities.
  6. **Interactions:** T- Students and Students - students interactions often occur.
  7. **Vocabulary Teaching:** Pictures, realia, examples, sample sentences are used to teach vocabulary. Use of L1 is not allowed. There is a direct relation between form and meaning.
  8. **Grammar Teaching:** Grammar is taught inductively. Examples and drills are given and students are expected to discover and acquire the rules. Drills like chain drill, yes question, no question, or question are used to help students induce the rule.
  9. **Materials:** Reading passages (for topics), Dialogues (for situation), plays (for situations) are used.
  10. **Syllabus:** Situational and topical syllabuses are used.
  11. **Role of L1:** L1 is not permitted.
  12. **Evaluation:** Students' ability to use the language is tested. Not about language, the language itself.
  13. **Goals and Objectives:** Teaching students how to communicate in the target language. Teaching of thinking in the target language.
  14. **Error Correction:** Students' self correction.
  15. **Students' Feelings:** There is no information dealing with this issue.

16. **Techniques:** Reading aloud, Question and answer exercise, self correction, conversation practice, fill-in-the-blank exercise, dictation, drawing (for listening comprehension), and paragraph writing.
17. **Skills:** Speaking, listening, reading and writing are important skills. Especially speaking and listening are emphasized. Vocabulary is over grammar.

### **Summary**

**The Direct Method:** This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller, guessing of context or content, completing fill-ins, and doing “cloze” exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

### **Activity 4.1**

By the 1920s, the use of the Direct Method had declined both in Europe and in the US. What do you think is the problem with this method?

### **Activity 4.2**

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction?  
What is the nature of student-student interaction?

5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
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#### Reflective Journal for chapter 4

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# CHAPTER 5

## The Audio-Lingual Method

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies ALM, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses

### Background

Language learning is the process of acquiring the sentence patterns in the target language.

### Fundamental assumption:

Language is acquired through a process of habit formation and overlearning. Learners are expected to overcome the habits of their native language and form the new habits required to be target language speakers.

- Before the WWII, in the USA, English was taught by using the modified Direct Method approach, a reading-based approach, and a reading-oral approach.
- Effect of WWII?
- Personnel who were fluent in various foreign languages and could work as interpreters, code-room assistants, and translators. → the Army Specialized Training Program (the ASTP / the army method).
- The Army Method adopted Bloomfield's the informant method.
- The informant method?

- The training program developed to give linguists and anthropologists the mastery of languages that they were studying.
- The Army Method yield excellent results.

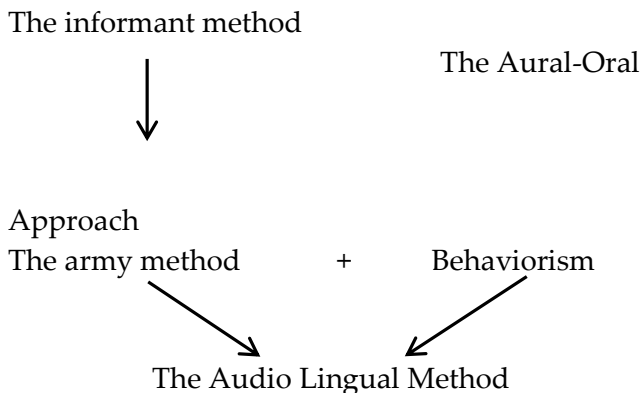
What actually are the factors that guarantee the success of the army method?

1. Teaching and learning activities took place in small classes.
2. Students were highly motivated (and very discipline).
3. The intensity of contact with the target language.
  - Charles Fries, the director of the first English Language Institute in the US.
  - Charles Fries was trained in structural linguistics.
  - Fries rejected the idea that L2 learners can master l2 if they were exposed to the language, use it, and gradually absorb its grammatical patterns.
  - According to Fries, how should language be taught?
  - Language should be taught by intensive oral drilling of its basic sentence patterns (because the structure of language is identified with its basic sentence patterns and grammatical structures). In addition, there must be systematic attention to pronunciation.
  - Fries assumes that the source of the problems of learning a foreign language is the conflict of different structural system (i.e., differences between the grammatical and phonological patterns of the native language and the target language).
  - The language teaching approach developed by linguists as Michigan and other university became



known variously as the Oral Approach, the Aural-Oral Approach, and the Structural Approach.

- This approach advocated aural training first, then pronunciation training, followed by speaking, reading, and writing.
- The Aural-Oral Approach was not based on any learning theory except the idea that practice makes perfect.
- The linguistic principles of the Aural-Oral approach + behaviorism which is a psychological learning theory = the Audio-Lingual method.



Characteristics:

- New material is presented in dialogue form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.

- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
- Vocabulary is strictly limited and learned in context (new vocabularies are presented through dialogs).
- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation (by using minimal pairs, i.e. pairs of words which differ in only one sound).
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is a great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.
- The age of audio lingualism ended with Chomsky's proposal that there is **Universal Grammar (UG)** and that children are born equipped with innate language acquisition device that enables them to acquire language (**innateness hypothesis**).
- The revolution in the field of linguistics and language acquisition brought forth Cognitive Code Learning (CCL).
- CCL was an approach that emphasized a conscious awareness of rules and their applications to second language learning.
- CCL retained the drilling but also added deductive learning into language classes.

Methods in 1970s:

- Community language learning:
- Suggestopedia
- The silent way
- Total physical response
- The natural approach
- Notional functional syllabuses

## A. Approach

### 1. **Approach\_ The Theory of Language**

The theory of language was structural linguistic or structural view of language that had developed the traditional grammar. The primary of structural linguistic used oral language as media of learning. Before learning how to write and read, the important thing is learn how to speak, it was argued that language is “primarily what is spoken and only secondarily is written” (Brooks 1964). Therefore, it was assumed that speech had a priority in language teaching. This was contrary to popular views of relationship of the spoken and written forms of language, since it had been widely assumed that language existed principally as symbols written on paper, and that spoken language was an imperfect realization of the pure written version. This scientific approach to language analysis appeared to offer the foundations for a scientific approach to language teaching.

### 2. **Approach\_ The Theory of Learning**

The theory of learning Audio Lingual Method was behavioral psychology with the three crucial

elements in learning are stimulus-response-reinforcement. Stimulus, which serves to elicit behavior; Response, triggered by stimulus; Reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future (see Skinner 1957; Brown 1980).

Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use.

## **B. Design**

### **1. The objectives of Audio lingual method are short and long term objectives.**

The short term consists of first; the structure of sound, form and order in the new language, second; acquaintance with vocabulary items, and third; meaning especially verbal symbol.

The long term is get knowledge and competency as native speaker.

## 2. The Syllabus

Audio lingualism is used linguistic syllabus which contains the key items of phonology, morphology, and syntax of language.

## 3. Goal

The general goal of the Audio lingual Method is to enable the target language communicatively. And there are two objectives in Audio lingual Method such as;

Brook distinguishes between short-range and long-range objectives of an Audio lingual program. Short-range objectives include training in listening comprehension and accurate pronunciation. Long-range objectives or the ultimate goal is to develop the student's abilities are same like what native speakers have, to use it automatically without stopping to think.

The main principles on which the audio lingual method is based are the following:

1. Foreign language learning is basically a process of mechanical habit formation. The student are able to give correct response rather than by making mistake.
2. Language skills are learned more effectively if the items to be learned in the target language 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.

3. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive. The meaning that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not isolation.

#### **4. Types of learning and teaching activities**

Dialogue and drills form are used in learning activities. Dialogues are used for repetition and memorization. The patterns of drills are repetition, inflection, replacement, restatement, completion, transposition, contraction, expansion, transformation, integration, rejoinder, and restoration.

#### **5. Learner roles**

The learners are directed to have skill and produce correct responses. They play reactive role by responding the stimuli.

#### **6. Teacher roles**

The roles of teacher are central and active. The teacher is dominated the method of learning and models target of language.

#### **7. The role of instructional materials**

It is a guide the teacher to develop language mastery of the learner. Tape recorder and audio lingual equipment have central role in audio lingual course.

## 8. Method

Some characteristics of this method are:

- Drills are used to teach structural patterns
- Set phrases are memorized with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately

## 9. In Practice

As mentioned, lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. Furthermore, the target language is the only language to be used in the classroom. Modern day implementations are more lax on this last requirement.

## 10. Variations drill

### 1. Repetition

The students repeat what the teacher says:

Teacher: I want to buy some fruit.

Students: I want to buy some fruit.

The students copy the teacher word for word.

## 2. Inflection

The teacher says a word or sentences, the students change the form!

Teacher: I want to buy some fruit.

Students: I wanted to buy some fruit.

## 3. Replacement

The teacher says a sentence and the students replace a word in the sentence.

Teacher: I want to buy some bananas.

Students: I want to buy some apples.

## 4. Restatement

The teacher says a sentence and the students rephrase the sentence.

Teacher: Tell me to speak louder!

Students: Speak Louder!

### C. Procedure

Since Audio lingalism is primarily an oral approach language teaching, it isn't suprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech.

In a typical audio lingual lesson, the following procedures would be observed:

1. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually or in chorus, then they memorize the dialogue.
2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.



3. Certain key structures from the dialogue are selected and used as the basis for pattern drills of the different kind.
4. The students may refer to their textbook, and follow-up reading, writing or vocabulary activities based on the dialogue may be introduced.
5. Follow up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

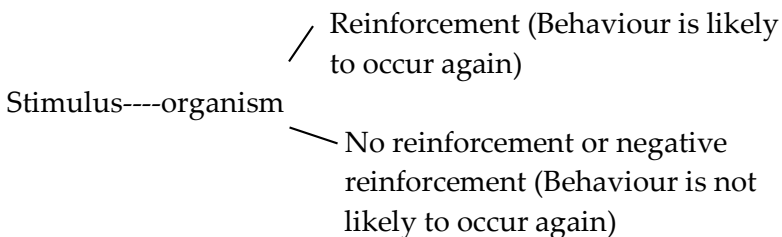
There are some technics that can you do, namely:

1. Dialog memorization
2. Backward bull-up
3. Repetition drill
4. Single slot substitution
5. Grammar game
6. Complete the dialogue etc

In short, ALM could be explained as follows:

1. **Learning Theory:** Learning is based on the principles of Behaviourism. (Mim-mem approach). Habit Formation is essential.

### *Habit Formation*



Rules are induced from examples. Explicit grammar rules are not given. Learning is inductive.

Habit formation is actualized by means of repetitions and other mechanical drills.

2. **Language Theory:** Language is based on descriptive linguistics. Every language is seen as its own unique system. The system is comprised of several different levels. (i.e. phonological, morphological, and syntactic). There is a natural order of skills. 1. Listening, 2. Speaking, 3. Reading, 4. Writing. Everyday speech and oral skills are important. Perfect pronunciation is required. Language is primarily for *Oral Communication*.
3. **Culture:** Culture consists of everyday behavior, and lifestyle of the target language community. Culture is presented in dialogues.
4. **Teacher's Role:** T is like an orchestra leader. S/he directs and controls the language behavior of the students. T is a good model of the target language, especially for pronunciation and other oral skills. The differences between students' L1 and L2 should be known by the teacher.
5. **Students' Role:** Students are imitators of the teacher as perfect model of the target language or the native speakers in the audio recordings.
6. **Interactions:** T-St, ST-ST. Interactions are mostly initiated by the teacher.
7. **Vocabulary Teaching:** Meaning is taught directly. L1 is prohibited because it may cause bad habit formations. Vocabulary is introduced through dialogues.
8. **Grammar Teaching:** Explicit rules are not provided. Students induce the rules through examples and drills. Students acquire grammar by being exposed to patterns through mechanical drills.

9. **Materials:** Dialogues
10. **Syllabus:** Grammar points and sentence patterns in structural syllabus.
11. **Role of L1:** L1 is not allowed in the classroom. It may cause interference and bad habit formation in L2.
12. **Evaluation:** Discrete-point tests are used. Each item (question) should focus on only one point of the language at a time. E.g. distinguishing between words in a minimal pair. Appropriate verb form in a sentence.
13. **Goals and Objectives:** to enable students to speak and write in the target language. To make students able to use the target language automatically without stopping to think. To form new habits in the target language.
14. **Error Correction:** Errors are corrected by the teacher since errors may cause bad habit formation.
15. **Students' Feelings:** There are no principles related to students' feelings.
16. **Techniques:**
  1. Dialogue Memorization
  2. Minimal pairs: (for teaching pronunciation)
  3. Complete the dialogue
  4. Grammar Games
  5. Mechanical Drills
    - a) Repetition drill
    - b) Chain Drill
    - c) Single- slot Substitution Drill (T gives one cue to be substituted)
    - d) Multiple-slot Substitution Drill (T gives more than one cue to be substituted)
17. **Skills:** Listening and speaking are emphasized. There is a natural order of skills.
  1. Listening
  2. Speaking
  3. Reading
  4. Writing

## Summary

**Audio-Lingual Method** : With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences.

### Activity 5

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction?  
What is the nature of student-student interaction?
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8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 5

1. What I understand from this chapter is

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# CHAPTER 6

## Communicative Language Teaching

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies CLT, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

- Three factors that trigger the emergence of the CLT:
  - Late 1960s: Inspired by the claim that language is creative (Chomsky, 1957), British applied linguists began to focus on the functional and communicative potential of language.
  - In 1971: The idea to develop language courses based on a system in which learning tasks are broken down into units that corresponds to learner's needs and are systematically related to each other.
  - In 1972: Wilkin's analysis of the communicative meanings that a language learner needs to understand and express.
- According to Wilkin (1972), there are two types of meanings that underlie the communicative uses of language. What are they and how do they differ from each other?

