

Using Innovative Language Learning Methods With Mombusho Textbooks

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ABSTRACT

This paper shows how chapters from two different textbooks at different levels might be taught using several different methods. The paper begins with a discussion of my reasons for choosing this topic and goes on to lay out what I feel a method needs to consider in order to be a good method. In the next section, I go on to introduce various innovative language teaching methods such as ALM, TPR and the Silent Way. For each method I include a short section of background information including the principles and techniques of each lesson. Then I contrast a typical lesson in that method with how a lesson from a Mombusho textbook might be taught using that lesson.

ERIC Descriptors

Second Language Instruction, Teaching Methods, Second Language Learning, Resource Materials, Textbooks, Classroom Techniques, Secondary School Teachers

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CHAPTER I

INTRODUCTION

Working in Japan was a wonderful and frustrating experience. The largest part of my frustration came from the Japanese educational system, which at times seemed to stifle the students' natural curiosity. I began to look to English textbooks produced in English speaking countries to solve my problems. Later, I realized that it was not the textbooks that made such a difference, as much as it was the teaching methods used. In other words, any textbook commonly in use could be used to teach English well, if the right method were used. I began experimenting with making the English classroom a more interesting place to learn and trying to give the students as much time as possible to converse in English on topics of their own choosing. This helped a bit, but it was obvious that the students were not being taught in a way that would allow them to pass the monthly English exams, which were all grammar based and often involved translation.

While at the School for International Training in Brattleboro, Vermont, I was introduced to many "new" teaching methods. (Many of these methods had been around for years, but this was the first that I had heard of them.) As I began to use these methods in my own teaching, several points came to light. First, they were more effective than the Japanese version of grammar-translation. The students seemed to retain more of the information. This was especially true of the junior high students who had not yet become accustomed to the Japanese grammar-translation method. Second, they were not always

suitable for the large (40 to 50 students) classes and the rigid teaching schedules common in Japan. This was particularly obvious the first time half the class hit the other half in the face while turning to point at something. Third, many of the Japanese teachers as well as the AETs (Assistant English Teachers) had no knowledge of these methods and no easy access to information about them. Many AET's have no experience teaching in their home countries and many Japanese teachers currently teaching have had little training in these methods. AETs are often just graduated from college with no teacher training (except for a brief overview they receive in Japan after arriving) and are chosen more for their personality than their English teaching skills. They are, in general, dedicated and well-meaning, but may suffer from a severe lack of information about teaching. For the AETs, I have tried to show how a lesson might be taught, step-by-step, using a particular method.

The Japanese teacher training courses seem to be doing a good job, however, it is only now that alternative methods of teaching are beginning to show up as a practical item in the curriculum. I have talked to junior/senior high school teachers who know the names of these methods, but those teachers who have heard of these methods seem to be the newest teachers or teachers who are actively trying to learn about teaching in other countries. Most of these teachers, moreover, have never seen a whole class taught in one of these methods and none of them has actually taught using one of these methods. I hope to show these teachers how their lessons might look if taught via a communicative method. (I have only given enough information for the teachers and AETs to acquire a superficial acquaintance with each method and to assist them in searching for further information about these methods.) This paper will show some ways in which teachers in

Japan can apply innovative methods to the Ministry of Education (Mombusho) required textbooks.

This paper will share what I have learned with these teachers and help me clarify what it is that I already know about the methods. I hope to show how each method could be integrated into a Japanese classroom, especially a classroom that is using the nationally required textbooks. Not all of the methods are suitable as the sole or even as the main method of instruction, but they all have ideas and activities that are interesting and useful. I offer suggestions on how to teach a whole lesson using one particular method, but it is my hope that the reader will pick and choose among the methods for those activities and ideas that best suit the lesson and the teacher. The methods were chosen because I have used them, or at least parts of them, in my own classrooms and found them to be effective.

This paper is organized by giving each method its own chapter. Each chapter begins by explaining the background of each method and setting out its principles and assumptions. Next, I give my opinion about the strengths and applicability of each method in a typical Japanese classroom. Finally, I compared how the method is normally used and how a particular lesson might be adapted using the same method. I chose the texts *Everyday English 1* and *Sunshine English 3* because they were representative of the typical texts and represented neither the best nor the worst.

