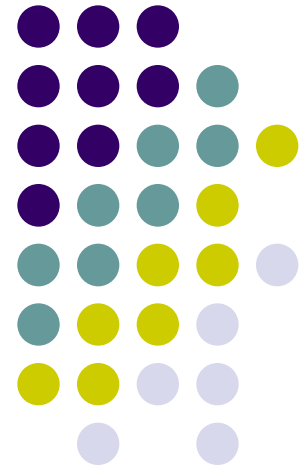


# HISTORICAL PERSPECTIVES

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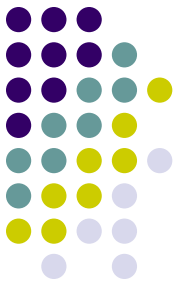
Калинина Е. А.,  
доцент кафедры английского языка  
и методики его преподавания



# Popular Methodology

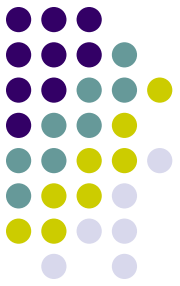


What do we talk about within the general area of methodology?



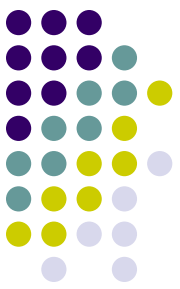
- **Approach** (it refers to theories of language learning)
- **Method** (the practical realisation of an approach)
- **Procedure** (an ordered sequence of techniques)  
(smaller than a method but bigger than a technique)
- **Technique** (“*silent viewing*”)

# What are 2 very important questions ?



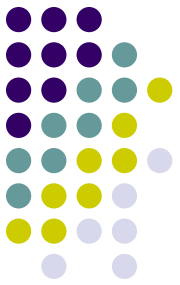
- ***Are they satisfying for both students and teachers?*** (the above mentioned things)
- **Do they actually achieve their goals?**

**Your choice of method is dependent on your approach, what you believe about:**



- What language is
- How people learn
- How teaching helps people learn





Make decisions about:

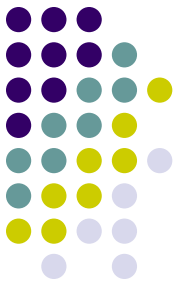
- the aims of a course
- what to teach
- teaching techniques
- activity types
- ways of relating with students
- ways of assessing



# Before the 19 th century

- People studied grammar rules and learned wordlists in dictionaries
- Traders and travellers learned the languages in different ways

# The Grammar-Translation Method



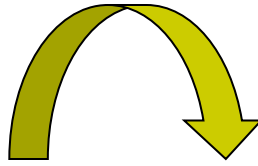
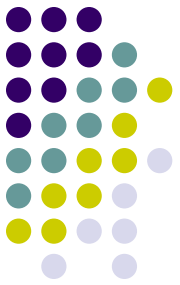
- The teacher rarely uses the target language
- Students read texts, translate them, do exercise and tests, write essays
- Little focus on speaking and listening



# Introduction of alternative approaches (the 19-th century)



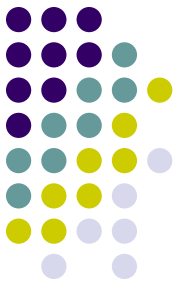
- C. Marcel, F. Gouin. (children's use of language)  
Famous Gouin "series"(the 1<sup>st</sup> lesson):  
I walk towards the door. I walk.  
I draw near to the door. I draw near.  
I draw nearer to the door. I draw nearer.  
I get to the door. I get to.  
I stop at the door. I stop.  
I stretch out my arm. I stretch out.  
I take hold of the handle. I take hold...(*the use of gestures and actions*)



# **Situational Language Teaching**

## **Total Physical Response**

# The Reform Movement (since 1880)

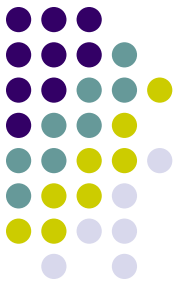


- Henry Sweet (England)
- Wilhelm Victor (Germany)
- Paul Passy (France)

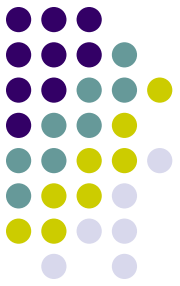
Phonetics  
Applied  
Linguistics



# The main ideas of the reformers:

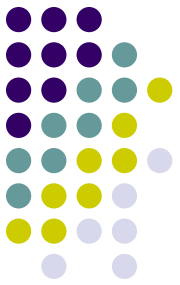


- The spoken language is primary
- The findings of phonetics should be applied to teaching
- Learners should hear the language first
- Words should be presented in sentences and sentences should be practiced in contexts
- Grammar should be taught inductively (practice ----rules)
- Translation should be avoided



# The Direct Method

- France and Germany
- The USA (Berlitz method)



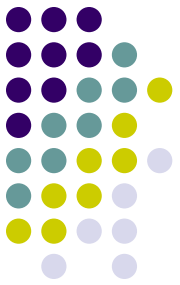
# Berlitz Method

- Classroom instruction was conducted in the target language
- Only everyday vocabulary was taught
- Grammar was taught inductively
- Speech and listening comprehension
- Correct pronunciation and grammar



# Principles

- Never translate: demonstrate
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentences
- Never speak too much
- Never use the book: use your lesson plan



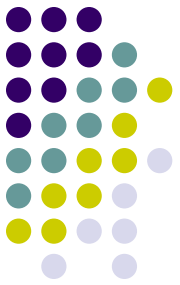
- Never jump around : follow your plan
- Never go too fast: keep the pace of the student
- Never be impatient: take it easy)))





Which principles do you like? (discuss with a partner)

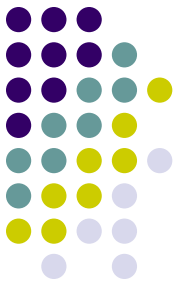
Why did it fail? (give your ideas) (by 1920)



The Direct method morphed into **Audioligual method:**

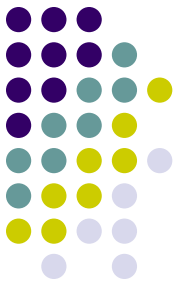
- Listening to model dialogues with repetition
- Drilling with little or no teacher explanation

Speak about pros and cons of this method.



# Audio-visual Method

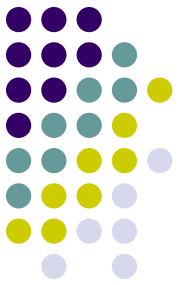
- Speaking skills
- New vocabulary is introduced through visual images
- No grammar rules
- The length of the course is about 4 months (4 hours every day except weekend)
- No homework



# The Reading Method (1930-40)

- M. West, L. Fosset
- Was popular in the USA, India, Africa
- The textbook is more important than a teacher
- Texts for reading are carefully selected
- Students' success in learning is very important

# Сознательно-сопоставительный метод (академик Л. В. Щерба) (1942)



- Наибольшее распространение получил в СССР
- Практическая цель- умение читать и понимать устную речь на слух, а также говорить и писать на иностранном языке.



**There is no single method that will guarantee successful results of education!!!**



# Tasks for the seminar:

- Speak about the situation in learning foreign languages before the 19<sup>th</sup> century (in Russia and other countries).
- What was changed as the result of the reformation?
- Direct Method.
- Audiolingual Method.
- The Reading Method.
- What techniques of all these methods would you integrate into your teaching?