- Notional categories
  - refer to concepts such as time, sequence, quantity, location and frequency
- Categories of communicative function
  - for instance requests, denials, offers, complaints, etc.
- What are the two objectives of the Communicative Approach?
  - To make communicative competence the goal of language teaching.
  - To develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.
- According to Howatt (1984), in its practice, there are two versions of Communicative Language Teaching, the strong and the weak version. How does the strong version of CLT differ from the weak version?
 

How does the strong version of CLT differ from the weak version?

  - The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.
  - The 'strong' version on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself.



How does the strong version of CLT differ from the weak version?

- The weak version of CLT → Learning to use the target language
- The strong version of CLT → Using the target language to learn it.

### **A. Approach**

1. How is language viewed in CLT?

Language is viewed as (the means of) communication

2. What are the characteristics of the communicative view of language?

a. Language is a system for the expression of meaning.

b. The primary function of language is to allow interaction and communication

c. The structure of language reflects its functional and communicative uses.

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

3. In accordance with the above view of language, what is the goal of language teaching in CLT?

Language teaching aims at developing the communicative competence

4. What are the works in favor of the communicative view of language? (there are four)

a. Hymes's (1972) theory of communicative competence.

- b. Halliday's (1970) functional account of language use.
  - c. Widdowson's (1978) teaching language as communication.
  - d. Canale and Swain's (1980) four dimensions of communicative competence.
5. How does Chomsky's (1965) linguistic theory differ from Hymes's (1972) theory of communicative competence?

Chomsky's linguistic theory focuses on characterizing the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language (or speakers' linguistic competence)

In Hymes's theory of communicative competence, the linguistic theory is incorporated with communication and culture. Hence, it was a definition of what a speaker needs to know in order to be communicatively competent in a speech community (or speaker's communicative competence).

6. According to Hymes's theory of communicative competence, what are the knowledge and the ability that a person must have in order to be communicatively competent?

Speakers must have knowledge and the ability of language use with respect to:

- a. Whether (and to what degree) something is formally possible.
- b. Whether (and to what degree) something is feasible in virtue

- c. Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated.
  - d. Whether (and to what degree) something is in fact done, actually performed and what its doing entails.
7. How did Halliday (1970) view the linguistic theory? According to Halliday, linguistic theory should concern with the description of speech acts or text, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus.
8. What are the seven basic functions of language that enable children to learn their first language and L2 learners to learn the target language?
- a. The instrumental function: using language to get things.
  - b. The regulatory function: using language to control the behavior of others.
  - c. The interaction function: using language to create interaction with others.
  - d. The personal function: using language to express personal feelings and meanings.
  - e. The heuristic function: using language to learn and discover.
  - f. The imaginative function: using language to create a world of the imagination
  - g. The representational function: using language to communicate intention.

9. What are the four dimensions of communicative competence according to Canale and Swain (1980)? Explain each of the briefly:
- a. Grammatical competence refers to the knowledge of linguistic structure.
  - b. Sociolinguistic competence refers to an understanding of the social context in which communication takes place.
  - c. Discourse competence refers to the ability to interpret a message in relation to other message and the meaning represented in relation to the entire discourse or text.
  - d. Strategic competence refers to the ability to initiate, terminate, maintain, repair, and redirect communication.

10. There are two learning theories that underlie the CLT framework. What are they?

The first learning theory is the assumption that language learning comes about through using language communicatively, rather than through practicing language skills. This assumption is based on Krashen's claim that acquisition occurs as the result of using the language for real communication. He also assumes that it is the acquired system which is employed to create utterances during spontaneous language use rather than the learned system.

The second learning theory is the assumption that acquisition of communicative competence involves both a cognitive and behavioral aspects. This assumption is based on the skill-learning model

which was developed by Johnson (1984) and Littlewood (1984)

11. According to the skill-learning model, the process of skill development involves both a cognitive and a behavioral aspect. How does the cognitive aspect differ from the behavioral aspect?

The cognitive aspect involves the internalization of plans for creating appropriate behavior.

The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time

12. What are the elements (or principles) of the learning theory that underlies the CLT?

The communication principle: Activities that involve real communication promote learning.

The task principle: Activities in which language is used for carrying out meaningful tasks promote learning.

The meaningfulness principle: Language that is meaningful to the learner supports the learning process.

## **B. DESIGN**

### **1. Design\_ Objectives**

Piepho (in Richards & Rodgers, 2001:162) discusses the general objectives of CLT is to develop the L2 learners' communicative competence in the following levels:

1. Integrative and content level (the ability to use language to express something).
2. A linguistic and instrument level (the knowledge about the language, including the grammatical rules and the lexical items).

3. An affective level of interpersonal relationship and conduct (the ability to use language to express values and judgments about oneself and others).
4. A level of individual learning needs (the ability to identify own errors and correct them).
5. A general educational level of extra-linguistic goals (the ability to use language in academic context.)

The specific objectives of CLT are defined in accordance with the particular needs of the target learners.

## **2. DESIGN\_ Syllabus**

What is a 'product' according to the Malaysian communicational syllabus?

In the Malaysian communicational syllabus, a goal or a product is defined as a piece of comprehensible information—written, spoken, or presented in a non-linguistic form—which is the result from successful completion of tasks.

## **3. Design\_ Types of learning and teaching materials**

Any types of learning and teaching materials are compatible with a communicative approach providing that they have the following specifications:

1. They enable learners to attain the communicative objectives of the curriculum.
2. They engage learners in communication.
3. They require the use of such communicative processes as information sharing, negotiation of meaning, and interaction.

## **4. DESIGN\_ Learner roles**

According to Breen and Candlin (1980), in the CLT classroom, learners function as a negotiator – between the self, the learning process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group and

within the classroom procedures and activities which the group undertakes. Hence, failed communication is a joint responsibility and not the fault of a speaker or listener. Correspondingly, successful communication is an accomplishment jointly achieved and acknowledged.

### **5. Design\_ Teacher Role**

1. Teachers should facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text.
2. Teachers act as an independent participant within the learning-teaching group.
3. Teachers also function as an organizer of resources and the resource.
4. Teachers also serve as a guide within the classroom procedures and activities.
5. Teachers also serve as a researcher and a learner.
6. Teachers also function as a needs analyst, counselor, and group progress manager.

Following are questions dealing with **Design\_ Teacher Role**

1. What does it mean by the teacher is a needs analyst?  
The CLT teacher assumes a responsibility for determining and responding to learner language needs.
2. What does it mean by the teacher is a counselor?  
The CLT teachers are also expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.
3. What does it mean by the teacher is a group process manager?

Teachers are responsible to organize the classroom as a setting from communication and communicative activities.

#### **6. Design\_ The role of instructional materials**

1. What is the primary role of the instructional materials in the CLT classroom?

In the CLT classroom, instructional materials are viewed as the way of influencing the quality of classroom interaction and language use. Hence, materials have the primary role of promoting communicative language use.

2. There are three types of instructional materials commonly used in the CLT classroom: text-based, task-based, and realia.

- a. What does it mean by text-based materials? Give a brief explanation. Textbooks
- b. What does it mean by task-based material? A variety of games, role plays, simulations, and task-based communication activities
- c. What does it mean by realia? What's the importance of using realia? What are the things that can be used as realia?

#### **C. PROCEDURE**

Because communicative principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercise types discussed in the literature on communicative Language Teaching, description of typical classroom procedures used in a lesson based on CLT principles is no feasible. Finocchiaro and Brumfit offer a lesson outline for teaching the function "making a suggestion" for the learner in the beginning level of



secondary school program that suggests that CLT procedures are evolutionary rather than revolutionary :

1. Presentation of a brief dialog or several mini-dialogs
2. Oral practice of each utterance of the dialog segment to be presented that day
3. Question and answer based on the dialog topic.
4. Question and answer related to the student's personal experience
5. Study one of the basic communicative expression in dialog.
6. Learner discovery of generalizations or rules underlying the functional expression
7. Oral recognition, interpretative activities
8. Oral production activities-proceeding from guided to freer communication activities
9. Copying of the dialog or modules if they are not in the class text
10. Sampling of the written homework assignment
11. Evaluation of learning.

### **Conclusion: Communicative Language Teaching**

The CLT is best considered as an approach rather than a method. Why?

CLT refers to a diverse set of principles that reflect a communicative view of language and language learning that can be used to support a wide variety of classroom procedures.

The following principles underlie any teaching methods which are based on the CLT approach:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.

- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

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- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

Different phases in the development of CLT:

- First phase: a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence.
- Second phase: the focus is on procedures for identifying learners' needs and this resulted in proposals to make needs analysis an essential component of communicative methodology.
- Third phase: the focus is on the kinds of classroom activities that could be used as the basis of a communicative methodology.
- What are the five characteristics of the current communicative methodology (Johnson and Johnson, 1998)?

### **Appropriateness:**

Language use reflects the situation of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus learners should be able to use formal as well as casual style of speaking.

- What are the five characteristics of the current communicative methodology (Johnson and Johnson, 1998)?

### **Message focus:**

Learners need to be able to create and understand messages (real meanings). Hence, CLT activities train learners to do information sharing and information transfers.

- What are the five characteristics of the current communicative methodology (Johnson and Johnson, 1998)?

### **Psycholinguistic processing:**

CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

- What are the five characteristics of the current communicative methodology (Johnson and Johnson, 1998)?

### **Risk Taking:**

Learners in the CLT classrooms are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.

- What are the five characteristics of the current communicative methodology (Johnson and Johnson, 1998)?

Free practice:

CLT encourages to the use of holistic practice.

What does it mean by *holistic practice*?

Holistic practice: a teaching technique involving the simultaneous use of a variety of sub skills, rather than practicing individual skills one piece at a time.

**In short, CLT could be explained as follows:**

- 1. Learning Theory:** Little is known about the learning theory of "The Communicative Approach". Activities that involve real communication promote learning. Language that is meaningful to the learner supports the learning process.
- 2. Language Theory:** Language is for communication. The goal of language teaching is to develop "communicative competence". Using the language appropriately in social contexts is important and communicative competence should be acquired.

**What is language according to the Communicative Approach?**

- A) Language is a system for expression of meaning.
- B) The primary function of language is for interaction and communication.
- C) The structure of language reflects its functional and communicative uses.
- D) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

3. **Culture:** Culture is the everyday life of people. There are some important aspects of language which are important to communication; for instance, the use of non-verbal behaviour. Body language, which may differ from culture to culture.
4. **Teacher's Role:** The teacher is a facilitator of his/her students' learning. He/she is a manager of classroom activities. He/she acts as an advisor and monitors students' performance.
5. **Students' Role:** Students are communicators. They are engaged in negotiating meaning actively. Students are responsible managers of their own learning.
6. **Interactions:** St-st interactions take place very often. Students benefit from group work, pair work, group discussions, projects...etc.
7. **Vocabulary Teaching:** Meaning is paramount. Meaning should be conveyed through visual aids, real objects, models, and context. Vocabulary should be taught within the context.
8. **Grammar Teaching:** Each linguistic form has a function. One function may be expressed with different forms.  
e.g. (Asking for permission "May I go out?" Or "Would you let me go out?" etc.)  
In addition, different forms may have one function.  
E.g. (The modal "can" has various functions)  
"I can lift this chair" = ability  
"It can rain today" = strong possibility  
"Can I use your telephone?" = asking for permission  
Functions are taught explicitly. Grammatical explanations can be given explicitly if it is believed to be useful for the acquisition of the form and function.

