

TEMA 13: *Historia de la evolución de la didáctica de las lenguas extranjeras: de los métodos de gramática-traducción a los enfoques actuales.*

Autora: Raquel Martín Tena.

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0. INTRODUCTION

In the long search for the best way of teaching a foreign language, hundreds of different approaches, or methods, have been devised.

Several classifications of teaching methods have been made, in an attempt to impose some degree of order on what is a highly diverse and idiosyncratic field. Some analysts make use of the fundamental distinction between language structure (**form**) and language use (**function**). Under

the first heading, they include those methods that focus on the teaching of formal rules and categories, and that emphasize the importance of accurate written translation and the understanding of literature. Under the second heading, they include methods that lay stress on the teaching of active participation in natural and realistic spoken language settings, and where the emphasis is on communicative success rather than on formal accuracy. Many approaches are biased in one or the other direction, though it is also common to find approaches that claim to integrate the strengths of both positions.

Since the 1940s, the definitive solution to successful ESL instruction has been discovered many times. There is always another tried-and-true methodology from yet another expert theorist who may or may not have had first-hand experience learning a second language.

In this unit we will see the legal frame, the history and evolution of different methods in language teaching and its main characteristics. We will focus in a deeper detail on the Communicative approach, the method that is being more used in teaching foreign languages at the moment and we will see the importance of teaching English with the new technologies.

1.LEGAL FRAME

Royal Decree 157/2022, 1st March, sets the organization and minimum teaching requirements of Primary Education nationwide in our country. It establishes a competence-based curriculum.

There are eight **key competences** established for this stage:

- Competence in linguistic communication.
- Competence in multilingual communication.
- Mathematics and Science competence, Technology and Engineering.
- Digital competence.
- Personal, social and learning to learn competence.
- Citizen competence.
- Entrepreneur competence.
- Awareness and cultural expression competence.

The Foreign Language area contributes to the acquisition of the different key competences that make up the Exit Profile of students at the end of basic education and, directly, participates in the achievement of multilingual competence. Likewise, this area contributes to students

being able to face the challenges of the XXI century, helping them to acquire the basic knowledge necessary to get started in the management of intercultural situations, democratic coexistence, dialogue resolution of conflicts and the establishment of personal and social bonds based on respect and equal rights.

This area, in addition, allows students to develop better in digital environments and get closer to the cultures conveyed through the foreign language.

The article 7 of the curriculum states as an objective *‘to acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and and to function in everyday situations’*.

This implies that the teaching of a foreign language should be aimed at students to achieve the communicative competence in all its components (*grammar competence, discourse competence, sociolinguistic competence and sociocultural competence*).

The action-oriented approach proposed by the CEFR, contributes to the design of eclectic methodologies. Thus, to carry out the guidelines given in the official curriculum, teachers should have a good knowledge and command of the different methods in language teaching to be more effective in our teaching.

**Add the specific legislation that establishes the curriculum of your autonomous community.*

2. HISTORY OF THE EVOLUTION OF LANGUAGE TEACHING

All the different methods used to teach languages have a solid linguistic support behind. Throughout the history language has been an object of fascination and a subject of serious enquiry for over 2,000 years.

During the Greek times, the focus was entirely on the written language. **The Romans** followed Greek precedents. However, they introduced the codification of Latin grammar under the headings of etymology, morphology and syntax. This model of grammatical description became the basis of language teaching in the middle ages and the Renaissance. In due course, this model became the ‘traditional’ approach to grammar.

Very little is known about the development of linguistic ideas in Europe during the **‘Dark Ages’ (The Middle Ages)**

Beginning around the **16th century**, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

During the **17th century** there was a rapid growth of scientific knowledge, which gave rise to its inclusion in courses in the universities of the European countries.

Other important trends have been noted during the **17th and 18th centuries**: the beginnings of a systematic approach to phonetics or the breakdown of Latin as a universal medium of communication, and its replacement by modern languages.

In the mid-late nineteenth century, increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. The Grammar Translation method was challenged by new approaches to language teaching. **Gouin's** approach to teaching was based on his observations of children's use of language. They recognized the need for speaking proficiency rather than reading or writing, and there was an interest in how children learn languages.

