Chapter 1 : Second and Foreign Language Teaching Methods | MoraModules

The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles. Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning.

Need[edit] Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages. Common languages are used in areas such as trade, tourism, international relations, technology, media, and science. However, some countries such as India , Singapore , Malaysia , Pakistan , and the Philippines use a second official language in their governments. According to GAO , China has recently been putting enormous importance on foreign language learning, especially the English language. History[edit] Ancient to medieval period[edit] The need to learn foreign languages is as old as human history itself. John Amos Comenius was one of many people who tried to reverse this trend. He wrote a complete course for learning Latin, covering the entire school curriculum, culminating in his Opera Didactica Omnia, In this work, Comenius also outlined his theory of language acquisition. He is one of the first theorists to write systematically about how languages are learned and about methods for teaching languages. He held that language acquisition must be allied with sensation and experience. Teaching must be oral. The schoolroom should have models of things, or else pictures of them. The study of Latin gradually diminished from the study of a living language to a mere subject in the school curriculum. This decline demanded a new justification for its study. It was then claimed that the study of Latin developed intellectual ability, and the study of Latin grammar became an end in and of itself. Advanced students continued grammar study with the addition of rhetoric. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the grammar-translation method. You may improve this article , discuss the issue on the talk page , or create a new article , as appropriate. November Learn how and when to remove this template message Henry Sweet was a key figure in establishing the applied linguistics tradition in language teaching Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each claiming to be a major improvement over the previous or contemporary methods. They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise. Very few students in U. Even the "reading knowledge" required for a PhD degree is comparable only to what second-year language students read, and only very few researchers who are native English speakers can read and assess information written in languages other than English. Even a number of famous linguists are monolingual. This tends to make the research of second language acquisition emotionally charged. Older methods and approaches such as the grammar translation method and the direct method are dismissed and even ridiculed, as newer methods and approaches are invented and promoted as the only and complete solution to the problem of the high failure rates of foreign language students. For example, descriptive linguists[who? Army in World War II. However, there is significant evidence to the contrary. It is also often inferred or even stated that older methods were completely ineffective or have died out completely, though in reality even the oldest methods are still in use e. Proponents of new methods have been so sure that their ideas are so new and so correct that they could not conceive that the older ones have enough validity to cause controversy. This was in turn caused by emphasis on new scientific advances, which has tended to blind researchers to precedents in older work. Examples of researchers on the empiricist side are Jesperson, Palmer, and Leonard Bloomfield , who promote mimicry and memorization with pattern drills. These methods follow from the basic empiricist position that language acquisition results from habits formed by conditioning and drilling. In its most extreme form, language learning is seen as much the same as any other learning in any other species, human language being essentially