- 9. Materials:** Authentic materials. Articles from magazines or newspapers, songs, short stories, advertisements...etc., which are used by native speakers in real life are used as class materials. Communicative activities (information gap, opinion gap activities) are used to promote students' communication in classes. Pictures, and other visual aids and realia are very important to support meaning. Task based activities are also used to promote students' involvement in classes.
- 10. Syllabus:** Usually (but not always) functional-notional syllabus is used (e.g. frequency, motion, location).
- 11. Role of L1:** Students' L1 has no particular role in the Communicative Approach. L2 should be used during not only activities, but also when the teacher is giving explanations, instructions, and homework. Students should see L2 as a tool for communication, not a subject to study.
- 12. Evaluation:** The teacher evaluates students' accuracy and fluency. The teacher may give communicative tests, which are integrative tests and which have real communicative function. The teacher may tell students to write a letter to a friend to test their writing skill. Improvisation of a situation orally can also be a means of evaluation of the students' oral performance.
- 13. Goals and Objectives:** To make students communicatively competent (i.e., being able to use the target language appropriately in a given context). For this reason, students need knowledge of linguistic forms, meanings, and functions. Students must know that many different forms can be used to perform a function, and one single form can serve a variety of functions. Students should be able to choose the most appropriate form for a specific function.

- 14. Error Correction:** Errors of form can be tolerated since they are natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators.
- 15. Students' Feelings:** Students' motivation is important. Students should feel that they are learning something useful for their lives. Students' security is enhanced by many opportunities for co-operative interactions with their fellow students and the teacher. The teacher gives students an opportunity to express ideas and opinions on a regular basis so that students integrate the target language with their own personality. Thus, they feel more secure about using the target language. Games, dramas and other enjoyable activities are used to make classroom atmosphere better, more friendly and relaxing.
- 16. Techniques:**
- a) **Authentic Materials:** Genuine materials from newspapers, magazines, videos from real English TV channels, menus, time tables, etc is used.
  - b) **Scrambled Sentences:** for cohesion and coherence.
  - c) **Language Games:** In order to provide valuable communicative practice of the target language.
  - d) **Picture Strip Story:** This activity provides opinion gaps. Students discuss which activity should come first.
  - e) **Role Play:** this technique provides the opportunity to practice the target language in various social contexts. If the role plays is unprepared improvisation it also provides genuine communication (i.e., information gap - natural unpredictability of what each participant will say to each other).
- 17. Skills and Language Areas:** Language functions are emphasized over forms. The target language is taught at supra

sentential or discourse level, too. Students learn cohesion and coherence. Conversation structure in the target language is also reviewed. The four language skills are learnt from the very beginning. "Skimming, and "Scanning" in reading and listening are improved.

## **Summary**

**Communicative Language Teaching:** Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and realia provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and



advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.

### Activity 6.1

1. What should L2 learners master in order to be able to communicate in the target language according to Hymes (1971)?
2. Based on the discussion in the Introduction section, what does it mean by *linguistic competence*? Please provide an explanation/example to clarify your answer.
3. What it means by *communicative competence*? Please provide an explanation/example to clarify your answer.
4. What is the aim of the Communicative Language Teaching (CLT)?
5. As mentioned in the Introduction section, "...there is no one single agreed upon version of CLT." What causes CLT to have many versions in its practices?
6.
  - a. What does it mean by *authentic language*?
  - b. What is the importance of using authentic materials? Give an example to clarify your answer.
7. In the Experience section, it is noted that the teacher and the students discussed which predictions the reporter felt more certain about and which predictions he felt less

certain about. What is the importance of doing this activity?

8. In the Experience section, it is noted that the teacher asked the class to express each of the reporter's predictions in different words. What is the importance of doing this activity?
9.
  - a. What kind of activity used by the CLT teacher in the Experience section to teach his students about *cohesion* and *coherence*?
  - b. Read the slides for question 9b at e-learning and then explain in your own words what it means by *cohesion* and *coherence*?
10. (Language) games are used frequently in CLT. Explain how language games can facilitate second language learning.
11. According to Morrow (1981), (language) games that are truly communicative have the three features of communication, which are information gap, choice, and feedback. Explain what each of these three features of communication refers to.
12. What are the roles of the teacher in CLT and what is/are the responsibilities of each role?
13. As a communicator, the students in CLT must actively engage in negotiating meaning. Explain what it means by *negotiating meaning*.

14. What does it mean by true communication is purposeful (see page 123)?
15. How is the language viewed in CLT? Please provide an explanation/example to clarify your answer. In line with how the language is viewed in CLT, what does it mean by language learning in CLT?
16. What does it mean by *language functions are emphasized over forms* (see page 124)?
17. Is the students' native language forbidden or allowed in CLT?
18. a. How to evaluate students' performance in CLT?  
b. Explain what it means by *an integrative test* (see page 125)?
19. How are errors treated in CLT?

#### Activity 6.2.

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?

9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 6

1. What I understand from this chapter is

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2. What I 'm still confused about

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3. What I want to know further about

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4. What my problem in learning this chapter is

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# CHAPTER 7

## Total Physical Response

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies TPR, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### Background

- TPR is a language teaching method build around the coordination of speech and action.
- Developed by James Asher, a professor of psychology at San Jose State University, California.

Claim: successful adult second language learning is a parallel process to child first language acquisition

- The nature of the process of first language acquisition according to Asher:
  - The speech directed to young children consists primarily of commands.
  - Children respond to the speech directed to them physically before producing verbal responses.
- Hence, a method that is undemanding in terms of linguistic production and that involves game-like movement facilitates learning because learners are not stressed out and have a positive mood.

## **A. Approach: Theory of Language and Language Learning**

Here some approaches of TPR:

1. TPR reflects a grammar-based view of language. Verb is the central linguistic motif around which language use and learning are organized.

### **Theory of language**

- TPR reflects a grammar-based view of language. Verb is the central linguistic motif around which language use and learning are organized.

### **Theory of language learning**

- The learning theory of TPR is based on the stimulus-response view and the trace theory of memory in psychology.
- Trace theory of memory?

According to the trace theory of memory:

- The more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.
- Retracing can be done verbally and/or in association with motor activity. Combine tracing activities—a combination between verbal rehearsal and motor activity—increase the possibility of successful recall.

## **B. Theory of language learning**

- The three learning hypothesis that underlie the learning theory of TPR
  - There exists a specific innate bio-program for language learning, which defines an optional path for first and second language development.



- Brain lateralization defines different learning functions in the left and right brain hemispheres.
- Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

## 1. Bio program:

Three processes that are central in the first (and second) language learning:

- Children develop listening competence before they develop the ability to speak.
- Children develop their listening comprehension by responding physically to spoken language in the form of parental commands.
- Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

first language learning = second language learning

→ Adult learners should first internalize a “cognitive map” of the target language through listening exercises which are accompanied by physical movement.

→ Speech and other productive skills will come later.

- Why listening first? Human beings are equipped with a bio-program that enables them to acquire language.
- The bio-program determines that the sequence is listening before speaking and the mode is to synchronize language with the individual’s body.

## 2. Brain lateralization

- Language is controlled by the left hemisphere. Accordingly, most second language teaching methods are directed to left-brain learning.

- Asher: language learners acquire language through motor movement, which is a right-hemisphere activity.
- Asher:

Right hemisphere activities must occur before the left hemispheres can process language for production.

When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and initiate other, more abstract language process.

### 3. Stress Reduction

- Asher:  
The adult language learning environment often causes considerable stresses and anxiety.  
Stress-free environment => successful first language learning  
The stress-free learning will occur if one taps into the natural bio-program for language development to recapture the relaxed and pleasurable experiences that accompany first language learning.

## **Approach**

### **Theory of language**

TPR was developed by Dr. James Asher. While the concept of associating language with motor activity was not new, Asher formalized TPR as a method in 1977, after over a decade of study. It is based upon principles of child language acquisition, in which the child gives physical responses when listening to language. TPR's ultimate instructional goal is to teach oral proficiency and conversational fluency. The emphasis is not on text or other media, but initially on voice,

action and gestures. Instruction is given in target language only.

### **Theory of Learning**

1. Building from the ideas of various other theories, such as trace theory, TPR recognizes the value of language being associated with physical responses.
2. Follows a grammar-based view of language that focuses on **meaning**, not form.
3. Based upon principles of child language acquisition, which proposes that the human brain has a set pattern for learning language.

The natural approach was aimed at the goals of basic interpersonal communication skills, that is, everyday language situation communications, shopping, listening to the radio, and the like. The initial tasks of the teacher was to provide comprehensible input spoken language that is understandable to the learner or just the little beyond the learner's level. Learners did not to say anything during the "silent period" until they felt ready to do so. The teacher was the source of the learners' input and creator of an interesting and stimulating variety of classroom activities commands, games, skits, and small group work.

#### **A. Designs**

- Role of material

Teacher use voice, gesture and action for given material

Command from teacher

- Role of Teacher

The teacher was the source of the learners' input and creator of an interesting and stimulating variety of classroom activities commands, games, skits, and small group work.

- Role of student

Students as imitator follower teacher command

Become a listener

- The interaction between teacher and student : Class still control with the teacher

## B. Procedure

Use Target language and student response white whole body action there are 3 ways method in learning TPR:

1. That language is learning primary by listening
2. That language is control by brain hemisphere
3. That learning language should not involve any stress.

TPR is combined between speak and response

TPR typical activities may include instructions such as "Walk to the door", "Open the door", "Sit" and "Give Maria your dictionary". The students are required to carry out the instruction with physical activity.

Give "games" to make interesting in our class.

At one point we saw the teacher give three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

In short, TPR could be explained as follows:

**1. Learning Theory:** There are three hypothesis:

**A) Innate Bio-program:** There exists a specific, innate bio-program for language learning, which defines an optimal path for first and second language development. Children develop listening competence before they develop the

ability to speak. They make "a blue-print" of the language first. They develop "a cognitive map" of the language during listening process.

**B) Brain Lateralisation:** The brain has two main parts: left hemisphere, and right hemisphere which have different learning functions. If both hemispheres are activated, learning is more effective.

**C) Stress (an affective filter):** Stress intervenes between the act of learning and what is to be learned. The lower the stress is, the greater the learning becomes.

- 2. Language Theory:** Language is primarily oral. It is just like the acquisition of native language. Learners first listen (silent period), then oral production starts. Oral communication is crucial. Skilful use of imperatives by the instructor can be helpful for the acquisition of many vocabulary items and grammatical structures. Asher views the verb and particularly the verb in the imperative as the central linguistic motif around which language use and learning are organized.
- 3. Culture:** Culture is the lifestyle of people who speak the language natively. Daily habits, social life traditions should be learned.
- 4. Teachers' Role:** Initially the teacher is the director of all student behavior. In the later stages, the teacher is being directed.
- 5. Students' Role:** Initially students are the followers of the teacher. Usually after ten to twenty hours, of instruction some students will be ready to speak the language. At this point they start to direct the teacher.
- 6. Interactions:** T with whole group, T- respond by students non-verbally; Students - Students

- 7. Vocabulary Teaching:** Vocabulary is introduced through imperatives. Verb is the kernel. Other categories like adjective, adverb, and noun can be introduced around verb. Objects, especially the objects in the immediate environment are introduced.
- 8. Grammar Teaching:** Imperatives play an important role. Multi-word chunks, single-word chunks are used with imperatives. The teacher uses his/her creativity to introduce various grammatical patterns with the accompaniment of imperatives.  
E.g. For the introduction of "If " clause type 1  
"Stand up if you are from Ankara"  
"Smile if you are wearing a blue T-shirt"
- 9. Materials:** Objects around in the classroom, visuals, written texts, tasks for kinaesthetic learning can be used.
- 10. Syllabus:** Sentence based syllabus with grammatical and lexical criteria is used. TPR requires initial attention to meaning rather than to the forms of items.
- 11. Role of L1:** The method is introduced in the students' L1. After the introduction, rarely would the mother tongue be used. Meaning is made through body movements.
- 12. Evaluation:** Teachers will know immediately whether or not students understand by observing her students' actions. Formal evaluations can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their Performance in the skits they have created can become the basis for evaluation.
- 13. Goals and Objectives:** To make students enjoy learning the target language and communicate with it. Stress should be reduced.

- 14. Error Correction:** Errors are inevitable. The teacher should be tolerant of students' errors; only major errors should be corrected. The teacher should be gentle when correcting students' errors. As students get more advanced, teachers can correct more minor errors.
- 15. Student's Feelings:** The teacher should not force the students to speak. Silent period must be taken into consideration. When they begin to speak, perfection is not necessary. Stress should be reduced. The teacher should use "zany commands" and humorous skits of actions to make classes more enjoyable.
- 16. Techniques:**
- a) **Commands:** Use of commands is the major technique. Commands are given to students to perform an action; actions make meaning clear.
  - b) **Role reversal:** Students command their teacher and classmates to perform actions. Students speak after the silent period. Students should not be forced before they feel ready.
  - c) **Action sequence:** The teacher may give three connected commands (e.g. "Point to the door, walk to the door, and touch the door")
- 17. Skills:** Natural order of skills:
- a. Listening (Very important during the silent period)
  - b. Speaking (teacher should not force students to produce the language especially during the silent period students are expected to produce the target language voluntarily)
  - c. Reading
  - d. Writing

## Summary

**Total Physical Response/TPR:** This approach, also known as TPR, was founded by James Asher. In this method, both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving psycho neuro kinetic techniques wherein the teacher gives a host of commands with the students then responding by "acting out" the command: "Stand up", "Go to the door", "Sit down", etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures

## Activity 7

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?