Twentieth-century: two main approaches to language study; one European, one American. The first arises out of the aims and methods of 19th-century comparative philology, with its focus on written records, and its interest in historical analysis and interpretation. The Genevan linguist, **F. Saussure** (1857-1913) put all his emphasis on the study of the principles governing the structure of living languages.

The second approach was to provide a careful account of the speech patterns of the living American Indian languages. A pioneer in this field was **Franz Boas** (1858-1942) and later **Edward Sapir** (1884-1939).

Later developments: In Europe, Saussure's ideas were taken up. His influence continues to be strong today, with his notion of a language 'system' becoming the foundation of much work in semiotics and structuralism.

In America, the study of spoken language led to progress in phonetics and phonology. **Leonard Bloomfield** (1887-1949) stimulated many descriptive studies of grammar and phonology. In due course, the Bloomfieldian approach came to be called '*structuralist*', because of the various kinds of techniques it employed to identify and classify features of sentence structure.

In 1957 Chomsky published 'Syntactic Structures' which proved to be a turning point in 20th-century linguistics. He developed the concept of a *generative grammar*. Chomsky drew a fundamental distinction between a person's knowledge of the rules of a language (**competence**) and the actual use of that language in real situations (**performance**).

3. FROM THE GRAMMAR-TRANSLATION TO THE COMMUNICATIVE APPROACH.

3.1. The grammar-translation method.

The grammar-translation method was the dominant foreign language teaching method in Europe from the 1840s to the 1940s.

Classes are taught in the mother tongue, with little active use of the target language. Emphasis was on learning grammar rules, lists of vocabulary, and sentences for translation which usually had little relationship to the real world. Speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated. Little or no attention is given to pronunciation.

Advantages: big classes can be taught and it saves time.

Disadvantages: it does not sound natural to a native speaker; produces difficult mistakes to eradicate; tedious experience of memorizing endless lists of unusable grammar rules and vocabulary; little stress on accurate pronunciation; and often creates frustration for students.

This approach dominated early work in modern language teaching, but the vast majority of teachers now recognize that the approach does little to meet the spoken language needs and interests of today's language students.

3.2. The Direct method.

The Direct method, also called natural method, was established in Germany around 1900, and is best represented by the methods devised by Berlitz and Sauveur in America and by Gouin in Europe. It became very popular during the first quarter of 20th century.

This method was the out come of an action against the grammar translation method. It was based on the assumption that the learner of a foreign language should think directly in the target language and operates on the idea that second learning must be an imitation of first language learning as this is the natural way humans learn any language.

The direct method places great stress on correct pronunciation. According to this method, printed language and text must be kept away from second language learner for as long as possible, and grammar, translation should be avoided because this would involve the application of the learner's first language.

Advantages:

- It provides students with the chance for intensive immersion in the second language.
- It tries to emphasize effective language use.

Disadvantages:

- It is difficult to generate natural learning situations in the artificial environment of the classroom.
- It is difficult to provide everyone with sufficient practice.
- This method lacked a basis in applied linguistic theory, and failed to consider the practical realities of the classroom.

3.3. The Oral Approach or Situational Language Teaching (Britain)

The Oral approach may seem to be very similar to the Direct method in that the emphasis was on the spoken language, but it was based on a much more systematic view of language. In the approach, there have been attempts to analyse English and classify its major grammatical structures into sentence patterns. For example:

He did it because I wanted him to.
She sold it because he told her to.

The structures were often situationalized to provide a context to help the learners, but even so, the exercises stood alone and their only relevance was that they presented a pattern for students to practise.

3.4. The Audio-lingual method (United States)

The Audio-Lingual method was developed in the United States during World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. It flourished between about 1950 and 1965.

It was based on a behaviourist approach to learning. The language was broken down into grammatical structures, which learners practised by means of **drills** which were concerned with giving students practice in forming correct sentences. For example:

'David runs ten miles every day.'
'..... walks.....'
'Sheila.....'