CHAPTER II

BELIEFS

Over the years, I have come to realize that there are certain things that need to take place in the classroom for teaching to be at its most effective. Much of it I got from favorite teachers: teachers who made the lessons so much fun that I never realized I was learning, teachers who taught me in spite of my indifference to the subject and teachers who made their love and interest in the subject so obvious that I became interested, too. It was only after I had to explain these basic assumptions to others that I was able to use them as a basis for determining whether a lesson or method was a “good” one. That is, one that fit my personal criteria for a good lesson or method. So that you will understand what I am testing these methods against, I am listing them below.

Education should be fun

First, I believe that education can and should be fun and/or interesting. This does not mean that if a lesson is fun and interesting that it is therefore a good lesson. It does mean that any good lesson must in some way catch the student’s interest so that it is not necessary to pound in the new information countless times, but rather in the natural course of the lesson, the information will be noted and retained.

Students should speak more than the teacher

I also believe that, overall in the course of a lesson, the students should speak more than the teacher. This means a lot of teacher-students, student-student drills as well as role-plays, simulations, group work and word games as well as the use of realia. Sometimes the teacher will need to take the leading role, but these times should be balanced out later with intensive/extensive student practice. If the teacher does most of the speaking, the students will have insufficient time to explore English in the classroom. If they cannot practice their new language, they will be learning about English instead of learning English, which are two very different things, rather in the same way that learning about baseball and playing it are two different things.

Listening should precede speaking

Although many schools feel they cannot afford the time it takes, I feel that listening comprehension should be developed before reading, writing or speaking. A student who has good listening skills is more likely to have good pronunciation and a natural speaking speed since they will have become accustomed to both before beginning to speak, rather as a child does.

Speaking should precede translation

There is a place for translation in language learning, but I do not believe that it should be the basis for language learning. In the beginning, the students should concentrate on the language and how it is used. They will be less anxious about mistakes

and will be unlikely to acquire a life-long habit of translating every word and refusing to skip over any word the meaning of which they are unsure.

Lessons should start with what is known

Each lesson should proceed from the known to the unknown. This is best applied by beginning each lesson with a review of well known items and putting those items to use with the new lesson's vocabulary and grammar. The known material gives a context for figuring out how the new material fits in with the old material and helps students feel more comfortable with the new material. The material being taught should challenge the students, but if it is too difficult the students will tune out and eventually give up completely.

Lessons should be relevant

Whenever possible, lessons should be made relevant to the students' lives and/or interests. This should help retain the students' interest and help them to realize that this new language can be of use to them. Additionally, the exercises should be arranged so that the students can make use of the language they have just studied in as "natural" a situation as possible.

Use of the first language should be avoided

The use of Japanese should be avoided whenever English is adequate to the situation. This provides extra listening practice and comprehension checks in English. In many classes there is not enough time to explain again and again in English until the

students finally understand. In this situation, Japanese can be used as a crutch. For example, in a forty minute period if an explanation takes more than five or ten minutes, Japanese might be used so that the class does not fall behind schedule.

Grammar should be learned inductively

I feel that inductive grammar is more useful for the students, since a student who figures out the rule on his own is more likely to remember it than one who has been given a set of rules and told to memorize them.

Self-correction reinforces knowledge

It is better if the students can correct themselves and each other (not just mark another's papers) since it requires them to judge for themselves if an answer or correction is indeed correct. In addition it causes the student to review their store of knowledge each time they feel something might not be right.

Given the time constraints and the restricted materials in use in Japan, it has at times been necessary to compromise my beliefs in order to accomplish pre-set goals imposed on the teachers and the school by the Ministry of Education. As you go through these methods, you will discover lessons that may be boring, where the teacher is doing much of the speaking from the first lesson, and where Japanese is used to give directions. In fact, there are times when these methods don't fit into my belief systems very well. Nonetheless, I have found these methods to be a closer fit with my beliefs than grammar-translation or the Japanese version of grammar translation.

CHAPTER III

BACKGROUND ON THE JAPANESE EDUCATIONAL SYSTEM

The educational background of language learning in Japan goes back several centuries. At that time there was a great deal of correspondence between Japan and China and scholars studied from Chinese texts. Students were trained to translate from these texts word for word in a method called “Yakudoku”, which is similar to the Western “grammar-translation” method. When European languages were introduced to Japan, the same translation method was applied to them as well. The method produced many people capable of reading foreign texts but unable to converse with foreigners. Recently, the Mombusho has been trying to improve language teaching methods in Japan. Their most recent effort has been to restructure high school language classes to include an oral communication component. It is my opinion that it will be some time before any result is seen from this because Japanese teachers have not been trained to take advantage of the new textbooks. It will be up to the new generation of teachers to bring true communication into the Japanese classroom.