Reflective Journal for chapter 7

1. What I understand from this chapter is

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2. What I 'm still confused about

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# CHAPTER 8

## The Silent Way (SW)

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies SW, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

The Silent Way is the pedagogical approach created by Caleb Gattegno for teaching foreign languages; the objective is for students to work as autonomous language learners.

- 1. Learning Theory:** Cognitive Psychology is the basis. Language learning is not habit formation. It is rule formation. Language learning has a sequence from the known to the unknown. Students induce the rules from examples and the languages they are exposed to, therefore learning is inductive
- 2. Language Theory:** Languages of the world share a number of features (e.g. every language uses subject, object; every language has adjective, adverb, verb ...etc.) However each language is unique. Language is for self-expression (to express thoughts, perceptions, ideas and feelings). "Cognitive Coding" helps learners learn the language. "Color rods" and "Fidel Chart" are used for cognitive coding.

- 3. Culture:** Culture is an inseparable part of language. Language reflects culture. Everyday life, art, literature. etc. should be learnt.
- 4. Teachers' Role:** The teacher is a technician or an engineer who facilitates learning. Only the learner can do learning. The teacher is aware of what the students already know and he/she can decide the next step. The teacher is silent. Silence is a tool because *teacher's silence* gives the responsibility to the student. Besides *teacher's silence* helps students monitor themselves and improve their own inner criteria.
- 5. Students' Role:** Students should make use of what they already know. They are responsible for their own learning. They actively take part in exploring the language. The teacher works with the students and the students work on the language. Students - students interaction is important. Students can learn from each other.
- 6. Interactions:** The teacher is silent in "**Teacher-students**" interactions. **Students-students** interactions are also possible because students can learn from each other.
- 7. Vocabulary Teaching:** Vocabulary is taught by means of visual aids and word-charts. Vocabulary is always recycled by means of word-charts. Vocabulary is restricted at the beginning.
- 8. Grammar Teaching:** There is a focus on the structures of the language although explicit grammar rules are never given.
- 9. Materials:** Sound Color Charts (For teaching pronunciation; one color represents one sound), Color Rods (for cognitive coding of grammatical patterns), 8 Fidel Charts (used for sound spelling association).

- 10. Syllabus:** There is no linear structural syllabus. The teacher starts with what students already know, and builds from one structure to the next. The syllabus develops according to the students' learning needs.
- 11. Role of L1:** L1 can be used to give instructions when necessary. Meaning is made clear by focusing the student's perceptions, not by translation. During feedback sessions L1 be used at beginning levels. L1 can be exploited. For example, similar sounds in L1 and L2 can be used to make students aware of phonological similarities.
- 12. Evaluation:** The teacher may never give a formal test. He/she assesses students' learning all the time. Continuous monitoring by the teacher is essential.
- 13. Goals and Objectives:** Students should be able to use the target language for self expression (to express their thoughts, feelings, ideas). To help students improve their inner criteria for correctness. Students should rely on themselves to be able to use the target language.
- 14. Error Correction:** Errors are natural and inevitable. The teacher uses students' errors to decide where further work is necessary. Self correction is necessary for the students to compare their own production with their developing inner criteria. If students cannot self-correct, the teacher supplies the correct language but only as a last resort. Peer correction is also very common, but it should be in a co-operative manner.
- 15. Student's Feelings:** Students' negative feelings are treated by the teacher. During feedback sessions, students can express their feelings like their fears, what they think about classes, and learning a foreign language, their needs and wants. Students are encouraged to co-operate with

one another in order to create a relaxed and enjoyable classroom atmosphere.

#### **16. Techniques:**

1. Teaching pronunciation with "sound color charts"
2. Cognitive coding with color rods.
3. Peer correction to improve co-operative manner.
4. Self-correction gestures
5. Teacher's Silence
6. Structured feedback: Students are invited to talk about the day's instruction (what they have learnt that day during classes). Students learn to take responsibility for their own learning by becoming aware of themselves, and by controlling and applying their own learning strategies.
7. Fidel Charts: Used to teach sound spelling association.
8. Word Charts: Used to teach and recycle vocabulary. The words are written in different colors so that students can learn basic pronunciation patterns.

#### **17.Skills:** Pronunciation is emphasized at the very beginning.

It is important that students acquire the melody of the language. All four skills (reading, writing, speaking, and listening) are worked on from the beginning.

#### **Summary:**

**The Silent Way:** Dr.Caleb Gattegno, originally out of Alexandria, Egypt, introduced this classroom technique wherein the teacher remains silent while pupils output the language on cue through perpetual prompting. This is the production before meaning school of thought and practice. A color-coded phonics (sound) chart called a fidel, with both vowel and consonant clusters on it, is projected onto a screen to be used simultaneously with a pointer, thus permitting the

pupil to produce orally on a continuous basis in the target language, via a sequence of phonemes or sound units. Brightly colored Cuisenaire rods, which are also used in Mathematics, are integrated into this method (used as manipulatives) for pupils to learn spatial relationships, prepositions, colors, gender and number concepts, and to create multiple artificial settings through their physical placement. Lines or blank spaces on a chalkboard represent syllables, devoid of letters in them, for a subliminal, collective memory experience in recall for the students. Students are encouraged to self-correct their pronunciation errors through manual gesticulation on the part of the instructor. Modeling of correct pronunciation for students is discouraged. The greatest strength of this method lies in its ability to draw students out orally, while the teacher "takes a back seat". This method works most effectively with round tables being used to promote small group discussion and for ample student rotation. In general, reliance on and the use of a structured textbook or an outlined syllabus is much discouraged during the initial phases of learning. The Silent Way truly gives students a spoken facility.

#### Activity 8

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?

7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 8

1. What I understand from this chapter is

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# CHAPTER 9

## Suggestopedia

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies SW, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses

**1. Learning Theory:** People use 5-10% of their mental capacity. In order to make better use of our mental reserves, limitations need to be desuggested. Students should eliminate the feelings that they cannot be successful and thus, to help them overcome the barriers to learning. Psychological barriers should be removed.

*There are six principle theoretical components through which desuggestion and suggestion operate and that set up access to reserves.*

1. Authority: People remember best when the new information comes from a reliable authoritative source.
2. Infantilization: Authority is also used to suggest a teacher-student relation like that of "parent-child" relationship. In the child's role the learner takes part in role playing, games, songs and gymnastic exercises that help the older student regain the self-confidence, spontaneity and receptivity of the child.
3. Double-planned ness: The learner learns not only from the instructions but also from the environment. Physical features of the classroom are important.

4. **Intonation:** Varying intonation of the presented material helps to avoid boredom. T should present the material with different intonation patterns. Correct intonation patterns should be emphasized.
  5. **Rhythm:** Materials presented with varying rhythm and tones are more interesting.
  6. **Concert pseudo-passiveness:** Materials presented with varying rhythm, intonation, and tone should be accompanied by music. Music should have sixty beats in a minute. Baroque concertos work very well for this purpose.
2. **Language Theory:** Lazanov does not articulate a theory of language. However according to this method communication is a two-plane process. Language is the first of the two planes. In the second plane, there are factors, which influence the linguistic message (e.g. the way one dresses, non-verbal behaviors that affect the linguistic message).
  3. **Culture:** The culture, which students learn, concerns the everyday life of people who speak the target language. The use of fine arts is also common.
  4. **Teachers' Role:** Teacher is the authority. Learners learn better if they get the information from a reliable authority. Students must trust and respect that authority.
  5. **Students' Role:** Students play a child's role (infantilization). They adopt a new identity (new name, job, family...etc.) As they feel more secure, they can be less inhibited.
  6. **Interactions:** "Students-students" and "T-students" interactions occur. Students often do "pair work" and "group work".
  7. **Vocabulary Teaching:** Vocabulary is emphasized. Claims about the success of the method often focus on the large

number of words that can be acquired. Comments and explanations about the meanings can be provided in student's L1.

8. **Grammar Teaching:** Grammar is taught explicitly but minimally. Explicit grammar rules are provided in L1.
9. **Materials:** Dialogues are used with their translations in L1 on the opposite side. Texts with literary value are used. The textbook posters are used for peripheral learning.
10. **Syllabus:** A course lasts 30 days and ten units of study. Each unit has a long dialogue consisting of 1200 words. There is grammar review and commentary section with a list of vocabulary. The dialogues are graded by lexis and grammar.
11. **Role of L1:** L1 is used to make the meaning of dialogues clear. The teacher can use L1 when necessary but he uses L1 less and less as the course proceeds.
12. **Evaluation:** Evaluation is conducted on students' "in-class-performances" and not through formal tests, which would threaten the relaxed atmosphere, which is considered essential for accelerated learning.
13. **Goals and Objectives:** Teachers hope to accelerate the process by which students learn to use a foreign language for everyday communication. For this, more of the students' mental power must be tapped. This can be achieved by removing psychological barriers.
14. **Error Correction:** At the beginning levels, errors are not corrected immediately because the emphasis is on communication. When errors of form occur, teachers uses the correct form later on during class, because immediate interference by the teacher may destroy the relaxed atmosphere in classes.

**15. Student's Feelings:** A great deal of attention is given to students' feelings. Students should feel relaxed and secure. Teacher's existence and classmates' existence should not threaten the individual. Individual's self-confidence is important. Choice of new identity makes students feel more comfortable and secure. The classroom conditions (temperature, lighting, armchairs) should supply students with the feeling of relaxation and comfort.

**16. Techniques:**

- ◆ Classroom set up: dim lights, soft music, cushioned armchairs, and posters on the walls.
- ◆ Positive Suggestion:
  - ⇒ Direct Suggestion: The teacher tells students they are going to be successful to create self-confidence.
  - ⇒ Indirect Suggestion: This is provided by music and comfortable physical conditions of the classroom.
- ◆ Peripheral Learning: Posters, lists, charts, texts, paintings, and graphs are hung on the walls of the classroom. Students learn from these although their attentions are not directly on these materials.
- ◆ Visualization: Students are asked to close their eyes and concentrate on their breathing. Then the teacher describes a scene or an event in detail so that students think they are really there. When the scene is complete, the teacher asks students to slowly open their eyes and return to the present. This can be done just before students write a composition in order to activate their creativity.

- ◆ Choose a New Identity: Students can be asked to write about their fictional new identity, new home town, family, etc.
  - ◆ First Concert: Music is played. The teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical. Teacher's voice is usually hushed, but rises and falls with the music.
  - ◆ Second Concert: Students put their scripts aside. Students close their eyes and listen as the teacher reads with musical accompaniment. This time the content that is read by the teacher is emphasized by the way the teacher reads the text. Music is secondarily important. At the end of the concert, the class ends for the day.
  - ◆ Primary Activation: Primary activation and secondary activation are the components of the active phase of the lesson. Students read the dialogue in the target language aloud as individuals or groups. They read it sadly, angrily, and amorously.
  - ◆ Secondary Activation: Students engage in various activities such as singing, dancing, dramatizing, and playing games. Linguistic forms are not important. Communication is important. In order to make students focus on communication, activities are varied.
- 17. Skills:** Oral communication is emphasized. Speaking and listening are important. Writing and reading are also important. Students write imaginative compositions to improve their writing, and read dialogues or texts to practice reading.

## Summary

**Suggestopedia** : This extremely esoteric, avant-garde method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into superlearning. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English. Little emphasis on grammar is given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculusics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz-Luthe's autogenic therapy, Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching (or SALT) and Lynn Dhority's Acquisition through Creative Teaching (or

ACT). Like other "modern" approaches, language is perceived globally (in chunks or blocks), while attention to fine tuning or to detail comes later.

Activity 9.

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 9

1. What I understand from this chapter is

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4. What my problem in learning this chapter is

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# CHAPTER 10

## Communicative Language Learning (CLL)

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies CLL, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### A. Approach

#### 1. *Theory of language*

Curran wrote little about his theory, of language. His student La Forge (1983) has attempted to be more explicit about this dimension of Community Language Learning theory, and we draw on his account for the language theory underlying the method. La Forge reviews linguistic theory as a prelude to presenting the CLL model of language. He seems to accept that language theory must start, though not end, with criteria for sound features, the sentence, and abstract models of language (La Forge 1983: 4). The foreign language learners' tasks are "to apprehend the sound system, assign fundamental meanings, and to construct a basic grammar of the foreign language." He cites with pride that "after several months a small group of students was able to learn the basic sound and grammatical patterns of German" (1983: 47).