Advantages:

- Listening and speaking were given preference.

Disadvantages:

- Mechanical repetition led to the mastery of sentence pattern rather than creative or real communicative use of language.

- Relevant interests of the learners were generally ignored.
- The exercises turned out to be very artificial.

Nowadays this method is less popular because of its reliance on drills which is found boring by the students.

3.5. Humanistic approaches.

Since the 1960, several fresh approaches to FLL have been devised, aiming to provide a radical alternative to traditional methods. Cognitive psychologists and transformational-generative linguists argued that people cannot learn a language by repeating what they hear spoken around them. They consider that:

- Speakers form rules, which allow them to understand and create novel utterances.
- Learners are seen to be much more actively responsible for their own learning.
- Errors are inevitable and are signs to the teacher that the students are actively testing their hypothesis.
- Student progress is accomplished little by little, with a lot of imperfection expected in the beginning.
- All four skills (reading, writing, speaking, and listening) are worked on from the beginning.
- Meaning is thought to be at least as important as form.

The main Humanistic approaches are:

1. Suggestopedia (Georgi Lozanov).
2. The silent way (Caleb Gattegno)
3. Community language learning (Charles A. Curran)
4. Natural approach (Tracy D. Terrel)
5. Language from within (Beverly Galyean)
6. Delayed oral practice (Valerian A. Postovsky)
7. Total physical response (James J. Asher)

3.5.1. Suggestopedia (Georgi Lozanov)

Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and, thus, to help them overcome barriers to learning.

According to Lozanov and others, we may be using only five to ten percent of our mental capacity. In order to make better use of our mental reserves, the limitations we think we have need to be “desuggested” and a positive attitude towards language learning need to be developed (“resuggestion”).

Principles:

1. The emphasis is on informal communication.
2. No attention is drawn to grammatical errors.
3. Music and movement reinforce the linguistic material.
4. The teacher attempts to increase her student's confidence.

3.5.2. The silent way (Caleb Gattegno).

This approach aims to provide an environment which keeps the amount of teaching to a minimum and encourages learners to develop their own ways of using the language elements introduced.

Principles:

1. The teacher does not repeat the material or provide sentences for students to imitate (she points to the words or pictures)
2. No use is made of the learner's L1.
3. The teacher guides the student's learning while saying as little as possible, so the students say more – hence the "silent way".

3.5.3. Community language learning (Charles A. Curran).

This method takes its principle from the more general Counseling-Learning approach. Charles A. Curran discovered that adults often feel threatened by a new learning situation.

Principles:

1. The main aim is to foster strong personal links between the teacher (counsellor) and the learners to eliminate what is threatening in the FLL.
2. There is no prepared material. The learners talk naturally in their L1, and seek from the teacher FL equivalents for what they want to say. The teacher provides the translation, and the students repeat it.
3. Each session is tape recorded, and is followed by a discussion with the teacher of what went on.

3.5.4. Natural approach (Tracy D. Terrell 1983).

It uses the same name as the established Natural Method because emphasizes the role of natural language acquisition and underscores the parallels between the first and second languages.

Principles:

1. It stresses the importance of emotional rather than cognitive factors in learning and of mastering vocabulary rather than grammatical rules.
2. There is no formal correction.
3. The aim is to establish an ability to understand the basic content of a communication in informal settings.
4. Learners use their L1 while their L2 comprehension is developing.

3.5.5. Language from within (Beverly Galyean).

This method encourages learners to be introspective about their own needs, interests, values, and “here and now” activities, and to talk about these emotional responses to others. All material comes from the students, as they become more self-aware, and build up a close relationship with each other.

3.5.6. Delayed oral practice (Valerian A. Postovsky)

This approach, often known as the ‘*comprehension approach*’ is based on the principle that it is far easier for learners to achieve competence in recognizing language, whether in speech or writing, than in producing it.

3.5.7. Total physical response (James J. Asher)

This method is also within the ‘*comprehension approach*’. It stresses the importance of listening comprehension. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds he hears.