Textbooks

The Japanese Ministry of Education (Mombusho) sets the minimum requirements for each subject and approves all texts. Approved textbooks must be used at all Japanese schools, although other texts may be used as supplementary texts (which some private

schools do). As of this writing there are no non-Japanese produced textbooks approved and all the Japanese textbooks follow a similar pattern: a presentation, a brief grammar explanation and then a few brief grammar exercises. Most, if not all, public schools teach English for the minimum required number of hours, and no more. (Currently it is three hours per week in Japanese Junior High Schools.)

Conversation classes

In the private schools where the number of English teaching hours is greatly increased, there are more conversation classes than in public schools. Many schools claim to have conversation classes, but they are most often “listen and repeat” classes. In such classes rarely is there any student-initiated speech, other than occasional questions to the teacher. This situation was to have been remedied by the new conversation textbooks, but research shows that the students rarely talk in their conversation classes. They just listen to conversations instead.

Listening practice

The approved textbooks do not have many listening exercises. Many textbooks suggest using the presentation section as a listening exercise. Many teachers “borrow” listening exercises from other textbooks or from old tests to give their students extra listening practice.

Vocabulary

In their first year, junior high students are required to learn about 300 words, in their second year about 150 additional words and in their third year another 75 words. This gives a three year total of just over 500 words. The average “foreign” textbook teaches 500 words in the first year. Many students become discouraged because they find that they can’t talk about the things they are interested in even after three years of frequent language study. The words chosen are also of concern. Occasionally, archaic usages show up, e.g., “We shall go to the park” There are also odd omissions, e.g., “wife” but not “husband” or one or two of the following set but never all of them together: cup, plate, saucer, bowl, spoon, fork, and knife. There are students who, after completing three years of English think that a “bowl” has something to do with bowling.

Relevance

Mombusho approved texts are not usually particularly relevant to the students’ lives. The dialogs are sometimes contrived and the students don’t learn to communicate their needs and desires in English. They learn reading, writing and translation. Some also practice listening and answering the teacher’s questions, but they never learn how to talk about things that they are interested in like rock bands, baseball, homework or friends. It’s no wonder that students, even those with high scores in English, feel that their English is poor or that they can’t speak English.

Teaching methods

In my experience, much of the language teaching in Japan is either by rote or by lecture and then questioning of the students. Typically the teacher reads the presentation or plays a tape, then translates any new or difficult words or phrases into Japanese. Next, the students repeat after the teacher. The teacher may put sentences on the board for the students to memorize and gradually erase them until the students can say them without looking at the words. At this point some teachers will present the grammar points in Japanese, then the students are asked to translate the presentation into Japanese. Next comes the grammar study. Different teachers use different methods, but in general, the grammar point is explained in Japanese; both how to use it and what is its equivalent in Japanese. Then, the teacher will give the students exercises using the grammar point, perhaps contrasting it with another similar point. After a sufficient number of students have shown they can pass a quiz or do a worksheet, the next point is started. After all the new vocabulary and grammar has been taught, the students will be given a test consisting of both English and Japanese sentences that use the new vocabulary and grammar points. These sentences must be translated into the other language. If there is time, the teacher will often include some kind of listening exercise, usually chosen from another textbook.

CHAPTER IV

BEFORE DECIDING ON A METHOD OR TECHNIQUE

Before using a particular technique you may want to consider time constraints, the students' actual ability, the aims of the assigned lesson and why you want to use a particular method or technique.

Time

How much time do you have available to cover the assigned material?

Will your planned changes take more or less time than allotted?

Ability

What is the skill level of the average student? Of the best student? Of the worst student?

Do your students usually grasp new points quickly?

Have any of your students studied overseas or at an international school?

Are your students college-bound or headed for an apprenticeship?

What are your students' weak points? Strong points?

Lesson Goals

What are the grammatical aims of the lesson?

What are the vocabulary aims of the lesson?

What are the cultural aims of the lesson?

What are the communicative or functional aims of the lesson?

Does the text have enough information or exercises in it to reach those goals?

If the students will need more information or practice, where will you get it for them?