A theory of language built on "basic sound and grammatical patterns" does not appear to suggest any departures from traditional structuralist positions on the nature of language. However, the recent writings of CLL

proponents deal at great length with what they call an alternative theory of language, which is referred to as *Language as Social Process*.

La Forge (1983) begins by suggesting that language as social process is "different from language as communication." We are led to infer that the concept of communication that La Forge rejects is the classic sender-message-receiver model in information theory. The social-process model is different from earlier information-transmitting models, La Forge suggests, because

*Communication is more than just a message being transmitted from a speaker it at the same time both subject and object of his own message....communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other. . . . Communication is an exchange which is incomplete without a feedback reaction from the destinee of the message. (La Forge 1983: 3)*

The social-process view of language is then elaborated in terms of six qualities or subprocesses:

1. The whole-person process
2. The educational process
3. The interpersonal process
4. The developmental process
5. The communicative process
6. The cultural process

La Forge also elaborates on the interactional view of language underlying Community Language Learning . "Language is people; language is persons in contact; language is persons in response" (1983: 9), CLL interactions are of two distinct and fundamental kinds: interactions between learners and interactions between learners and knowers. Interactions

between learners are unpredictable in content but typically are said to involve exchanges of affect. Learner exchanges deepen in intimacy as the class becomes a community of learners. The desire to be part of this growing intimacy pushes learners to keep pace with the learning of their peers. Tranel (1968) notes that "the students of the experimental group were highly motivated to learn in order to avoid isolation from the group." *Intimacy* then appears to be defined here as the desire to avoid isolation.

Interaction between learners and knowers is initially dependent. The learner tells the knower what he or she wishes to say in the target language, and the knower tells the learner how to say it. In later stages interactions between learner and knower are characterized as self-assertive (stage 2), resentful and indignant (stage 3), tolerant (stage 4), and independent (stage 5). These changes of interactive relationship are paralleled by five stages of language learning and five stages of affective conflicts (La Forge 1983: 50).

These two types of interactions may be said to be microcosmically equivalent to the two major classes of human interaction — interaction between equals (symmetrical) and interaction between unequals (asymmetrical) (Munby 1978). They also appear to represent examples of (a) interaction that changes in degree (learner to learner) and (b) interaction that changes in kind (learner to knower). That is, learner-learner interaction is held to change in the direction of increasing intimacy and trust, whereas learner-knower interaction is held to change in its very nature from dependent to resentful to tolerant to independent.

<b>Verbal</b> Sender → Message → Receiver	<b>Verbal/Nonverbal</b> Sender → Message → Receiver
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Comparison of the information-transmission model (*left*) and the social-process model (*right*) of communication

## 2. *Theory of learning*

Curran's counseling experience led him to conclude that the techniques of counseling could be applied to learning in general (this became Counseling-Learning) and to language teaching in particular (Community Language Learning). The CLL view of learning is contrasted with two other types of learning, which Curran saw as widespread and undesirable. The first of these describes a putative learning view long popular in Western culture. In this view, "the intellectual and factual process alone are regarded as the-main intent of learning, to the neglect of engagement and involvement of the self" (Curran 1972: 58). The second view of learning is the behavioral view. Curran refers to this kind of learning as "animal learning," in which learners are "passive" and their involvement limited (Curran 1976: 84).

In contrast, CLL advocates a holistic approach to language learning, since "true" human learning is both cognitive and affective. This is termed *whole-person learning*. Such learning takes place in a communicative situation where teachers and learners are involved in "an interaction ... in which both experience a sense of their own wholeness" (Curran 1972: 90). Within this, the development of the learner's relationship with the teacher is central. The process is divided into five stages and compared to the ontogenetic development of the child.

In the first, "birth" stage, feelings of security and belonging are established. In the second, as the learner's abilities improve, the learner, as child, begins to achieve a measure of independence from the parent. By the third, the learner "speaks independently" and may need to assert his, or her own identity, often rejecting unasked-for advice. The fourth stage sees the learner as secure enough to take criticism, and by the last stage, the learner merely works upon improving style and knowledge of linguistic appropriateness. By the end of the process, the child has become adult. The learner knows everything the teacher does and can become knower for a new learner. The process of learning a new language, then, is like being reborn and developing a new persona, with all the trials and challenges that are associated with birth and maturation. Insofar as language learning is thought to develop through creating social relationships, success in language learning follows from a successful relationship between learner and teacher, and learner and learner. "Learning is viewed as a unified, personal and social experience." The learner "is no longer seen as learning in isolation and in competition with others" (Curran 1972: 11-12). Curran in many places discusses what he calls "consensual validation," or "convalidation," in which mutual warmth, understanding, and a positive evaluation of the other person's worth develops between the teacher and the learner. A relationship characterized by con-validation is considered essential to the learning process and is a key element of CLL classroom procedures. A group of ideas concerning the psychological requirements for successful learning are collected under the acronym SARD (Curran 1976: 6), which can be explained/as follows.

S stands for security. Unless learners feel secure, they will find

it difficult to enter into a successful learning experience.

**A** stands for attention and aggression. CLL recognizes that a loss of attention should be taken as an indication of the learner's lack of involvement in learning, the implication being that variety in the choice of learner tasks will increase attention and therefore promote learning.

Aggression applies to the way in which a child, having learned something, seeks an opportunity to show his or her strength by taking over and demonstrating what has been learned, using the new knowledge as a tool for self-assertion.

**R** stands for retention and reflection. If the whole person is involved in the learning process, what is retained is internalized and becomes a part of the learner's new persona in the foreign language. Reflection is a consciously identified period of silence within the framework of the lesson for the student "to focus on the learning forces of the last hour, to assess his present stage of development, and to re-evaluate future goals" (La Forge 1983: 68). .

**D** denotes discrimination. When learners "have retained a body of material, they are ready to sort it out and see how one thing relates to another" (La Forge 1983: 69). This discrimination process becomes more refined and ultimately "enables the students to use the language for purposes of communication outside the classroom" (La Forge 1983: 69).

These central aspects of Curran's learning philosophy address not the psycholinguistic and cognitive processes involved in second language acquisition, but rather the personal commitments that learners need to make before language acquisition processes can operate. CLL learning theory hence stands in marked contrast to linguistically or psycholinguistically based learned theories, such as those informing Audiolingualism or the Natural Approach.

## **B. Design**

### **1. Objectives**

Since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined in the literature on Community Language Learning. Most of what has been written about CLL describes its use in introductory conversation courses in a foreign language. The assumption seems to be that through the method, the teacher can successfully transfer his or her knowledge and proficiency in the target language to the learners, which implies that attaining near-native like mastery of the target language is set as a goal. Specific objectives are not addressed.

### **2. The syllabus**

Community Language Learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing, as Tranel (1968) has demonstrated. CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered. If a course is based on Curran's recommended procedures, the course progression is topic based, with learners nominating things they wish to talk about and messages they wish to communicate to other learners. The teacher's responsibility is to provide a conveyance for these meanings in a way appropriate to the learners' proficiency level. Although CLL is not explicit about this, skilled CLL teachers seem to sift the learners' intentions through the teacher's implicit syllabus, providing translations that match what learners can be expected to do and say at that level. In this sense then a CLL syllabus emerges from the interaction

between the learner's expressed communicative intentions and the teacher's reformulations of these into suitable target language utterances. Specific grammatical points, lexical patterns, and generalizations will sometimes be isolated by the teacher for more detailed, study and analysis, and subsequent specification of these as a retrospective account of what the course covered could be a way of deriving a CLL language syllabus. Each CLL course would evolve its own syllabus, however, since what develops out of teacher-learner interactions in one course will be different from what happens in another.

### **3. Learner roles**

In Community Language Learning, learners become members of a community - their fellow learners and the teacher - and learn through interacting with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well as joy and pleasure, and to become counselors to other learners. CLL learners are typically grouped in a circle of six to twelve learners, with the number of knowers varying from one per group to one per student. CLL has also been used in larger schools classes where special grouping arrangements are necessary, such as organizing learners in temporary pairs in facing parallel lines.

Learner roles are keyed to the five stages of language learning outlined earlier. The view of the learner is an organic one, with each new role growing developmentally out of the



one preceding. These role changes are not easily or automatically achieved. They are in fact seen as outcomes of affective crises.

When faced with a new cognitive task, the learner must solve an affective crisis. With the solution of the five affective crises, one for each CLL stage, the student progresses from a lower to a higher stage of development. (La Forge 1983: 44)

Learning is a "whole person" process, and the learner at each stage is involved not just in the accomplishment of cognitive (language learning) tasks but in the solution of affective conflicts and "the respect for the enactment of values" as well (La Forge 1983: 55).

CLL compares language learning to the stages of human growth. In stage 1 the learner is like an infant, completely dependent on the knower for linguistic content. "A new self of the learner is generated or born in the target language" (La Forge 1983:45). The learner repeats utterances made by the teacher in the target language and "overhears" the interchanges between other learners and knowers.

In stage 2 the "child achieves a measure of independence from the parent" (La forge 1983:46), Learners begin to establish their own self-affirmation and independence by using simple expressions and phrases they have previously heard.

In stage 3, "the separate-existence stage," learners begin to understand others directly in the target language. Learners will resent uninvited assistance provided by the knower/parent at this stage.

Stage 4 may be considered "a kind of adolescence." The learner functions independently, although his or her knowledge of the foreign language is still rudimentary. The role of "psychological understanding" shifts from knower to learner. The learner must learn how to elicit from the knower

the advanced level of linguistic knowledge the knower possesses.

Stage 5 is called "the independent stage." Learners refine their understanding of register as well as grammatically correct language use. They may become counselors to less advanced students while profiting from contact with their original knower.

#### 4. **Teacher roles**

At the deepest level, the teacher's function derives from the functions of the counselor in Rogerian psychological counseling. A counselor's clients are people with problems, who in a typical counseling session will often use emotional language to communicate their difficulties to the counselor. The counselor's role is to respond calmly and non-judgmentally, in a supportive manner, and help the client try to understand his or her problems better by applying order and analysis to them. The counselor is *not* responsible for paraphrasing the client's problem element for element but rather for capturing the essence of the client's concern, such that the client might say, "Yes, that's exactly what I meant." "One of the functions of the counseling response is to relate affect... to cognition. Understanding the language of 'feeling', the counselor replies in the language of cognition" (Curran 1976: 26). It was the model of teacher as counselor that Curran attempted to bring to language learning.

There is also room for actual counseling in Community Language Learning. Explicit recognition is given to the psychological problems that may arise in learning a second language. "Personal learning conflicts ... anger, anxiety and similar psychological disturbance - understood and responded to by the teacher's counseling sensitivity - are indicators of

deep personal investment" (J. Rardin, in Curran 1976: 103). In this case, the teacher is expected to play a role very close to that of the "regular" counselor. The teacher's response may be of a different order of detachment, consideration, and understanding from that of the average teacher in the same circumstances.

More specific teacher roles are, like those of the students, keyed to the five developmental stages. In the early stages of learning the teacher operates in a supportive role, providing target language translations and a model for imitation on request of the clients. Later, interaction may be initiated by the students, and the teacher monitors learner utterances, providing assistance when requested. As learning progresses, students become increasingly capable of accepting criticism, and the teacher may intervene directly to correct deviant utterances, supply idioms, and advise on usage and fine points of grammar. The teacher's role is initially likened to that of a nurturing parent. The student gradually "grows" in ability, and the nature of the relationship changes so that the teacher's position becomes somewhat dependent upon the learner. The knower derives a sense of self-worth through requests for the knower's assistance.

One continuing role of the teacher is particularly notable in Community Language Learning. The teacher is responsible for providing a safe environment in which clients can learn and grow. Learners, feeling secure, are free to direct their energies to the tasks of communication and learning rather than to building and maintaining their defensive positions. Curran describes the importance of a secure atmosphere as follows

As whole persons, we seem to learn best in an atmosphere of personal security. Feeling secure, we are freed

to approach the learning situation with the attitude of willing openness., Both the learner's and the knower's level of security determine the psychological tone of the entire learning experience. (Curran 1976: 6)

Many of the newer nontraditional teaching methods stress teacher responsibility for creating and maintaining a secure environment for learning; probably no method attaches greater importance to this aspect of language learning than does Community Language Learning. Thus, it is interesting to note two "asides" in the discussion of learning security in CLL. First, security is a culturally relative concept. What provides a sense of security in one cultural context may produce anxiety in another. La Forge gives as an example the different patterns of personal introduction and how these are differentially expressed and experienced in early stages of CLL among students of different backgrounds. "Each culture had unique forms which provide for acquaintance upon forming new groups. These must be carefully adopted so as to provide cultural security for the students of the foreign language" (La Forge 1983: 66).

