Bridging Theory and Practice

Applied Linguistics & Teaching Methodologies

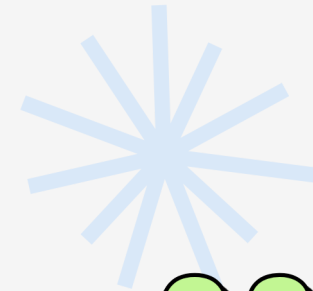Applied Linguistics & Teaching Methodologies

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Teaching Methodologies in Applied Linguistics

Overview

Teaching methodologies in applied linguistics represent systematic approaches to language instruction that have evolved over time. Each methodology reflects specific theories about language learning, incorporates distinct pedagogical principles, and addresses particular educational contexts and learner needs.

Key Components of Each Methodology

- **Era:** Historical period of development and prominence
- **Focus:** Primary goals and learning objectives
- **Examples:** Practical classroom applications

- **Leading Figures:** Key theorists and practitioners
- **Characteristics:** Distinctive features and principles

From Traditional to Modern: This presentation explores the evolution of language teaching methodologies, from classical Grammar-Translation and Direct Method approaches through behaviorist Audio-Lingual techniques to contemporary communicative approaches (CLT, TBLT, CLIL). A comprehensive comparison table will synthesize all methodologies for practical reference.

Grammar-Translation Method

Era & Leading Figures

Era: 1800s-1900s (19th-early 20th century)

Leading Figures: Karl Plotz, Johann Seidenstucker

Focus

Literary language mastery through translation and grammatical analysis. Emphasis on reading and writing classical texts, with the goal of developing mental discipline and understanding literary works in the target language.

Characteristics

- Translation as primary learning activity
- Explicit grammar instruction and rule memorization
- Written language prioritized over spoken
- Native language as medium of instruction
- Teacher-centered, deductive approach

Examples of Activities

- **Translation exercises:** Translating literary passages from target language to native language and vice versa
- **Grammar drills:** Conjugating verbs, declining nouns, applying grammatical rules to sentences
- **Vocabulary memorization:** Learning word lists with native language equivalents
- **Reading comprehension:** Analyzing classical texts and literary works
- **Written composition:** Writing essays in the target language following grammatical rules

Evaluation

Strengths: Develops reading comprehension, grammatical accuracy, and analytical skills; useful for academic and literary purposes.

Limitations: Neglects oral communication and listening skills; limited real-world application; passive learning approach; doesn't develop communicative competence.

Direct Method

Immersive Target Language Learning

Era & Leading Figures

Era: 1890s-1930s

Leading Figures: Maximilian Berlitz (founder of Berlitz schools), François Gouin (developer of the Series Method)

Focus

Developing oral proficiency and natural language acquisition through exclusive use of the target language, emphasizing direct association between meaning and the target language without translation.

Characteristics

- No translation; target language only
- Grammar taught inductively through examples
- Emphasis on speaking and listening skills
- Use of visual aids and demonstrations
- Everyday vocabulary and practical contexts

Examples

- **Object demonstration:** Teacher holds an apple and says "This is an apple" repeatedly, then asks "What is this?"
- **Action sequences:** Teacher performs actions (walking, sitting, opening door) while narrating in target language
- **Picture-based conversation:** Using images to elicit descriptions and questions entirely in target language
- **Question-answer drills:** Rapid exchanges about classroom objects, weather, time, etc.
- **Role-play scenarios:** Simulating real-life situations like shopping, ordering food, asking directions

Critical Evaluation

Strengths: Develops fluency and listening skills; natural language acquisition; student-centered interaction.

Limitations: Requires highly proficient teachers; time-intensive; difficult for large classes or complex grammar.

Audio-Lingual Method

Era & Leading Figures

Era: 1940s-1970s

Leading Figures: Charles Fries, Robert Lado

Focus

Habit formation through repetitive oral drills and pattern practice. Based on behaviorist psychology (Skinner) and structural linguistics, emphasizing automatic response to language stimuli without conscious analysis.

