

'ELT for a Global World'

INTRODUCTION INTO ELT

A seminar course for OTAK students

Session 7

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7. Basic TEFL Principles and Related Methods & Approaches

ALM and some background issues of language
learning

Warmer:

Watch this extract from:

[Life of Brian \(Latin Lesson\)](#)

Do you recognise any features of GTM?

Do this quiz on GTM:

[GTM quiz](#)



ALM demonstration

Watch the demonstration of the Audiolingual Method.

[ALM Demonstration](#)

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Work in pairs. One of you will get a worksheet about the **teaching points** in the demonstration, the other person is asked to note down all the **steps of the lesson extract**.

(Based on *Larsen-Freeman, D. (1990) Language Teaching Methods*, Teacher's Handbook for the Video Series by Office of English Language Programs Materials Branch United States Department of State Washington, D.C. 20547 (<http://americanenglish.state.gov/resources/language-teaching-methods>)

ALM demonstration - Teaching Points

Vocabulary:

Grammar:

Expressions:

Objectives

- The students will be able to.....
-
-
-

ALM demonstration Lesson Steps

1. The teacher sets the scene for the dialogue and tells what he is going to do and what the students should do.
2. The teacher acts out the dialogue using pictures, gestures, and props.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Discussion based on the video

1. How does the teacher teach the meaning of the dialogue?
2. The teacher almost always says a word, phrase, or sentence immediately before the students say it. Why?
3. How does the teacher correct the students' mistakes?
4. Where did the teacher first use the "backward buildup" technique? This is the technique in which the teacher has the class learn the longer sentence by repeating small parts of the sentence, starting from the end and working toward the beginning until the students were saying the whole sentence from the beginning. What is the purpose of this technique? How, exactly, is it done?

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Questions to consider after each method

Is there anything worth retaining in this technique?

How can I adopt this technique to my own circumstances?

What are the other ways I can put this principle into practice?

Evaluation of the Audio-Lingual Method /1

1. Goals	
2. Role of the teacher/student	
3. Teaching/ Learning Process?	
4. Nature of student/teacher interaction	
5. How are students' feelings dealt with?	

Evaluation of the Audio-Lingual Method /2

6. View of language/ culture?	
7. What language skills are emphasized?	
8. Role of the native language?	
9. How does evaluation occur?	
10. Treatment of errors?	

7/9

Some background issues in language learning (Revision)

Language acquisition vs language learning

Language acquisition:

- Subconscious process
- Without formal instruction
- Massive exposure
- No correction
- a lot of comprehensible input
- emphasis on *what* is said, etc.

Language learning:

- Conscious process
- Formal instruction
- Limited exposure to the language
- Correction
- a lot of practice
- emphasis on *how* things are said, etc.

Behaviorism theory

Conditioning is the result of:

Stimulus → Response → Reinforcement

Skinner, 1957

The importance of repetition

- Repetition drills
- Repetition of encounters with language with lapses in between (noticing)

(Any connection with ALM?)

Thinking about language

- Implicit teaching (Inductive approach)
 - ✓ Learner centered
 - ✓ Students take agency
- Explicit teaching (Deductive approach)
 - ✓ Teacher centered

Homework

- Write definitions for 6 terms we have mentioned during the course so far.
- Upload your definitions into the group's Quizlet file.
- If you see your word already among the definitions, check whether it is good enough and improve it if necessary.

References

Larsen-Freeman, D. (1990) *Language Teaching Methods*, Teacher's Handbook for the Video Series by Office of English Language Programs Materials Branch United States Department of State Washington, D.C. 20547

(<http://americanenglish.state.gov/resources/language-teaching-meth>

Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford University Press.

Summary of Principles in Language Teaching

(<http://www.auburn.edu/~nunnath/engl6240/principi.html>)