Second, it may be undesirable to create too secure an environment for learners. "The security of the students is never absolute: otherwise no learning would occur" (La Forge 1983: 65). This is reminiscent of the teacher who says, "My students would never learn anything if the fear of examination failure didn't drive them to it." How much insecurity is optimal for language learning in Community Language Learning is unfortunately not further discussed in the literature.

## **5. The role of instructional materials**

Since a CLL course evolves out of the interactions of the

community, a textbook is not considered a necessary component. A textbook would impose a particular body of language content on the learners, thereby impeding their growth and interaction. Materials may be developed by the teacher as the course develops, although these generally consist of little more than summaries on the blackboard or overhead projector of some of the linguistic features of conversations generated by students. Conversations may also be transcribed and distributed for study and analysis, and learners may work in groups to produce their own materials, such as scripts for dialogues and mini-dramas.

In early accounts of CLL the use of teaching machines (the Chromachord Teaching System) is recommended for necessary "rote-drill and practice" in language learning. "The... design and use of machines...now appear[s] to make possible the freeing of the teacher to do what only a *human person* can do... become a learning counselor" (Curran 1976: 6). In more recent CLL descriptions (e.g., La Forge 1983) teaching machines and their accompanying materials are not mentioned, and we assume that contemporary CLL classes do not use teaching machines at all.

### **C. Procedure**

Since each Community Language Learning course is in a sense a unique experience, description of typical CLL procedures in a class period is problematic. Stevick distinguishes between "classical" CLL (based directly on the model proposed by, Gurrán) and personal interpretations of it, such as those discussed by different advocates of CLL (e.g., La Forge 1983). The following description attempts to capture some typical activities in CLL classes.

Generally the observer will see a circle of learners all facing one another. The learners are linked in some way to knowers or a single knower as teacher. The first class (and subsequent classes) may begin with a period of silence, in which learners try to determine what is supposed to happen in their language class. In later classes, learners may sit in silence while *they* decide what to talk about (La Forge 1983:72). The observer may note that the awkwardness of silence becomes sufficiently agonizing for someone to volunteer to break the silence. The knower may use the volunteered comment as a way of introducing discussion of classroom contacts or as a stimulus for language interaction regarding how learners felt about the period of silence. The knower may encourage learners to address questions to one another or to the knower. These may be questions on any subject a learner is curious enough to inquire about. The questions and answers may be tape recorded for later use, as reminder and review of topics discussed and language used.

The teacher might then form the class into facing lines for three-minute pair conversations. These are seen as equivalent to the brief wrestling sessions by which judo students practice. Following this the class might be reformed into small groups in which a single topic, chosen by the class or the group, is discussed. The summary of the group discussion may be presented to another group, who in turn try to repeat or paraphrase the summary back to the original group.

In an intermediate or advanced class a teacher may encourage groups to prepare a paper drama for presentation to the rest of the class. A paper drama group prepares a story that is told or shown to the counselor. The counselor provides or corrects target language statements and suggests

improvements to the story sequence. Students are then given materials with which they prepare large picture cards to accompany their story. After practicing the story dialogue and preparing the accompanying pictures, each group presents its paper drama to the rest of the class. The students accompany their story with music, puppets, and drums as well as with their pictures (La Forge 1983: 81-2).

Finally, the teacher asks learners to reflect on the language class, as a class or in groups. Reflection provides the basis for discussion of contracts (written or oral contracts that learners and teachers have agreed upon and that specify what they agree to accomplish within the course), personal interaction, feelings toward the knower and learner, and the sense of progress and frustration.

Dieter Stroinigg (in Stevick 1980: 185-6) presents a protocol of what a first day's CLL class covered which is outlined here:

1. Informal greetings and self-introductions were made.
2. The teacher made a statement of the goals and guidelines for the course.
3. A conversation session in the foreign language took place.
  - a. A circle was formed so that everyone had visual contact with each other and all were in easy reach of a tape recorder microphone,
  - b. One student initiated conversation with another student by giving a message in the L1 (English).
  - c. The instructor, standing behind the student, whispered a close equivalent of the message in the L2 (German).
  - d. The student then repeated the L2 message to its addressee and into the tape recorder microphone as well.
  - e. Each student had a chance to compose and record a

- few messages
- f. The tape recorder was rewound and replayed at intervals.
  - g. Each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.
4. Students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness.
  5. From the material just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2.
  6. Students were encouraged to ask questions about any of the above.
  7. Students were encouraged to copy sentences from the board with notes on meaning and usage. This became their "textbook" for home study.

This inventory of activities encompasses the major suggestions for classroom practices appearing in the most recent literature on CLL. Other procedures, however, may emerge fortuitously on the basis of learner—knower interactions in the classroom context.

### ***Types of learning and teaching activities***

As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include:

1. **Translation.** Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.

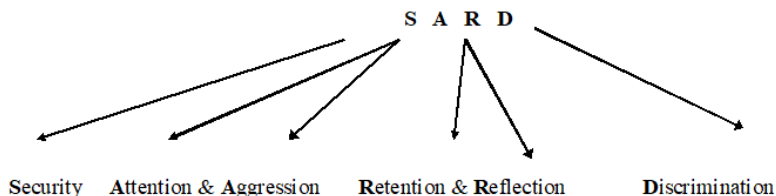


2. **Group Work.** Learners may engage in various group tasks, such as small-group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
3. **Recording.** Students record conversations in the target language.
4. **Transcription.** Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
5. **Analysis.** Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
6. **Reflection and observation.** Learners reflect and report on their experience of the class, as a class or in groups. This usually consists of expressions of feelings - sense of one another, reactions to silence, concern for something to say, etc.
7. **Listening.** Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.
8. **Free conversation.** Students engage in 'free conversation with' the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned.

In other words, CLL could be explained as follows:

1. **Learning Theory:** CLL advocates a holistic approach to language learning. "True human learning" is both cognitive and affective. This is termed "whole person learning". A group of ideas concerning the psychological requirements for successful and "non-

*defensive* learning are collected under the acronym (SARD).



**Security:** Students should feel secure to enter into a successful learning experience. Classroom atmosphere, students' relations with each other, teacher's attitude to students all affect students' feelings of security.

**Attention:** Attention is the learner's involvement in learning.

**Aggression:** is to show what has been learnt for "self-assertion" like a child who tries to show what he/she has learnt. The child tries to prove the things he/she has learnt.

**Retention:** If the "whole person" is involved in the learning process, what is retained is internalised and becomes a part of the learner's "new persona" in the foreign language. The material should neither be too old nor be too new or conversely too familiar. Retention will best take place somewhere in between novelty and familiarity.

**Reflection:** Students need quiet reflection time in order to learn. The teacher reads the text for three times and the students relax and listen for reflection. Students also listen to their own voice from the tape for reflection.

**Discrimination:** Students should discriminate the similarities and the differences among target language forms by listening to themselves and the teacher carefully. They should also

listen to discriminate if what they say is similar or different from what the teacher says.

E.g.

Similarity:

Present Continuous: *She is studying French*

Past Continuous: *Tom was cooking.* (In Both tenses "-ing" is used)

Difference:

John visited his uncle (regular verb)

John bought a new car (irregular verb)

2. **Language Theory:** Language is for communication. Language is for developing creative thinking. Culture is integrated with language. The focus shifts from grammar and sentence formation to a "*sharing and belonging between persons*". Language is what you learn and share with others. Students should trust the learning process, the teacher and the others.
3. **Culture:** Knowing the target culture is important to be successful in communication. Culture is integrated with language. Social life style, art, literature, customs, habits should be learnt.
4. **Teacher's Role:** T's initial role is that of a counsellor. The teacher tries to remove the threatening factors in the classroom. Even the teacher stands behind the students to reduce because the teacher's superior knowledge and his existence are also threatening factors.
5. **Students' Role:** Initially the learner is dependent on the teacher. As s/he goes on studying the language he becomes more and more independent.
6. **Interactions:** st-st, T-st interactions occur in the classroom. In addition, group work, and pair work tasks are carried out by students. Usually the teacher

physically removes himself/herself from the circle in order to increase **st-st** interactions.

7. **Vocabulary Teaching:** Literal native language equivalents are given to the target language in order to teach their meanings. This makes meaning clear.
8. **Grammar Teaching:** Large chunks are analysed by means of equivalents in L1. It can be explicit when necessary.
9. **Materials:** A textbook is not considered necessary. Materials may be developed by the teacher as the course develops. Materials depend on students' needs. Conversations are generated by the students depending on what they want to say in the target language.
10. **Syllabus:** CLL does not use a conversational language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they will be covered. Syllabus is developed in terms of students' communication needs.
11. **Role of L1:** Students' security is initially enhanced by using their native language. Where possible, literal native language equivalents are given to the target language words that have been transcribed. This makes their meaning clear and allows students to combine the target language words in different ways to create new sentences. Directions in class, students' expressions of feelings are in L1. In later steps, more and more L2 is used.
12. **Evaluation:** A teacher-made classroom test would be an integrative test rather than a discrete-point test. Students are asked to write a paragraph or they can be given an oral interview.
13. **Goals and Objectives:** Students should learn how to use the target language communicatively. Students should learn about their own learning to take an increasing

responsibility about it. Non-defensive learning is the result when the teacher and the students treat each other as a whole person.

**14. Error Correction:** The error is treated in a non-threatening way. The teacher repeats the correct form without calling further attention to the error and the owner of the error.

**15. Sts' Feelings:** Students' feelings are considered extremely important. One regular activity is getting feedback from students' about their feelings; how they feeling about learning a foreign language. Negative feelings may block students' learning. Security is basic. Clear instructions, enough time, should be given to the individual for the respond.

**16. Techniques:**

**A) Transcription:** The teacher writes the L1 equivalent of the text in the target language on the board or a poster-sized paper in order to be able to refer later. Students copy them in their notebooks.

**B) Reflection on Experience:** Students tell about their feelings about language learning experience.

**C) Reflective Listening:** Students relax and listen to their own voices speaking the target language on the tape. The teacher may also read the transcript while students are listening.

**D) Human Computer:** The teacher repeats the correct form as many times as the students need. The teacher never corrects the student's error. Only repeats the correct form.

**E) Small Group Tasks:** Students learn from each other. Also small groups can let students know each other well.

**17. Skills:** In the early stages, students design the syllabus. They decide what they want to say in L2. The most important skills are listening comprehension and speaking. Reading and writing are also worked on.

#### Activity 10

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 10

1. What I understand from this chapter is

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2. What I 'm still confused about

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3. What I want to know further about

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4. What my problem in learning this chapter is

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# CHAPTER 11

## Competency-Based Language Teaching

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies CBLT, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### I. Background

For many years, English students were taught about the language in self, but not taught how to use the language in neighborhood properly. Even at the present day, the products of education still make disappointments; in the way of the students use English. Most of the students are capable in preserving their memories about the learning materials given by the teacher, but they don't really understand how to use it. They still have difficulties to use English. Whereas they need it related with environment and society for they will be work and live with.

The 21st century is the era of Knowledge Economy where sciences are modals that create competitive advantage, innovative capabilities and effective solutions. Because of the globalization era and the increase of industrial world, English speaker workers are more demanded. But nowadays, the output from educational world is still having no competencies.

Docking in Richards & Rodgers (2001: 145) points out the relationship between competencies and job performance: "A qualification or a job can be described as a collection of

units of competency, each of which is composed on a number of elements of competency. A unit of competency might be a task, a role, a function, or a learning module. These will change over time, and will vary from context to context. An element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual and physical skills. Nothing is excluded that can be shown to contribute to performance. An element of competency has meaning independent of context and time. It is the building block for competency specifications for education, training, assessment, qualifications, tasks, and jobs." Because of that, we need a suitable method for English Language Teaching to relate both of the worlds mentioned above, that is Competency-Based Language Teaching.

## **II. Competency-based Language Teaching**

CBLT is an application of the principles of Competency-based Education (CBE) to language teaching. CBE is an educational movement that focuses on outcomes or outputs of learning in the development of language programs. It emerged in The United States in the 1970s and refers to an educational movement that educates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study. CBE addresses what the learners are expected to do with the language, however they learned to do it.

### **III. The Approaches in CBLT**

There are several principals in CBLT:

1. Language is a vehicle for the expression of functional meaning (functional view)
2. Language is a vehicle for the realization of interpersonal relation and for the performance of social transactions between individuals. Language is a tool for the creation and maintenance of social relations. (interactional view)
3. CBLT is built around the notion of communicative competence and seeks to develop functional communication skills in learners.
4. CBLT shares with behaviorist views of learning, the notion that language form can be inferred from language function; that is, certain life encounters call for certain kinds of language.