Characteristics

- Mimicry-memorization approach
- Intensive pattern drills and repetition
- Immediate error correction
- Listening and speaking before reading/writing
- Language lab technology utilization

Examples

Substitution Drill

Teacher: "I go to school."
Students: "I go to school."
Teacher: "He"
Students: "He goes to school."
Teacher: "They"
Students: "They go to school."

Transformation Drill

Teacher: "She is reading a book."
Students: "Is she reading a book?"
Teacher: "They are playing soccer."
Students: "Are they playing soccer?"

Minimal Pair Practice

Contrasting sounds: "ship/sheep", "bit/beat", "pen/pan" through repetitive pronunciation exercises

Communicative Language Teaching (CLT)

The Foundation of Modern Language Education

Era & Leading Figures

Era: 1970s to present

Key Figures: Dell Hymes (communicative competence), Michael Canale (competence framework), Sandra Savignon (communicative ability)

Focus

Developing communicative competence through meaningful interaction. Emphasis on using language for real communication rather than mastering grammatical structures in isolation.

Characteristics

- Authentic communication and meaningful tasks
- Fluency prioritized alongside accuracy
- Learner-centered and interactive approach
- Integration of four skills (listening, speaking, reading, writing)

Classroom Examples

- Information gap activities (e.g., spot the difference, jigsaw reading)
- Role-plays and simulations (e.g., restaurant ordering, job interviews)
- Problem-solving tasks (e.g., planning a trip, solving a mystery)
- Discussions and debates on real-world topics
- Collaborative projects and presentations

Canale's Communicative Competence Framework

- **Grammatical:** Vocabulary, syntax, phonology
- **Sociolinguistic:** Appropriateness in context
- **Discourse:** Cohesion and coherence
- **Strategic:** Communication strategies

Impact on Language Education

CLT revolutionized language teaching by shifting focus from linguistic competence to communicative ability, influencing curriculum design,

Task-Based Language Teaching (TBLT)

Era

1980s - Present

Leading Figures

N. Prabhu, Jane Willis

Focus

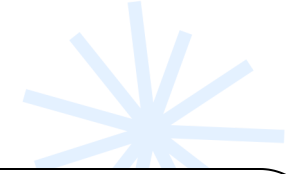Learning through meaningful tasks that mirror real-world language use

Characteristics

- **Pre-task:** Introduction and preparation
- **Task Cycle:** Task, planning, report
- **Language Focus:** Analysis and practice

Examples

- Information gap activities
- Problem-solving tasks
- Real-world simulations

Teaching Methodologies Comparison

Method	Era	Leading Figures	Focus	Key Characteristics	Examples
Grammar-Translation Method	1800s - 1900s	Karl Plötz, Johann Seidenstücker	Reading and writing through translation	Grammar rules memorization, translation exercises, native language use, literary texts	Translating passages, parsing sentences, vocabulary lists
Direct Method	1890s - 1930s	Maximilian Berlitz, François Gouin	Oral communication in target language only	No translation, inductive grammar, everyday vocabulary, pronunciation focus	Question-answer exchanges, object demonstrations, picture descriptions
Audio-Lingual Method	1940s - 1970s	Charles Fries, Robert Lado	Habit formation through repetition	Pattern drills, mimicry, immediate error correction, dialogue memorization	Substitution drills, transformation exercises, language labs
Communicative Language Teaching (CLT)	1970s - Present	Dell Hymes, Michael Canale	Communicative competence and fluency	Authentic materials, meaningful interaction, fluency over accuracy, learner-centered	Role-plays, information gaps, discussions, pair work
Task-Based Language Teaching (TBLT)	1980s - Present	N. Prabhu, Jane Willis	Learning through meaningful tasks	Pre-task, task cycle, language focus; real-world relevance, outcome-oriented	Problem-solving tasks, projects, simulations, surveys
Content and Language Integrated Learning (CLIL)	1990s - Present	David Marsh, Do Coyle	Learning content through foreign language	Dual focus (content + language), 4Cs framework, scaffolding, cognitive engagement	Science in English, history lessons, bilingual programs

Thank You

Questions?

Contact: [Your Email]

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