the same as communication behaviors seen in other species. On the theoretical side are, for example, Francois Gouin, M. Berlitz, and Emile B. With these methods, students generate original and meaningful sentences to gain a functional knowledge of the rules of grammar. This follows from the rationalist position that man is born to think and that language use is a uniquely human trait impossible in other species. Given that human languages share many common traits, the idea is that humans share a universal grammar which is built into our brain structure. This allows us to create sentences that we have never heard before but that can still be immediately understood by anyone who understands the specific language being spoken. The rivalry between the two camps is intense, with little communication or cooperation between them. In some countries, such as the United States, language education also referred to as World Languages has become a core subject along with main subjects such as English, Maths and Science. In the majority of English-speaking education centers, French, Spanish and German are the most popular languages to study and learn. English As A Second Language is also available for students whose first language is not English and they are unable to speak it to the required standard. Teaching foreign language in classrooms[edit] High school Spanish taught as a second language to a class of native English speakers at an American private school in Massachusetts. Language education may take place as a general school subject or in a specialized language school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights. While sometimes confused, the terms "approach", "method" and "technique" are hierarchical concepts. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting. Such can be related to second language acquisition theory. There are three principal "approaches": The structural view treats language as a system of structurally related elements to code meaning e. The functional view sees language as a vehicle to express or accomplish a certain function, such as requesting something. The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. This approach has been fairly dominant since the s. Examples of structural methods are grammar translation and the audio-lingual method. A technique or strategy is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Such are derived from the controlling method, and less directly, from the approach. Audio recordings and books[edit] Audio recordings use native speakers, and one strength is helping learners improve their accent. Others are continuous so the learner speaks along with the recorded voice, similar to learning a song. An alternative is to use sound effects to show meaning of words in the target language. Language books have been published for centuries, teaching vocabulary and grammar. The simplest books are phrasebooks to give useful short phrases for travelers, cooks, receptionists, [13] or others who need specific vocabulary. More complete books include more vocabulary, grammar, exercises, translation, and writing practice. Also, various other "language learning tools" have been entering the market in recent years. Internet and software[edit] Software can interact with learners in ways that books and audio cannot: Some software records the learner, analyzes the pronunciation, and gives feedback. Software can pronounce words in the target language and show their meaning by using pictures [15] instead of oral explanations. The only language in such software is the target language. Websites provide various services geared toward language education. Some sites are designed specifically for learning languages: Some software runs on the web itself, with the advantage of avoiding downloads, and the disadvantage of requiring an internet connection. Some publishers use the web to distribute audio, texts and software, for use offline. For example, various travel guides, for example Lonely Planet, offer software supporting language education. Some websites offer learning activities such as quizzes or puzzles to practice language concepts. Language exchange sites connect users with complementary language skills, such as a native Spanish speaker who wants to learn English with a native English speaker who wants to learn Spanish. Language exchange websites essentially treat knowledge of a language as a commodity, and provide a marketlike environment for the commodity to be exchanged. Users typically contact each other via chat, VoIP

, or email. Language exchanges have also been viewed as a helpful tool to aid language learning at language schools. Language exchanges tend to benefit oral proficiency, fluency, colloquial vocabulary acquisition, and vernacular usage, rather than formal grammar or writing skills. There is an annual international Language Perfect contest held in May. Many other websites are helpful for learning languages, even though they are designed, maintained and marketed for other purposes: All countries have websites in their own languages, which learners elsewhere can use as primary material for study: In a study conducted by the Center for Applied Linguistics , it was noted that the use of technology and media has begun to play a heavy role in facilitating language learning in the classroom. Course development and learning management systems such as Moodle are used by teachers, including language teachers. Web conferencing tools can bring remote learners together; e. Players of computer games can practice a target language when interacting in massively multiplayer online games and virtual worlds. In , the virtual world Second Life started to be used for foreign language tuition, sometimes with entire businesses being developed. Some is ad-supported, such as newspapers and YouTube. Some requires a payment. Learning strategies[edit] Language learning strategies have attracted increasing focus as a way of understanding the process of language acquisition. Listening as a way of learning[edit] Clearly listening is used to learn, but not all language learners employ it consciously. Listening to understand is one level of listening but focused listening [21] is not something that most learners employ as a strategy. Reading as a way to learn[edit] Many people read to understand but the strategy of reading text to learn grammar and discourse styles can also be employed. There are other strategies that also can be used such as guessing, based on looking for contextual clues, spaced repetition with a use of various apps, games and tools e.

Chapter 2 : Language education - Wikipedia

Pedagogical Norms for Second and Foreign Language Learning and Teaching (review) Garcia Mayo, Maria del Pilar Language, Volume 79, Number 4, December , p. (Review).