### **IV. The Implementation of CBLT**

Auerbach in Richards and Rodgers (2001:145) provides a useful review of factors involved in the implementation of CBE programs in ESL, and identifies eight key features:

1. A focus on successful functioning in society
2. A focus on life skills
3. Task -or performance- centered orientation
4. Modularized instructions
5. Outcomes that are made explicit a priori
6. Continuous and ongoing assessment
7. Demonstrated mastery of performance objectives
8. Individualized, student-centered instruction

### **VI. The Competencies Involved in CBLT**

CBLT is built around the notion of communicative competence:

1. Grammatical competence  
It refers to linguistic competence and the domain of grammatical and lexical capacity.
2. Sociolinguistic competence  
It refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.
3. Discourse competence  
It refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.
4. Strategic competence  
It refers to the coping strategies that the communicators employ to initiate, terminate, maintain, repair, and redirect communication

## **VI. The Target of Learner**

Basically, CBLT can be used in all levels of students. But CBLT is used best for the learners who want to work and live in English-used atmosphere, for example working in English speaking Company.

The goal of CBLT is to enable students to become autonomous individuals capable of coping with the demands of the world. Not only the quality of assessment will improve, but the quality of teaching and student learning will be enhanced by the clear specification. Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situation in which they will function. What counts is what students can do as a result of instruction. The emphasis is on overt behaviors rather

than on knowledge or the ability to talk about language and skills.

## **A. Approach**

1. CBLT is based on functional and interactional perspective on the nature of language.

- How is language viewed in CBLT?

CBLT is based on functional and interactional perspective on the nature of language.

(1) In CBLT, language is viewed as a medium of interaction and communication between people for the achievement of specific goals and purposes.

In line with this view, language is taught in relation to the social contexts in which it is used.

CBLT is based on functional and interactional perspective on the nature of language.

(2) Language form can be inferred from language function.

In line with this view, designers of CBLT competencies are expected to be able to predict the vocabulary and structures likely to be encountered in particular situations and organize them in teaching/learning units.

2. CBLT is built on the notion that language can be functionally analyzed into appropriate parts and subparts. Hence, it is assumed that communicative competence is constructed from smaller components correctly assembled ("mosaic" approach to language learning)

As CBLT is built around the notion of communicative competence, the goal of CBLT is to develop learners' functional communication skills.

## B. Design

With respect to the way it is designed, how does CBLT syllabus differ from traditional syllabuses?

CBLT syllabus is designed around the notion of competency instead of the notion of subject knowledge. Furthermore, the focus is on what students can do with language.

- As CBLT syllabus focuses on competencies, the description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity should also be included.

For instance, the description of the competencies required for the topic: "retaining a job" are the followings:

- Follow instructions to carry out a simple task.
- Respond appropriately to supervisor's comment about quality of work on the job...etc.
- How is the relation between competencies and job performance according to Docking (1994: 11)?

*"A job represents a collection of units of competency and each units of competency is composed on a number of elements of competency. Each element of competency contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting."*

- How to assess students' performances in CBLT?

In CBLT, students' performances are assessed by criterion-based assessment procedures, in which learners are assessed according to how well they can perform on specific learning task.

Aurbach (1986): 8 key features involved in the implementation of CBE in ESL:

1. A focus on successful functioning in society
2. A focus on life skills
3. Task or performance-centered orientation
4. Modularized instructions
5. Outcomes that are made explicit a priori
6. Continuous and ongoing assessment.
7. Demonstrated mastery of performance objectives.
8. Individualized, student-centered instruction.

Four advantages of implementing a competencies approach:

- The competencies are specific and practical and can be seen to relate to the learner's needs and interests.
- The learner can judge whether the competencies seem relevant and useful.
- The competencies that will be taught and tested are specific and public—hence the learner knows exactly what needs to be learned.
- Competencies can be mastered one at a time so the learner can see what has been learned and what still remains to be learned.

**There are three criticisms on CBLT. What are they?**

1. There are no valid procedures available to develop competency lists for most programs.
2. Dividing activities up into sets of competencies is a reductionist approach as the sum of the parts does not equal the complexity of the whole.
3. CBLT focuses on behavior and performance that fit the values of the dominant socio-economic group instead of on the development of thinking skills.
- 4.

### Activity 11

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

### Reflective Journal for chapter 11

1. What I understand from this chapter is

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2. What I'm still confused about

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3. What I want to know further about

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4. What my problem in learning this chapter is

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# CHAPTER 12

## Taks - Based Language Teaching

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies TBLT, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### Introduction

TBLT is an approach based on the use of tasks as the core unit of planning and instruction in language teaching.

- TBLT is developed based on some principles that formed part of the CLT movement:
  - Activities that involve real communication are essential for language learning.
  - Activities in which language is used for carrying out meaningful tasks promote learning.
  - Language that is meaningful to the learner supports the learning process.

Tasks are the vehicles for applying the above principles.

- Tasks can facilitate second language learning because, when carrying out the tasks, learners do not only get “comprehensible input” but they are also required to negotiate meaning and engage in naturalistic and meaningful communication.
- In TBLT, task refers to an activity or goal that is carried out using language.

- Communicative task: “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” (Nunan, 1989:10)
- What are the characteristics of tasks that can facilitate language learning?
  - The focus is on process rather than product.
  - Basic elements are purposeful activities and tasks that emphasize communication and meaning.
  - Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
  - Activities and tasks can be either:
    - Those that learners might need to achieve in real life.
    - Those that have a pedagogical purpose specific to the classroom.
  - Activities and tasks of a task-based syllabus are sequenced according to difficulty.
  - The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Four major categories of team performance function in the team task:

1. Orientation functions:  
Processes for generating and distributing information necessary to task accomplishment to team members.
2. Organizational functions:

Processes necessary for members to coordinate actions necessary for task performance.

3. Adaptation functions:

Processes occurring as team members adapt their performance to each other to complete the task.

4. Motivational functions:

Defining team objectives and “energizing the group to complete the task”.

## Introduction

Four dimensions of academic tasks:

1. The products (paper, poster, presentation, numbers, pictures, etc.)
2. The operations they are required to use in order to produce these products.
3. The cognitive operations required and the resources available.
4. The accountability system involved (assessment).

### Activity 12.1

Please read Chapter 11, Task-based Language Teaching, from Larsen-Freeman & Anderson (2011) and then answer the following questions:

1. Why is the task-based language teaching categorized as the strong version of the Communicative Approach?
2. How are the synthetic syllabi different from the analytic syllabi?

3. Explain why the authors of this book state that Task-based employs an analytic syllabus.
4. What aspect that differentiates between task-based syllabi and task-based language teaching?
5. What is the purpose of structure-based communicative tasks? Give an example of the structure-based communicative tasks.
6. Give an example of a task that can raise learners' consciousness with regard to specific linguistic items.
7. Explain what it means by *focus on form*.
8. According to constructivism, students should be actively involved in constructing their own knowledge through experience and problem solving. Explain what it means. (pg 151)
9. How are the tasks in CLT different from the task-based lesson?
10. What is pre-task in the task based lesson? What is the objective of a pre-task session in the task-based lesson?
11.
  - a. What is a jigsaw task?
  - b. Which part in the experience session was the jigsaw task?
  - c. How can the jigsaw task facilitate student's language learning?
  - d. How are the jigsaw tasks similar to the information gap

tasks?

12. What is the goal of TBLT?
13. What are the characteristics of tasks that can be used in the task-based lesson?
14. What are the roles of a TBLT teacher?
15. How should the teacher respond to student errors?
16. How can project work facilitate second language learning?
17. How are information gap task, opinion gap task, and reasoning gap task different from each other? Give examples to clarify your answer.
18. What does Prabhu (1987) assume that reasoning-gap tasks work better than information-gap tasks and opinion-gap tasks? Please elaborate your answer (see pg 159)
19. How are unfocused tasks different from focused tasks? Give examples to clarify your answer.
20. How are input-providing tasks different from output-prompting tasks? Give examples to clarify your answer.

#### Activity 12.2.

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?

3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction?  
What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

Reflective Journal for chapter 12

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# CHAPTER 13

## Content – Based Instruction

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies CBI, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### 1. Approach

Content- Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Krahnke offers the following definition:

*It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. (Krahnke, 1987 : 65 )*

Content –Based Instruction is grounded on the following two central principles that are: (1). *People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.* This principle reflects one of the motivations for CBI noted earlier that it leads to more effective language learning.

(2). *Content- Based Instruction better reflects learners' need for learning a second language.* This principle reflects the fact that many content- based programs serve to prepare ESL student for academic studies or for mainstreaming; therefore , the need to be able to access the content of academic learning and

teaching as quickly as possible ,as well as the processes through which such learning and the teaching are realized, are a central priority.

Content-based teaching differs from traditional language classes because language comes second to the content. In other words, the teacher runs a course on current affairs, or American history, or fiction writing, through which students also learn English. It's important to note that English ends up as subordinate to the material, although the teacher must recognize and be prepared to help students with language skills.

Types of content based instruction:

- The Sheltered Model: It is used at university where the goal of teachers is to enable their ESL students to study the same content material as regular English L1 students. Sheltered CBI is called "sheltered" because learners are given special assistance to help them understand regular classes.
- The Adjunct Model: Undertaken by ESL teachers. The aim of Adjunct classes is to prepare students for "mainstream" classes where they will join English L1 learners.
- The Theme Based Model: These classes can be taught by EFL teachers who create content material based on the needs and interests of the students.

Because of the nature of the content, all four skills get integrated. It's important to note that the content continues through the whole course, not just a handful of lessons. A course on shopping one day, using the bank on another day, and making hotel reservations in English at a different class session is an example of a CBI class.

An example of CBI lesson can be approached following these steps:

1. Preparation

- A subject of interest is chosen.
- Finding suitable sources that deal with different aspects of the subject. These could be websites, reference books, audio or video of lectures or even real people.

2. The lesson

- Using small groups
- Assigning each group a small research task and a source of information in the target language to use to help them fulfil the task.
- groups sharing and comparing information.
- A result in the form of an end product such as a report or presentation of some kind.

**2. Design**

The design of this method are:

1) Learner roles

One goal of CBI is for learners to become autonomous so that they come to “understand their own learning process and take charge of their own learning from the very start”.(Stryker and Leaver 1993:386). In addition, most CBI courses anticipate that student will support each other in collaborative modes of learning. This may be challenge to those students who are accustomed to more whole – class or independent learning and teaching modes. CBI is the “learning by doing” school of pedagogy. This assumes an active role by learners in several dimensions. Learners are expected to be active interpreters of input, willing to tolerate uncertainty along the path of learning, willing to

explore alternative learning strategies, and willing to seek multiple interpretation of oral and written text.

## 2) The roles of teachers

CBI anticipates a change in typical roles of language teachers' instructors must be more than just good language teachers. They must be knowledgeable in the subject matter and able to elicit that knowledge from students" (Stryker and Leaver 1993:292).

Stryker and leaver suggest the following essential skill for any CBI instructor:

1. Varying the format of classroom instruction
2. Using group work and team building techniques
3. Organizing jigsaw reading arrangements
4. Defining the background knowledge and language skill required for students success
5. Helping students develop coping strategies
6. Using process approaches to writing
7. Using appropriate error correction techniques
8. Developing and maintaining high level of student esteem.

## 3) The role of materials

As with other elements in CBI, the materials that facilitate language learning are the materials that are used typically with the subject matter of the content course, Many CBI practitioners recommend the use of realia such as tourist guidebooks, technical journals, railway timetable, newspaper ads, radio and TV broadcast, and so on, and a least one cautions that "textbooks are contrary so the very concept of CBI and

good language teaching in general” (Stryker and Leaver 1993:295).

### Objectives of CBI

An example of objectives in CBI comes from the theme-based Intensive Language Course (ILC) at the free University of Berlin. Four objectives were identified for its yearlong, multitheme program. These objectives were linguistic, strategic, and cultural. Objectives were:

1. To activate and develop existing English language skills.
2. To acquire learning skills and strategies that could be applied in future language development opportunities
3. To develop general academic skills applicable to university studies in all subject areas
4. To broaden students understanding of English speaking people.

### The Syllabus

In most CBI courses, the syllabus is derived from the content area and these obviously vary widely in detail and format. It is typically only CBI following the theme-based model in which content and instructional sequence is chosen according to language learning goals. The theme-based model uses the syllabus type referred to as a topical syllabus, the organization of which is built around specific topic and subtopics as the name implies.