What kind of practice do your students need the most?

Student Needs

Does the text supply your students' needs?

Is it interesting? If not, can you change texts? Skip a lesson? Bring in other texts?

Is the lesson relevant to the students' interests?

Can it be made relevant?

Grammar Study

Does the grammar in this lesson build on previously learned grammar points?

How can you use grammar the students already know to introduce the new points?

Vocabulary

How do you teach your students new vocabulary?

Do you have time to bring in realia to illustrate the new vocabulary?

Do your students learn enough vocabulary in the lesson to talk about the topic?

CHAPTER V

THE TEXTS

I have chosen two chapters, one each from two different textbooks. *Everyday English 1*, Lesson 1 is for seventh grade students just beginning English and *Sunshine 3*, Lesson 8 is for ninth grade students in their third year of English. I chose these two chapters because they have most of the elements that teachers will find in most Mombusho approved textbooks. As I go through each method, I will show how each lesson might be adapted to that method and I will state what I believe to be the particular strong points of each method. It is then up to each teacher to choose those methods or techniques that will best assist in teaching the lesson.

Everyday English 1, Lesson 1* *Everyday English 1, Lesson 1* *Everyday English 1, Lesson 1

This first lesson is from *Everyday English 1* (Figure 1). The presentation on these two pages is quite short, just six sentences, and introduces the grammatical concepts of indefinite articles, questions and statements. Under the picture are the same sentences with intonation markings and below that are the new words that are expected to be taught with these pages.

The next two pages are all vocabulary (Figure 2). On these pages the students will be practicing their spelling as well as learning many new words. As before, the new words that the students are expected to learn are listed at the bottom of the page. As you can see there are many other nouns and verbs that could be taught from this illustration.

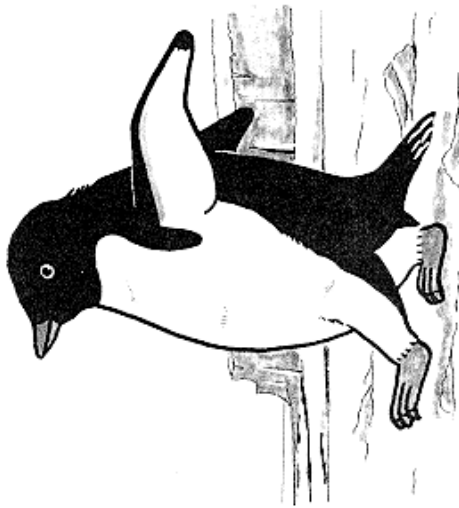
On page ten there are three exercises (Figure 3). The first one asks the students to turn to their neighbor and ask the question which their neighbor should answer. The second exercise has three parts. Part one asks the students to look at pages eight and nine and choose the number of the word pronounced on a tape or by the teacher. Part two has the students repeat after the tape or teacher to work on their pronunciation. Part three has the students, using the vocabulary items from part one in numerical order, ask their neighbor how to say them in English. Exercise three asks the students to converse with their neighbor following the pattern in the sample.

LESSON 1

鳥ですか……

A bird?

Yes. A penguin.



A bird?

Yes. A penguin.

① lesson

② a*

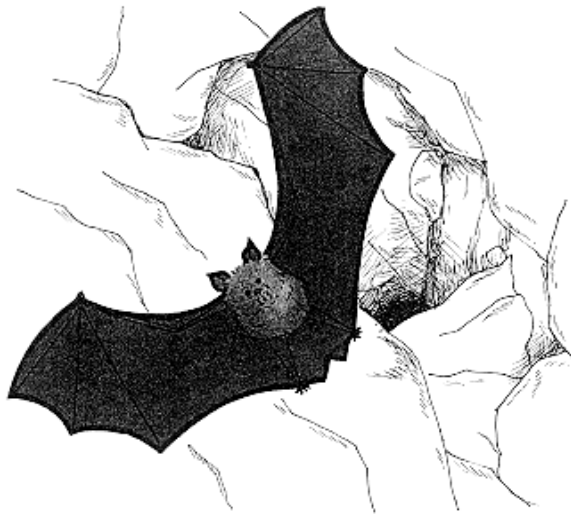
③ bird*

④ yes*

⑤ penguin

6 < six >

A bird? No. A bat.



A bird?

No. A bat.