The name derives from the emphasis on the actions that learners have to make, as they are given simple commands (e.g. ‘stand up’, ‘sit down’). More advanced language is introduced by building up chains of actions, using either spoken or written commands.

3.6. The Communicative Language Teaching (CLT) or Communicative Approach (*see topic 14 for more information)

According to Richards and Rodgers (1986), Communicative Language Teaching (CLT) starts with a theory of language as communication. The classroom goal of instruction is focused on developing learners’ communicative competence. Thus, learners are encouraged to communicate with target language through interaction from the beginning of instruction.

CLT has its origins in two sources. First, the changes in the British and American linguistic theory in the mid-late sixties and secondly, changes in the educational realities in Europe. Applied linguists saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Meanwhile, the role of the European Common Market and the Council of Europe had a significant impact on the development of CLT since there was an increasing need to teach adults the major languages for a better

educational cooperation. The rapid application of the new ideas by textbook writers and its acceptance by teaching specialists gave prominence to what became the Communicative approach or simply Communicative Language Teaching.

The communicative approach bases its theoretical background on what new linguistics like **Hymes, Halliday, Sinclair or Coulthard** prove in their works about Communicative competence.

First we will define **Communicative competence**: it is a linguistic term which refers to a learner's L2 ability. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. The term unlies the view of language learning implicit in the communicative approach to language teaching.

For **Hymes (1967, 1972)**, the goal of language teaching is to develop a 'communicative competence', that is, the knowledge and ability a learner needs to be communicatively competent in a speech community.

Halliday (1970) elaborated a functional theory of the functions of language: *'the internal organisation of language is not arbitrary but embodies a positive reflection of the functions that language has evolved to serve in the life of socialman'*.

Canale and Swain (1980) identified four dimensions of communicative competence: grammatical, sociolinguistic, discourse and strategic competence.

In 1971 the British **D.A. Wilkins** attempts to demonstrate that a language learner needs to understand and express within two types of categories: **notional** categories and categories of communicative **function**.

The category of communicative function refers to the purpose for which an utterance or unit of language is used ("asking and giving information, describing people, expressing likes and dislikes, requests, offers, complaints"). The functional use of language cannot be determined simply by studying the grammatical structure of sentences. For example:

FUNCTION-----invitation: 'Do you like to play football?'

'You can't play football alone, can you?'

FUNCTION: greeting (informal) 'Hello'

(formal) 'Good evening'

The same way, sentences in the imperative mood may perform a variety of different functions:

-Suggestion: 'Try the salad.'

-Invitation: 'Come back soon' (saying goodbye to a friend)

-Notions: are meaning elements which may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives, or adverbs. These words express time, quantity, duration, location, sequence, or frequency (*'numbers and letters, furniture, food,'*)

When designing a Communicative Syllabus, **Johnson (1982)** proposed five principles:

1. The information transfer principle.
 2. The information gap principle.
 3. The jigsaw principle.
 4. The task dependency principle.
 5. The correction for content principle.
1. *The information transfer principle*: focuses its attention on the ability to understand and convey information content. The students are asked to extract certain pieces of information from a reading or listening text, and transfer them without any comment of the grammatical structure.
 2. *The information gap principle*: one student knows information (information gap) and the other student doesn't know it. The conversation helps to close that gap so that both speakers have the same information at the end of the activity.
 3. *The jigsaw principle*: different students get at the same time different information in order to organize it, so that at the end they will be able to build up the whole situation or story.
 4. *The task dependency principle*: is to have the goals clear and precise. Without a reason for listening or reading, the student will probably fail to do either.
 5. *The correction for content principle*: at some stage the student's language production should be judged on its communicative efficacy in relation to a specific task. It stresses the importance of achieving a balance between accuracy and fluency.

This communicative view is considered an approach rather than a method which provides a humanistic approach to teaching where interactive processes of communication receive priority. Its rapid adoption and implementation resulted from a strong support of leading British applied linguists and language specialist, as well as institutions, such as the British Council. However, some of the claims are still being looked at more critically as this approach raises important issues for teacher training, materials development, and testing and evaluation (Richards & Rodgers 1992).

