ABSTRACT
         This learning module is designed to provide the
prospective teacher of English as a second language with an overview
of the major methods and techniques used in ESL in the past and those
in current use. The objectives of the module are to enable the
student to: (a) define "method"; (b) compare and contrast the various
features of the grammar-translation, direct, series, audio-lingual,
and programmed instruction methods; and (c) analyze written material
in terms of the author's reliance on a particular method. The
selection of enabling activities includes readings, discussions,
exercises in the analysis of materials, and the designing of lessons.
Pre- and post-assessment instruments are included in the module.
(HMD)

TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
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MODULAR SEQUENCE:
ENGLISH AS A SECOND LANGUAGE
METHODS AND TECHNIQUES

TTP 001.12   MAJOR METHODS
AND TECHNIQUES

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MAJOR SECOND-LANGUAGE
TEACHING METHODS

Enter

Rationale

Objectives

Pre-Assessment ----> Exit

Anthony

Rivers- Grammar- Trans- lation	Diller- Direct Method	Rivers- Audio- Lingual	Diller- Series Mim-Mem	Bung- Programmed Sreedhar- Tucker-

Discussion

Ney- Synthesis	Diller- Advantages	Attend seminar

Essay or Discussion

Textbook Evaluation	TESOL program visitation	Design your own activity

Post-Assessment

----> Remediation

Exit
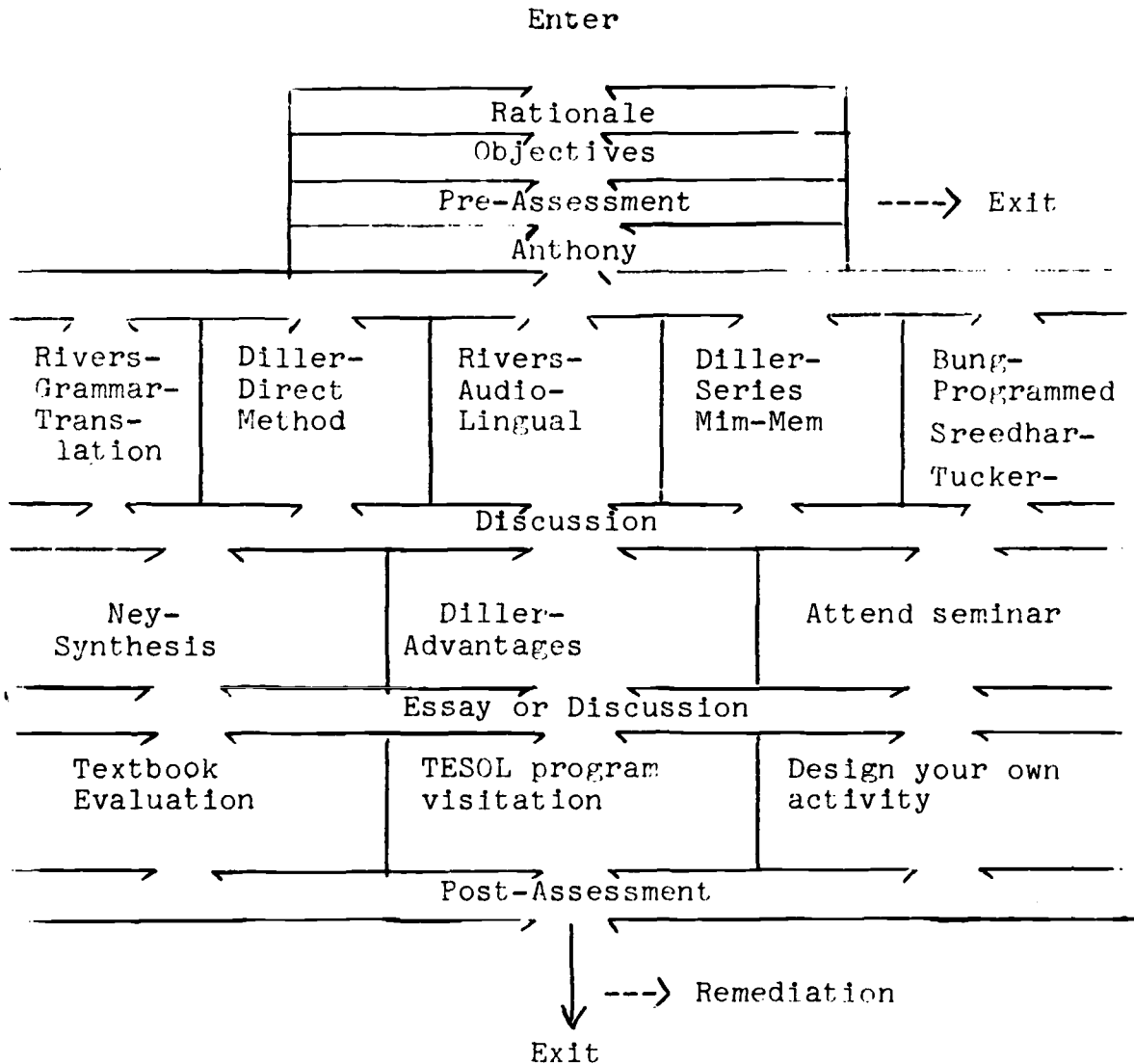
RATIONALE

The methods of second-language teaching that have been
used in the past have reflected the conception of language
of the times and have often been at variance with one another.
The present status of ESL methodology has largely been deter-
mined by current behaviorist and cognitive theories and recent
linguistic findings of structural and transformational gram-
marians.

Although each teacher must, in the final analysis,
create his own method of teaching, his/her decision should
be based on a firm understanding of the underlying method-
ological principles of language learning as evidenced in the
accumulated data of "twenty-five centuries of language teach-
ing."[1] This unit of work will provide the participant with
an overview of past ESL methods and those in current use.

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[1]L.G. Kelly, 25 Centuries of Language Teaching (Rowley, Mass:
   Newbury House Publishers, Inc., 1969).

OBJECTIVES

Given a series of learning activities on major ESL methods, the participant will be able to:

-define "method".

-compare/contrast the various features of the following methods:

-Grammar-translation Method
-Direct Method
-Series Method
-Audio-lingual Method
-Programmed Instruction

-analyze written material in terms of the author's reliance on a particular method.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

   I.   Define the term "method" in a short essay.

  II.   Prepare a chart or a paper comparing/contrasting the various features of the following methods:

     A.   Grammar-translation method

     B.   Direct method

     C.   Series method

     D.   Audio-lingual method

     E.   Programmed instruction

 III.   Prepare an essay analyzing three textbooks in terms of each author's reliance on a particular method or combination of methods.

I. Learning Alternatives:

A. Read:

Edward M. Anthony, "Approach, Method, and Technique,"
    in Allen and Campbell, Teaching English as a
    Second Language: A Book of Readings (New York:
    McGraw-Hill Book Co., 1972), pp. 4-8.

Activity: Discuss the importance of Anthony's three-
way distinction in teacher evaluation.

B. Select one of the following:

1. Read:

Wilga M. Rivers, "The Grammar-Translation Method,"
    in Teaching Foreign Language Skills (Chicago:
    The University of Chicago Press, 1968),
    pp. 14-18.

Activity: Evaluate the aims of the grammar-translation
method in terms of your own objectives as a language
teacher.

2. Read:

Karl C. Diller, "The Direct Method of Berlitz and de
    Sauze," in Generative Grammar, Structural
    Linguistics, and Language Teaching (Rowley,
    Mass: Newbury House Publishers, 1971),
    pp. 67-80.

Activity: Consider the demands placed on the teacher
using the direct method.

3. Read:

Wilga M. Rivers, "The Audio-Lingual Method," in
    Teaching Foreign Language Skills (Chicago:
    The University of Chicago Press, 1968),
    pp. 32-35

Activity: Explain how the audio-lingual method applies
modern linguistic concepts to second-language teaching.

4. Read:

Karl C. Diller, "Francois Gouin and the Series Method,"
    and "Mimicry-Memorization and Pattern Drill" in

Generative Grammar, Structural Linguistics,
and Language Teaching (Rowley, Mass: Newbury
House Publishers, Inc., 1971), pp. 39-66.