① no* ② bat

< seven > 7

Figure 1. *Everyday English 1*, Lesson 1, pages six and seven

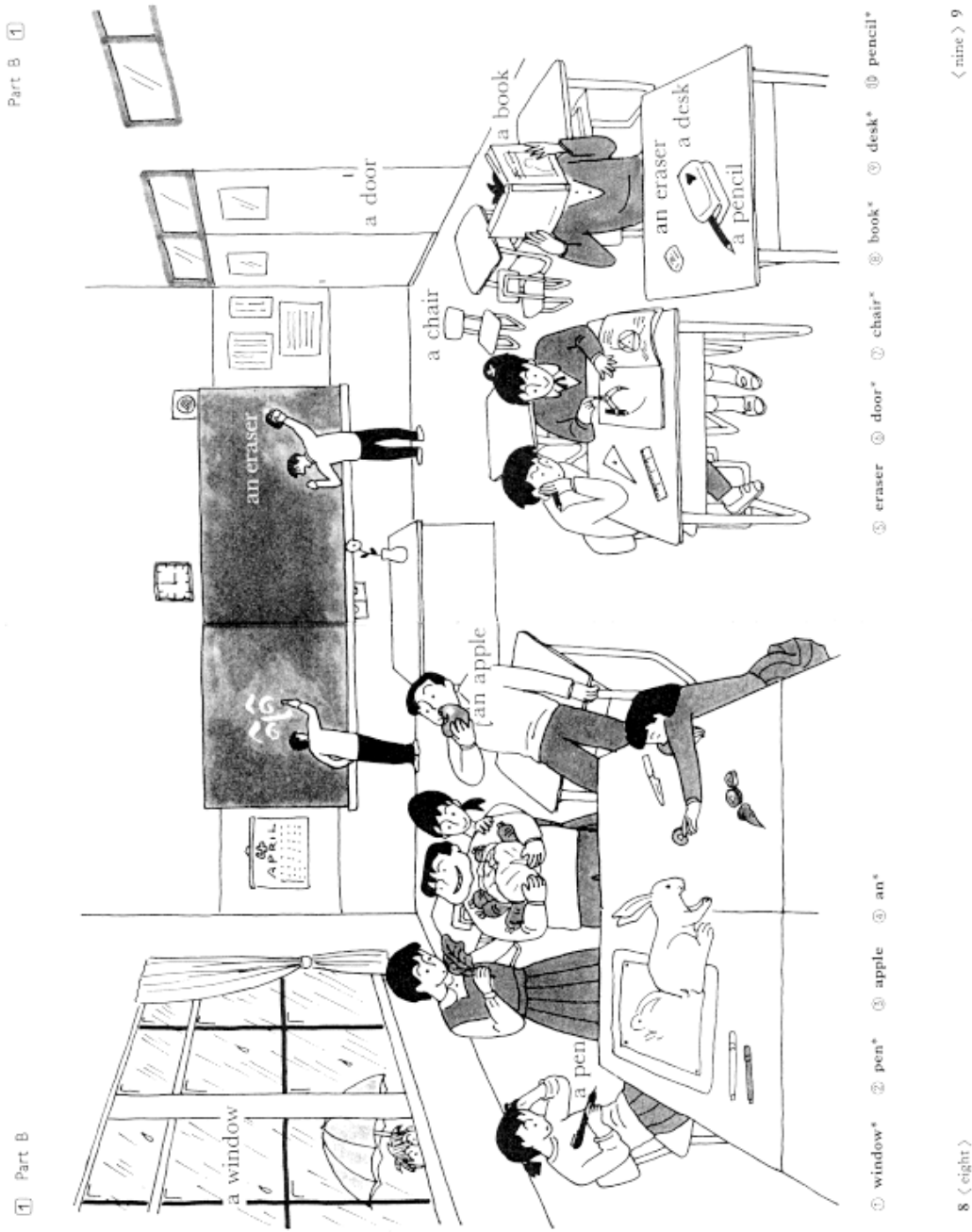


Figure 2. *Everyday English 1*, Lesson 1, pages eight and nine

Action Time 1

① 次の絵を見て、となりの人と対話をしてみよう。[A]

1)



A: A bird?

B: _____.

2)



A: A bird?

B: No. _____.