To summarize the principles of the CLT or the Communicative approach.

1. Communicative competence involves being able to use the language appropriate to a given social context. Thus, the learner needs knowledge of forms and meanings and functions and take into consideration the social situation in order to convey his intended meaning appropriately.
2. The teacher is a facilitator of his students' learning (he is in charge of providing students with situations to promote communication) and often an initiator.
3. Students are viewed as communicators and are more responsible of their own learning.
4. Students use the language through communicative activities such as games, role-plays, and problem-solving tasks, information-gap activities, through pair and group work (Larsen-Freeman, 1986).
5. The communication is purposeful. Larsen-Freeman maintains that *'Almost everything that is done is done with a communicative intent'* (1986:132)
6. CLT emphasizes the use of authentic materials in teaching language (Widdowson, 1996).
7. Students interact with one another (pairs, small groups and whole roup).
8. Students feel they are learning to do something useful with the language they study. Teachers give students an opportunity to express their individuality, by having them share *their ideas and opinions on a regular basis. This helps students 'to integrate the foreign language with their own personality and thus to feel more emotionally secure with it'* (Littlewood 1981, 94).
9. Students work on all four skills from the beginning.
10. The target language is a vehicle for communication in different situations, not just an object to be studied. It encourages giving learners the opportunity to respond to genuine communicative needs in real-life situations.
11. A teacher evaluates not only his student's accuracy, but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator.
12. Errors of form are tolerated. *'Students can have limited linguistic knowledge and still be successful communicators'*. (Larsen-Freeman, 1986)

Advantages of the Communicative Approach or CLT:

- It provides fluent natural speech appropriate for all linguistic levels and different situations.
- Much exposure to spontaneous speech.
- Tolerance of errors. (indirect correction is strongly recommended)
- Motivating activities.
- Teacher's first aim is to encourage students to communicate.

Disadvantages:

- This exposure to communication involves much risk-taking and much trial and error, which won't suit a careful learner.
- It requires small groups. When group work is applied to a very large class, the teacher has practically no control over what the learners are doing in groups and has no opportunity to provide expansions.
- Teenagers or adults may feel inhibited about using the target language, doing it in a rather playful manner.
- The fossilization of learners' errors. Brown (1980:183) describes this process in the following way: *'Fossilized items, are those ungrammatical or incorrect items in the speech of a learner which gain first positive affective feedback, then positive cognitive feedback, reinforcing an incorrect form of language'*.
- The danger of pidginization of the learner's L2. It consists on the development of a fluent but very inaccurate type of speaking ability. We also have to consider how this kind of speech is received and judged by native speakers of the target language (a speaker can be judged socially according to his level of linguistic competence)

Brumfit (1984:131-3) does not recommend "pure" communicative teaching but balances activities focusing on fluency with activities aiming at accuracy".

CLT emphasizes the use of authentic materials in teaching language (Widdowson, 1996). It also encourages giving learners the opportunity to respond to genuine communicative needs in real-life situations. This is to help learners develop strategies for understanding language as actually used by native speakers (Canale and Swain, 1980).

3.7. The eclectic approach.

Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies.

The modern teacher will use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives.

They prepare their lessons to facilitate the understanding of the new language being taught and do not rely on one specific 'best method'.

In the words of Rivers (1981), the eclectic approach must be included on language teaching theory due to its prominence on our present educational system.

Royal Decree 157/2022, 1st March which establishes the basic curriculum for Primary Education nationwide in our country, follows the guidelines of the *Common European Framework of Reference for Languages. The action-oriented approach proposed by the CEFR, contributes to the design of eclectic methodologies.

*The Common European Framework of Reference for Languages (CEFR): 'Competence in foreign languages requires knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspects and variability of languages is important.'

3. 8. Successful Language Learning.