Critical pedagogy Critical pedagogy is both a pedagogical approach and a broader social movement. Critical pedagogy acknowledges that educational practices are contested and shaped by history, schools are not politically neutral spaces and teaching is political. Decisions regarding the curriculum , disciplinary practices, student testing , textbook selection, the language used by the teacher, and more can empower or disempower students. It recognises that educational practices favour some students over others and some practices harm all students. It also recognises that educational practices often favour some voices and perspectives while marginalising or ignoring others. Another aspect examined is the power the teacher holds over students and the implications of this. Its aims include empowering students to become active and engaged citizens , who are able to actively improve their own lives and their communities. The goal of problem posing to students is to enable them to begin to pose their own problems. Teachers acknowledge their position of authority and exhibit this authority through their actions that support students. Dialogic learning Dialogic learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue ; in other words, the consequence of a dialogue in which different people provide arguments based on validity claims and not on power claims. Student-centred learning Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centered learning aims to develop learner autonomy and independence [27] by putting responsibility for the learning path in the hands of students. The term is also used to denote an emphasis in education as a specialty in a field for instance, a Doctor of Music degree in piano pedagogy. Pedagogues in Europe[edit] Denmark[edit] Kindergarten children playing with their teacher. In Denmark, a pedagogue is a practitioner of pedagogy. The term is primarily used for individuals who occupy jobs in pre-school education such as kindergartens and nurseries in Scandinavia. But a pedagogue can occupy various kinds of jobs, e. When working with at-risk families or youths they are referred to as social pedagogues. There is also a very big focus on care and well-being of the child. Many pedagogical institutions also practice social inclusion. The education is a 3. However, undergraduate education in Pedagogy does not qualify students to become teachers in primary or secondary schools but makes them able to apply to be educational assistants. As of , the 5-year training period was re-installed in place of the undergraduate and postgraduate division which characterized the previous practice. Teachers meet their students with distinct traits. Attributional diversity among these children or teens exceeds similarities. Educators have to teach students with different cultural, social, and religious backgrounds. This situation entails a differentiated strategy in pedagogy and not the traditional approach for teachers to accomplish goals efficiently. She explained that Differentiated Instruction gives learners a variety of alternatives for acquiring information. Another criticism is that the intelligences are too identical for types of personalities.

Chapter 3 : Pedagogy - Wikipedia

Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning. This book both situates and expands on this concept highlighting the interaction of research and pedagogy.

Based on beliefs about the structure of language and descriptive or contrastive linguistics. Involves isolation of grammatical and syntactic elements of L2 taught either deductively or inductively in a predetermined sequence. Often involves much meta-linguistic content or "learning about the language" in order to learn the language. Based on theories of learning applied specifically to second language learning. Focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and "competence" leading to "performance". Focuses on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. Based on concepts adapted from counseling and social psychology. Based on theories of language acquisition, often referred to as the "natural" approach, and on the use of language for communication. Encompasses multiple aspects of the communicative act, with language structures selected according to their utility in achieving a communicative purpose. The approach was generalized to teaching modern languages. 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. The Direct Approach This approach 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. 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 inductivelyâ€"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 Reading Approach This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important that grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text. The Audiolingual Method This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is

abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system. Ignore all but gross errors of pronunciation when drilling for grammar practice. Use of shortcuts to keep the pace o drills at a maximum. Use hand motions, signal cards, notes, etc. You are a choir director. Use normal English stress, intonation, and juncture patterns conscientiously. Drill material should always be meaningful. If the content words are not known, teach their meanings. Intersperse short periods of drill about 10 minutes with very brief alternative activities to avoid fatigue and boredom. Introduce the drill in this way: Focus by writing on the board, for example b. Exemplify by speaking model sentences c. Explain if a simple grammatical explanation is needed d. Thus you will know who to give more practice to during individual drilling. Arrange to present drills in the order of increasing complexity of student response. How much internal organization or decision making must the student do in order to make a response in this drill. Community Language Learning Curran, C. Counseling-Learning in Second Languages. Apple River Press, This methodology created by Charles Curran is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. The process involves five stages of adaptation: Each group member overhears this English exchange but no other members of the group are involved in the interaction. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases. Same as 3 above. Translation is given only when a group member desires it. The client is now speaking freely and complexly in the foreign language. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction. Same as stage 4. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions. At this stage the client can become counselor to the group in stages 1, 2, and 3. The Silent Way Gattegno, C. Procedures This method created by Caleb Gattegno begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

Chapter 4 : Project MUSE - Pedagogical Norms for Second and Foreign Language Learning and Teaching

In the second chapter, 'Norms, native speakers, and reversing language shift', Bernard Spolsky provides a historical context for the concept of norm and emphasizes its vital function in language learning and teaching, but he also argues for the need to consider the existence and special meaning of language diversity.

Chapter 5 : Communicative classrooms, processing instruction, and pedagogical norms | Bill VanPatten

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