② 1. 8, 9ページの絵を見ながらテープなどの英語を聞き、発音された順番に番号をつけよう。[B]

2. テープのあとについて、発音してみよう。[B]

3. 1.で番号をつけた物の名前を、番号順にとなりの人と交互に英語で言ってみよう。[B]

③ 例にならって、となりの人と対話をしてみよう。[B]

(例)



A: A book?

B: Yes.

1)



A: _____ ?

B: Yes.

2)



A: _____ pen?

B: No. _____.

10 <ten>

Figure 3. *Everyday English 1*, Lesson 1, page ten

Page eleven is a game page that requires the students to recognize the visuals and to learn the names of various animals before playing the game (Figure 4). This game is played the same way as regular Bingo, except that the students must be able to repeat back all five of the animals that are in a straight line to win. The teacher calls out the names of various animals and the students are to keep track of them by using small coins. When they have five animals in any row, vertically, horizontally, or diagonally on the game board, the students should yell “Bingo!” The first one to get a Bingo and to be able to repeat back all five of the animals wins.

FUN*TIME

ビンゴ!!

*先生が発音する動物の絵をさがし、目印になるものを置いていきましよう。目印が、たて、よこ、ななめのいずれかに5つ続けてならんだら、「ビンゴ!!」と大きな声で言います。最初に言った人が勝ちです。



< eleven > 11

Figure 4. *Everyday English 1*, Lesson 1, page eleven

Sunshine English 3, Lesson 8
Sunshine English 3, Lesson 8
Sunshine English 3, Lesson 8

The second lesson is from *Sunshine English 3*. The presentation (Figures 5 through 7) takes five pages including pictures, grammar illustrations and vocabulary. Each page of the presentation, except page fifty-eight, introduces one new grammar point. At the bottom of each page is a list of the new vocabulary from that page including proper nouns and new verb forms. The list also includes a pronunciation guide using the International Phonetic Alphabet.

LESSON 8 Working in Papua New Guinea

One day when I was in high school, I heard George Harrison's song, 'Bangladesh.' Harrison is a musician whom I loved very much. His music still rings in my ears.

The picture on the record jacket showed a mother with her dying child. I was moved by that picture. I wanted to do something for the people of such countries.



レコードジャケットの
母親と死ななげ

He has a girl friend. He loves her very much.
He has a girl friend (whom) he loves very much.

- mu-si-cian [mju:zi:ʃən] whom [hu:m] ring(s) [riŋ(k)]
 ear(s) [ɪə(r)] rec-ord [rekərd/ri:kərd] jack-et [dʒækət]
 dy-ing [daɪŋ] (Papua New Guinea [pə'nju: nju: 'ɡi:ni] / George
 Harrison [dʒɔ:rdʒes hærɪsən] / Ban-gla-desh [bæŋglə'deɪʃ]) ⇨ be moved

54 fifty-four



道路と飛行場の建設現場

I joined JOCV after I finished college. I was sent to Papua New Guinea. The local workers wanted to learn how to build roads, bridges, and airports. So in the classroom I tried to teach them about some of these things.

My students looked bored. They did not understand the things which I taught. They could not understand my broken English, and I began to lose heart.

Here is a record. My father likes the record.
Here is a record (which) my father likes.

- lo-cal [ləʊkəl] build [bɪld] road(s) [rəʊdɪz] board [bɔ:rd]
 lose [lɒz] (JOCV=Japan Overseas Cooperation Volunteers [dʒə'pæn
 外務協力隊]) ⇨ lose heart

55 fifty-five

Figure 5. Sunshine Engi

fifty-four and fifty-five

After half a year I began to use their local language in class. A student said, "Hey, this Japanese teacher is speaking our language." At first they laughed because of the mistakes that I made.

The students corrected my mistakes. I became their student.

After that, they listened to me more carefully. They understood me better.



This is the book. I bought it yesterday.
This is the book (that) I bought yesterday.

hey [heɪ] this-'s-theɪs [ˈɪs-'θiːs] bought [bɔːt] yesterday [ˈɛstərdeɪ]
 care-ful-ly [ˈkeər-ful-i] un-der-stand [ˌʌn-der-'stænd]
<understand—understood—understood>



After spending a year in the town, I moved to a small village. The village had no running water or electric lights.

I visited an old leader whose name was Bai. I lived with him and his family. There were thirteen people in his family.

The family went to bed early and rose early. They hunted birds and animals with bows and arrows. I used my gun. We also fished in the sea. We lived on the same food.