There is as yet no single theory that can account for the diversity of FLL (Foreign Language Learning) behaviour, and explain why some learners succeed in their task, whereas others fail. There are certain aspects to consider:

1. It is unclear how far there may be a genuine aptitude for FLL. Apart from a positive attitude and motivation towards the learning of a foreign language, people need to have a good memory and be good at finding linguistic patterns. Of particular importance is an ability to detect phonetic differences.
2. Exposure to the foreign language needs to be regular. The aim should be to teach "little and often".
3. Exposure to authentic materials and to native teachers whenever possible. An important dimension is the use of educational visits abroad, pen friends, weekend culture simulation courses..., etc.
4. Teaching objectives need to be carefully selected and graded, to permit realistic progress with underachievers, as well as with the gifted.
5. Teaching methods need to be flexible to suit the needs of individual children and to make best use of classroom design and resources.
6. Teachers should have opportunities to interact with children in groups, pairs, and individually.
7. It is important to motivate students. Learners need to see that learning a foreign language is taken seriously around them.
8. Teachers need to keep themselves up-to-date with the latest research in FLL.

3.9 Content and language integrated learning (CLIL)

Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as History or Science lessons being taught in English in a school in Spain, France...

CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language. Ideally, the dual-focussed nature of CLIL-programmes fosters **per se** the usage of the foreign language as a tool to communicate and work on content matter; as such, students utilise the foreign language in a functional as well as authentic way and deal with the tasks and problems the subject raises.

Benefits of CLIL

CLIL's multi-faceted approach can offer a variety of benefits. It:

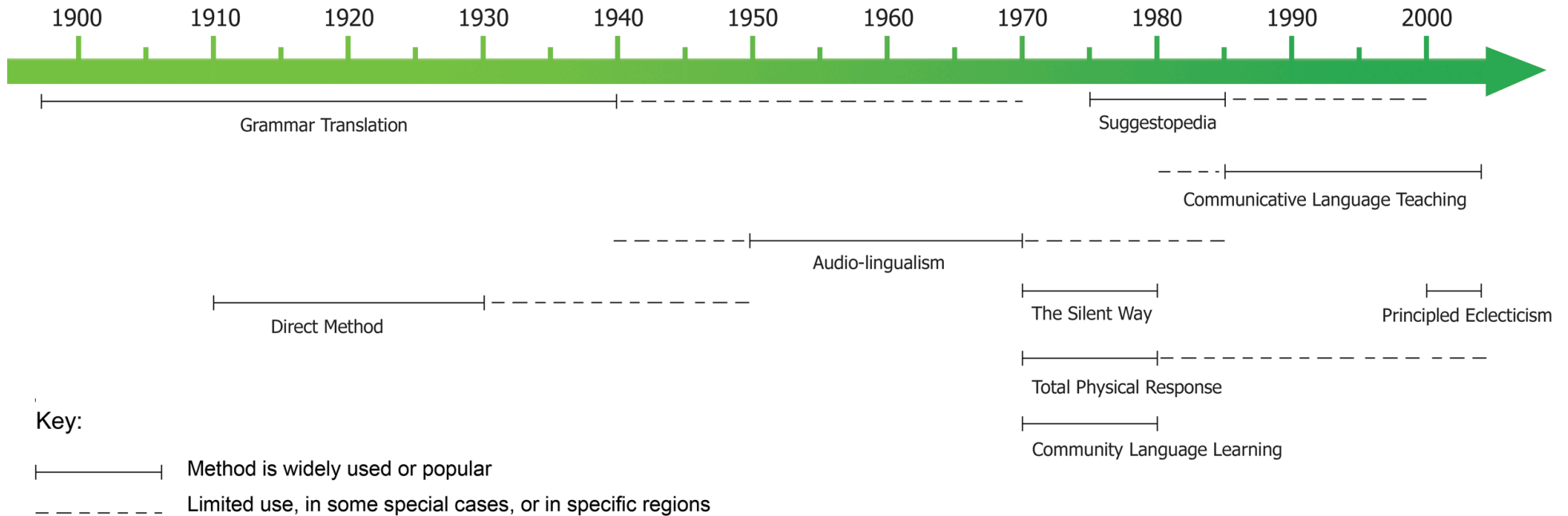
- Builds intercultural knowledge and understanding.
- Develops intercultural communication skills.
- Improves language competence and oral communication skills.
- Develops multilingual interests and attitudes.
- Provides opportunities to study content through different perspectives.
- Allows learners more contact with the target language.
- Does not require extra teaching hours.
- Complements other subjects rather than competes with them.
- Diversifies methods and forms of classroom practice.
- Increases learners' motivation and confidence in both the language and the subject being taught.