### Types of learning and teaching activities

The classification categories proposes are:

- Language skill improvement
- Vocabulary building
- Discourse organization
- Communicative interaction

- Study skills
- Synthesis of content materials and grammar.

### 3. Procedure

Since Content-Based Instruction refers to an approach rather than a method, no specific techniques or activities are associated with it. At the level of procedure, teaching materials and activities are selected according to the extent to which they match the type of program it is. Stryker and Leaver (1997: 198-199) describe a typical sequence of classroom procedures in content-based lessons. The lesson is a Spanish lesson built around the viewing of the film *El Norte*.

Preliminary preparation: students read reference materials regarding U.S. immigration laws as well as an extract from Octavio Paz's *El Laberinto de la Soledad*.

1. Linguistic analysis: Discussion of grammar and vocabulary based on students' analysis of oral presentation done the day before.
2. Preparation for film: activities previewing vocabulary in the film, including a vocabulary worksheet.
3. Viewing a segment of the movie.
4. Discussion of the film: the teacher leads a discussion of the film.
5. Discussion of the reading.
6. Videotaped interview: students see a short interview in which immigration matters are discussed.
7. Discussion: a discussion of immigration reform.
8. Preparation of articles: students are given time to read related articles and prepare a class presentation.
9. Presentation of articles: students make presentation, which may be taped so that they can later listen for self-correction.



10. Wrap-up discussion.

Activity 12

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
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# CHAPTER 14

## Cooperative Language Teaching

After learning this chapter, students are able to :

- a. explain the principle(s) that underlies Coop LL, the objective of a method, its approach, design and procedure
- b. Identify the strengths and weaknesses
- c. Apply it in EFL classroom

### Background

- Cooperative Language Learning (CLL) is part of Collaborative Learning (CL). What is cooperative learning?  
Cooperative learning is group learning activity.

The general assumptions that underlie cooperative learning are:

- Learning occurs if there is socially structures exchange of information between learners in groups.
- Each learner is responsible for his or her own learning and encouraged to increase the learning of others.

What triggered the emergence of cooperative learning?

- Cooperative learning is derived from the idea of building cooperation in learning into regular classrooms on a regular and systematic basis.
- The idea was promoted and developed in the US in the 1960s and 1970s as a response to the concern that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students.

- Cooperative learning is expected to help minority students from falling behind higher-achieving students.
- Cooperative learning can help minority students from falling behind higher-achieving students because it promotes the following condition:
  - Raise the achievement of all students, including those who are gifted or academically handicapped.
  - Help the teacher build positive relationships among students.
  - Give students the experiences they need for healthy social, psychological, and cognitive development.
  - Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

## Background

CL in language teaching is adopted to promote communicative interaction in the classroom. What are the objectives of adopting CL in language teaching?

- To provide opportunities for naturalistic SLA through the use of interactive pair and group activities.
- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.
- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

- To provide opportunities for learners to develop successful learning and communication strategies.
- To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

### **A. Approach: Theory of Language**

What are the premises about the interactive/cooperative nature of language and language learning that CLL is founded on?

1<sup>st</sup> premise: the primary purpose of language is for communication.

2<sup>nd</sup> premise: most talk/speech is organized as conversation.

3<sup>rd</sup> premise: conversation operated according to a set of cooperative rules (Grice's maxims).

4<sup>th</sup> premise: one learns how cooperative maxims are realized in one's native language through casual, everyday conversational interaction.

5<sup>th</sup> premise: one learns how cooperative maxims are realized in a second language through participation in cooperatively structures international activities.

### **Approach: Theory of Language**

In its applications, CLL is used to support both structural and functional models as well as interactional models of language, since CLL activities may be used to focus on language form as well as to practice particular language functions.

### **Approach: Theory of Learning**

What is the central premise of CLL?

The central premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.

### **Approach: Theory of Language**

What is the Question Matrix? Why is the question matrix adopted by CLL?

Question matrix is a battery of cooperative activities built on the matrix that encourages learners to ask and respond to a deeper array of alternative question types.

### **Question matrix**

	<b>Event</b>	<b>Situation</b>	<b>Choice</b>	<b>Person</b>	<b>Reason</b>	<b>Means</b>
<b>Present</b>	What is?	Where/ When is?	Which is?	Who is?	Why is?	How is?
<b>Past</b>	What did?	Where/ when did?	Which did?	Who did?	Why did?	How did?
<b>Possibility</b>	What can?	Where/ when can?	Which can?	Who can?	Why can?	How can?
<b>Probability</b>	What would?	Where/ when would?	Which would?	Who would?	Why would?	How would?
<b>Prediction</b>	What will?	Where/ when will?	Which will?	Who will?	Why will?	How will?
<b>Imagination</b>	What might?	Where/ when might?	Which might?	Who might?	Why might?	How might?

### **Some way in which a question matrix could be used**

1. Make dice or spinners to indicate different question beginnings, eg 'what?', 'Which?', 'Where/When?', 'Who?', 'Why?', 'How?'.

2. Make dice or spinners based on questions with a particular emphases, eg finding the reason – ‘Why is?’, ‘Why did?’, ‘Why can?’, ‘Why would?’, ‘Why will?’, ‘Why might?’.
3. Give each group their own question matrix chart and instruct members to ask a question using one of the question beginnings, and to then place a counter on that square. The question beginning cannot be used again in the same round, encouraging the formulation of different kinds of question by the group.

### **Approach: Theory of Language**

What is the Question Matrix? Why is the question matrix adopted by CLL?

Because CLL also emphasizes on developing critical thinking skills .

- CLL classrooms foster cooperation rather than competition in learning.
  - Cooperation refers to working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members.
  - What are the advantages of learning in CLL classrooms for ESL students?
1. Increased frequency and variety of second language practice through different types of interaction.
  2. Possibility for development or use of language in ways that support cognitive development and increased language skills.
  3. Opportunities to integrate language with content-based instruction.

4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
5. Freedom for teachers to master new professional skills, particularly those emphasizing communication.
6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

## **B. Design**

### Design\_ Objectives

- To foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structures interaction activities.

### Design\_ Syllabus

- There is no particular form of language syllabus. Any activities from a wide variety of curriculum orientations can be taught via cooperative learning.
- Unlike in other teaching methods, in CLL, the group-based procedure is systematic and carefully planned.

### Design\_ Types of learning and teaching activities

- Three types of cooperative learning groups:
  1. **Formal cooperative learning groups** are established for a specific task and involve students working together to achieve shared learning goals.
  2. **Informal cooperative learning groups** are established to focus student attention or to facilitate learning during direct teaching.
  3. **Cooperative base groups** are established to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.



## Design\_ Types of learning and teaching activities

- The key elements of successful group-based learning in CL:
  - **Positive interdependence** refers to the state when group members feel that what helps one member helps all and what hurts one member hurts all. Learners will be in this state if there is a mutual support within the group. The structure of CL tasks can also create this state.
  - **Group formation** refers to factors involved in setting-up groups including the size of the group, the assignment of students to groups, and student roles in groups.
  - **Individual accountability**. Learners should realize that the performance of each member of the group also contributes to the success of the group.
  - **Social skills** refers to the skills that determine the way students interact with each other as teammates.
  - **Structuring and structures** refer to ways of organizing student interaction and different ways students are to interact.

## Design\_ Types of learning and teaching activities

- Three major kinds of cooperative learning tasks and their learning focus:
  1. Team practice from common input—skills development and mastery of facts.
  2. Jigsaw: differentiated but predetermined input—evaluation and synthesis of facts and opinions.
  3. Cooperative projects: topics/sources selected by students – discovery learning.

## Design\_ Types of learning and teaching activities

- What is meant by a structure?

A structure is a content-free way in which one can organize interaction between individuals.

- Examples:

1. **The Round Robin structure:** team members do a round in which they in turn suggest, for example, an answer to a task or ideas for a brainstorming session.
2. **Three Step Interview :**  
Step 1: Pair-work: student A interviews student B.  
Step 2: Partners switch roles  
Step 3: Team work: Round Robin: the students explain in turn what their partner said.

## Design Types of learning and teaching activities

3. **Roundtable (the written version of Round Robin)**  
There is one piece of paper and one pen for each team.  
Step 1: One student makes a contribution.  
Step 2: The paper and pen are passed to the student of his or her left.  
Step 3: Each student makes contribution in turn.
4. **Think-Pair-Share:**  
Step 1: Teacher poses a question  
Step 2: Students think of a response  
Step 3: Students discuss their responses with a partner.  
Step 4: Students share their partner's response with the class.

5. **Solve-Pair-Share:**

Step 1: Teacher poses a problem

Step 2: Students work out solutions individually

Step 3: Students explain how they solved the problem in Interview or Round Robin Structures.

6. **Numbered heads:**

Step 1: Students number off in teams.

Step 2: Teacher asks a question

Step 3: Heads together—students literally put their heads together and make sure everyone knows and can explain the answer.

Step 4: Teacher calls a number and students with that number raise their hands to be called on, as in traditional classroom.

7. **Travelling Heads Together:**

Step 1: The team is given a task. They discuss until they arrive at an answer and make sure they all agree about it and can defend it.

Step 2: A student from each team (e.g. with the aid of a student selector) goes to the next group, where (s)he explains the team's answer.

8. **Inside-Outside Circle:**

Step 1: The students work in teams on certain material.

Step 2: The students form two big circles on the floor, one inside the other. If, for example, there are 6 teams of 4 students, 3 teams form the inner circle and the other 3 the outer circle. The inner circle looks outwards, the outer circle inwards. Each person in the inner circle has a partner in the outer circle. The students now exchange material or discuss with their partner.

Step 3: The students in the outer circle (or inner circle) move 4 persons to the right (or left), so that everyone is now facing a new partner. Material is exchanged with the new partner.

Design\_ Types of learning and teaching activities.

- What are structures so important?

Structures control our behavior to a great extent, and different structures elicit different forms of behavior such as active/passive and social/asocial behavior.

### **Design\_ Learner Roles**

In CLL, learners must involve in the learning process and activities actively.

- A member of a group who must work collaboratively on tasks with other group members.
- A director of their own learning.

### **Design\_ Teacher Roles**

- To create a highly structured and well-organized learning environment in the classroom, set goals, planning and structuring tasks, establish the physical arrangement of the classroom, assign students to groups and roles, select materials and time.
- To facilitate learning. Teacher has to move around to help students and groups as needs arise.
- To provide questions to challenge thinking, prepare students for the tasks will carry out, assist students with learning tasks, give few commands, and impose less disciplinary control.
- To restructure lessons so that students can work on them cooperatively.

## **Design\_ the role of instructional materials**

Materials in CLL classroom play an important part in creating opportunities for students to work cooperatively. vs. Communicative Language Teaching?

To enhance the quality of classroom interaction and language use.

### **CONCLUSION**

- In CLL, group activities are the major mode of learning.
- In CLL, group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning.
- CLL activities can also be used in collaboration with other teaching methods and approaches.

Critics?

- (1) Students from some proficiency levels may obtain more benefits from CLL than students from other proficiency levels.
- (2) CLL places considerable demands on teachers.

### **Activity 14.1**

Please read Chapter 16, Cooperative Language Learning, from Richards and Rodgers (2001) answer the following questions:

1. Cooperative Language Learning (CLL) is part of Collaborative Learning (CL). What does it mean by cooperative learning?
2. What triggered the emergence of cooperative learning?
3. CL in language teaching is adopted to promote communicative interaction in the classroom. What are the objectives of adopting CL in language teaching?
4. What are the premises about the interactive/cooperative nature of language and language learning that CLL is founded on?

5. What is the Question Matrix? Why is the question matrix adopted by CLL?
6. What are the advantages of learning in CLL classrooms for ESL students?
7. What are the overall objectives of CLL?
8. According to Johnson et al. (1994), there are three types of cooperative learning groups: formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups. With respect to their objective, how do they differ from each other?
9. What are the key elements of successful group-based learning in CLL?
10. What are the factors that involve in setting up groups?
11. What does it mean by *structures* in CLL?
12. List the examples of cooperative learning structures discussed in Richards and Rodgers and Stenlev's article and discuss the procedure of each structure.
13. According to Stenlev, the reason why there are many Cooperative Learning structures is because one's teaching can vary. Teaching concrete knowledge requires different structures from training communication skills or thinking skills. Which of the structures discussed in 12 is more suitable for the first objective and which one is more suitable for the second objective. Explain your reason.
14. What are the three major kinds of cooperative learning tasks and their learning focus according to Coelho (1992)? Discuss how the three types differ from each other.
15. What are the learner roles in CLL classroom?
16. What are the teacher roles in CLL classroom?
17. What is the role of instructional materials?

Activity 14.2.

1. What are the goals of teachers who use the method?
2. What is the role of the teacher? What is the role of students?
3. What are some characteristics of the teaching/learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
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