Activity: Compare/contrast the similarities and
differences between these two methods.

5. Klaus Bung, "Programmed Language Teaching and Its
Implications for Teacher Training," in Robert
C. Lugton, ed. Preparing the E.F.L. Teacher:
A Projection for the '70's (Philadelphia: The
Center for Curriculum Development, Inc., 1970),
pp. 119-171.

or

C. Allen Tucker, "Programmed Diction: An Example of
the P.I. Process in the Classroom," TESOL
Quarterly VI (March, 1972), 61-70.

or

M.V. Sreedhar, "Perspectives in Programming Language
Courses in India," in Robert Lugton, ed.,
English as a Second Language: Current Issues
(Philadelphia: The Center for Curriculum
Development, Inc., 1970) pp. 135-154.

Activity: Restate the implications programmed
language teaching has for teacher training.

C. Discuss the relative merits of the various methods
with your module coordinator and/or peers.

D. Select one of the following:

1. Read:

James W. Ney, "Towards a Synthetization of Teaching
Methodologies for TESOL," TESOL Quarterly VII
(March, 1973), 3-11

Activity: Evaluate Ney's recommendations for
synthesizing the audio-lingual approach and the
cognitive code theory of language learning.

2. Read:

    Karl C. Diller, "The Advantages of Three Methods,"
       in _Generative Grammar, Structural Linguistics_
       and Language Teaching (Rowley, Mass: Newbury
       House Publishers, Inc., 1971), pp. 99-106.

3. Attend a seminar as scheduled by your module
   coordinator.

E. Prepare an essay or attend a discussion on the
   synthesis of methods for the E.S.L. classroom.

F. Select _one_ of the following:

1. Activity: Analyze three of the following textbooks
   in terms of each author's reliance on a particular
   method or combination of methods.

   a. _American English Series: English as a Second_
      Language. Lexington: D.C.Heath and Company,
      1969.

   b. _Pronunciation Exercises in English_ in Dixon
      English Series. New York: Simon and Schuster,
      1963.

   c. _Mastering American English_ in Saxon Series in
      English as a Second Language. New York:
      McGraw-Hill Book Co., 1956.

   d. _English: Your New Language._ Morristown:
      Silver Burdett Co., 1966.

   e. _Michigan Oral Language Series._ Lansing:
      Michigan Department of Education, 1970.

2. Activity: Visit a local TESOL program. Analyze
   the different methods used in teaching English as
   a second language. Discuss your findings with
   your module coordinator.

3. Design your own learning activity.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

    I.   Define the term "method" in a short essay.

   II.   Prepare a chart or a paper comparing/contrasting the various features of the following methods:

        A.   Grammar-translation method

        B.   Direct method

        C.   Series method

        D.   Audio-lingual method

        E.   Programmed instruction

  III.   Prepare an essay analyzing three textbooks in terms of each author's reliance on a particular method or combination of methods.

Competency will be certified when your module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

BIFLIOGRAPHY

1. Allen, Harold B. and Russell N. Campbell. Teaching
   English as a Second Language: A Book of Readings.
   New York: McGraw-Hill Book Co., 1972.

2. Diller, Karl C. Generative Grammar, Structural Linguistics
   and Language Teaching. Rowley, Mass: Newbury House
   Publishers, Inc., 1971.

3. Kelly, L.G. 25 Centuries of Language Teaching. Rowley,
   Mass: Newbury House Publishers, Inc., 1969.

4. Lugton, Robert C., Ed. Preparing the E.F.L. Teacher:
   A Projection for the '70's. Philadelphia: The
   Center for Curriculum Development, Inc., 1970.

5. Ney, James W., "Towards a Synthetization of Teaching
   Methodologies for TESOL," TESOL Quarterly VII
   (March, 1973).

6. Rivers, Wilga M. Teaching Foreign Language Skills.
   Chicago: The University of Chicago Press, 1968.

7. Tucker, C. Allen, "Programmed Diction: An Example of
   the P.I. in the Classroom," TESOL Quarterly VI
   (March, 1972).