Alex Taylor has published in his blog: <https://blog.tjtaylor.net/teaching-methods/>, this chart with the main methods based on Techniques and Principles in Language Teaching (Oxford University Press).

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called	Everyday spoken language	Student learns by associating

Natural Method)		meaning directly in English
<u>Audio-Lingual Method</u>	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
<u>Humanistic Approaches</u> – 4 popular examples:		
– The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
– Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
– Community Language Learning	Student interaction	Understanding of English through active student interaction
– Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
<u>Communicative Language Teaching</u>	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Timeline of Teaching Methods



By Alex Tayilor

4. TEACHING ENGLISH WITH NEW TECHNOLOGIES

As English teachers, we're almost always on the lookout for new and interesting ways to stimulate our language learners. With the developing technologies in the first decade of the 21st century, internet has opened limitless possibilities for us to use it in education. New and different activities out of the norm, allow improved learning on the part of students and also lower learner "affective filters" (Krashen-Terrel, 1983). With the internet, we have gained an entry to limitless storage of videos, music, slides related to English teaching (blogging, wikis, podcasting, digital storytelling etc.)

Some advantages

Technology:

- ✓ Allows students to vary
 - the amount of time they spend.
 - the help they request.
 - the path they take through a learning activity
- ✓ Enables the teacher to tailor instruction specifically to individual learners.
- ✓ Provides individualized interaction.
- ✓ Helps learners develop learning strategies that will benefit them beyond the language classroom.
- ✓ Provides authentic material in a quick, accessible way making teachers work easier.
- ✓ Facilitates creativity, collaboration and sharing between users.

For Chapelle and Jamieson in their book "*Tips for Teaching with CALL - Computer Assisted Language Learning-* (2008)" teachers play a decisive role in providing opportunities for learning and balancing online, in-class, and out-of-class activities. In their opinion, Web sites and technology '*perform functions similar to what many teachers do in class and through textbooks*' in serving as teaching tools and providing opportunities for language learning, and multimedia software is an excellent source of input at each student's proficiency level.

Even using the new technologies, we should consider some basic principles of language:

- Learners need guidance in learning English.
- There are many styles of English used for many different purposes.
- Teachers should provide guidance by selecting appropriate language and structuring learning activities.

Computers trigger communication between teachers and students and among students by providing appropriate input, especially in listening, reading, and vocabulary, and by facilitating oral communication. These are some tips Chapelle and Jamieson offer in their book:

Working vocabulary: Internet gives sufficient exposure to words in English that students hear or read. Include vocabulary illustration, explanation and practice in a meaningful context and using Web sites that can promote autonomous learning by using *Compleat Lexical Tutor* (<http://www.lextutor.ca/>).

Working with grammar: software with discourse-level activities, such as listening to a part of a dialogue and then producing the target form orally. We can use cartoons or movies for grammar learning which are available online. (<http://www.pearsonlongman.com/ae/multimedia/programs/uuegi.htm>) offers a larger variety of grammar exercises.

Reading: choose appropriate Web sites and reading texts, emphasize the vocabulary, and help students to understand the salient lexical and grammatical forms in online texts.

Writing has become very important in our daily lives for professional and non-professional communication, for example, through e-mail. There are software and online programs that help students write and contextualize their work according to genre, purpose, and audience.

Listening: to select appropriate listening materials, teachers should look for those that have already been categorized by level, have relevance to the ESL learner, and have pre-listening activities intended to activate the student's background knowledge. The authors recommend using videos to enrich listening activities.

Speaking and pronunciation: Internet is a convenient tool for obtaining speaking and pronunciation input because language learners can use it autonomously. It can make students more confident about their speaking skills because practice is not subject to in-classroom anxiety from which some less confident students may suffer. Computers can be used to complete dialogues, segment the pauses in a text, check the answer, record his/her voice, and obtain feedback from the computer.

Some webs are: www.tellmemore.com,
<http://www.masterspokenenglish.com/index.html>

Focusing on communication skills: the book conveys that '*technology is an important part of normal communication for students today*' (p. 171), and those students learn to communicate through communicating.

Among the pros of Internet communication, the authors consider the ability to speak to people in distant locations, which can give students extra motivation. Pen pal Web sites, like *Linguistic Funland TESL Pen Pal*

Center (www.linguistic-funland.com), messenger forums, or chat spaces can fulfill this goal.

Chapelle and Jamieson also mention possible risks of using the Internet, such as plagiarism, criminal uses of the Web, technical problems with equipment and software, and varying levels of teacher familiarity with computers.

Some possibilities with the new technologies:

Word processor, websites, email, chats, wikis, blogs, podcasts, online reference tools.

- Word processor: inserting images and links, creating forms (Adding text boxes, check boxes and drop-down menus), creative writing, collaborative writing, etc.
- Powerpoint is a program that can be used to display text and images and play sound and video.
- Genially is a program that can be used to make interactive presentations, animated infographics and multimedia e-learning.
- Websites: check the webpage for accuracy, currency, content and functionality; save the links to your favourite webpages in your favourite menu.
- Doing things with webpages: treasure hunts (similar to find someone who...), webquests, comparing versions, internet-based project work, access to authentic listening comprehension texts, access to videos and videoclips.
- Email support: learners can use email for collaborative writing (In groups Learner 1 starts the story and so on), questions, etc.
- Chats: chat is a tool which allows for real-time communication over the internet. It may include a video and sound component or only text.

Advantages of chats: contact with other learners/cultures, real communication with a real purpose, use of a new medium in the classroom, opportunity to practice both spoken and written English.

Check:<http://www.skype.com> for voice and text chats

- A wiki is like a public website or public web page started by one person, but which subsequent visitors can add to, delete or change as they wish. Check:<http://www.wikispaces.com>
- Podcasts: Similar to a radio or TV show. You can listen to or watch (or even create) a podcast on a topic that interests you whenever you want to. Check:<http://www.englishcaster.com>
<http://www.bbc.co.uk>
<http://www.npr.org>
<http://www.audacity.com>

- Online reference tools: dictionaries, language translators, thesauruses, encyclopedias(www.britannica.com www.wikipedia.com)

5. CONCLUSION

In this unit we have given a general view of the history and evolution of different methods in language teaching and its main characteristics and the legal frame that supports the need to learn about them.

As far as we can see during all its history, the foreign language teaching methods changed a lot of times emphasizing reading, translating, audition or combining these processes.

What's now, what's next? applied linguistic journals assume the carrying on and refinement of current trends within a communicative approach. The Internet Age anticipates the development of teaching and learning in instructional settings by means of an on-line collaboration system, perhaps via on-line computer networks or other technological resources. We have already seen how the use of ICT facilitates the teaching and learning of the second language.

The contemporary attitude is flexible and utilitarian: it is recognized that there are several ways of reaching the goal of FL competence, and that teachers need to be aware of a range of methods, in order to find the one most appropriate to the learner's needs and circumstances, and to the objectives of the course. It is frequently necessary to introduce an eclectic approach, in which aspects of different methods are selected to meet the demands of particular teaching situations.

As teachers, our primary responsibility to our learners is to give them a new tool with which to communicate and to experience hitherto unknown areas of life. As Waldemar Marton (1987:15) says '*we should also remember that in real life, where the time, energy, and financial resources of our learners are limited, language teaching has to meet the criterion of efficiency*'.

Finally, fostering intercultural communicative competence is one of the challenges facing education in the globalised world of the 21st century. The integrative nature of CLIL classes provides an opportunity for taking not only a dual-focussed but a *triple-focussed* approach: simultaneously combining foreign language learning, content subject learning and intercultural learning as described in the *Common European Framework of Reference for Languages*.

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