I have an American friend. Her name is Grace.
I have an American friend whose name is Grace.

spend [spend] run-ning [ˈrʌn-ɪŋ] electric [ɪˈlekt-rɪk]
 rose [roʊz] hunt [hʌnt] bow [boʊ] or-rows [ˈɔː-rəʊz]
 fish [fɪʃ] use [juːz] live on [lɪv ɒn]
<fish [fɪʃ]—fished—fished>

Figure 6. *Sunshine English 3, Lesson 8, pages fifty-six and fifty-seven*

8-5

I sometimes became sick. Mother Bui looked after me like her own son. My one year in the village passed too quickly. When I had to fly back to Japan, Mother Bui cried. She said, "When are you coming back, my son?"

"Some day. Some day soon...." That was all I could say.

I brought back with me the warm hearts of the people who live close to nature. 10



— 7 — 22

① sick [sɪk] ② pass [pɑːs/pɑːs] ③ quickly [kwɪkli] ④ fly [flaɪ]
 ♣ look after

58 fifty-eight

Figure 7. *Sunshine English 3*, Lesson 8, page fifty-eight

Lesson Eight has three exercises (Figure 8). Exercise A has two parts. Part one asks the students to practice their intonation and part two asks the students to read the following sentences. The number following the sentence indicates the number of times it is to be read. Exercise B asks the students to combine the two sentences and warns them to be careful of the differences between the first and second set of sentences. Exercise C has the student explain the illustration using the words who, whom, which and that in the same way as the sample.

LESSON 8 PRACTICE

A 発音練習

1. (1) high school (2) post office

2. () 中の図がけ付文を区切って読みなさい。

(1) After spending a year in the town, I moved to a small village. (1)

(2) In the classroom I tried to teach them about some of these things. (2)

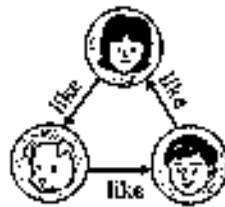
B (1), (2)の差いに注意し、適当な関係代名詞を使って1つの文にしなさい。

1. (1) I know a boy. He likes you.
(2) I know a boy. Your sister likes him.

2. (1) She had a dog. It loved her very much.
(2) She had a dog. She loved it very much.

3. (1) I saw a girl. She had blue eyes.
(2) I saw a girl. Her eyes were blue.

C 例にならい、who, whom, which [that] のいずれかを用いて絵を説明しなさい。



- (例) 1. This is the girl who likes the dog.
2. This is the girl (whom) the boy likes.

Figure 8. *Sunshine English 3*, Lesson 8, page fifty-nine

Page sixty is a logic puzzle (Figure 9). It requires that the students learn one new word which is at the bottom of the page. Using the hints, the students need to decide who is Jane and who is Mary.

JANEとMARYをさがそう

下の絵と(ヒント)をたよりに、JaneとMaryをさがしてみよう。

ヒント

1. (1) Jane is a girl *who* has long hair.
- (2) Jane is a girl *who* wears glasses.
- (3) Jane is a girl *whose* hair is black.
2. (4) Mary is a girl *who* has a letter.
- (5) Mary has a letter *which* Tom wrote to her.
- (6) Mary has a letter *which* has three stamps on the envelope.

ANSWER: Jane = (?)
 Mary = (?)

(The answer is on page 136.)

□ en·ve·lope [énvɒləp] (Jane [dʒeɪn])

60 sixty

Figure 9. *Sunshine English 3*, Lesson 8, page sixty

Page sixty-one (Figure 10) is a review of the relative clause, which was started in the previous chapter.

まとめ III

文法

● 関係代名詞

1. 修飾関係

(1) $\left\{ \begin{array}{l} a. \text{ the boy } \boxed{\text{who plays tennis}} \\ b. \text{ The boy plays tennis.} \end{array} \right.$

(2) $\left\{ \begin{array}{l} a. \text{ the book } \boxed{\text{(which / that) I bought}} \\ b. \text{ I bought the book.} \end{array} \right.$

2. 主格の場合:

(1) 「人・主格」→ who

$\left\{ \begin{array}{l} a. \text{ I saw a girl. } \boxed{\text{(-) She had long hair.}} \\ b. \text{ I saw a girl } \text{who} \text{ had long hair.} \end{array} \right.$

thatは人間のときにも用いられることがあります。

(2) 「物または動物・主格」→ which または that

$\left\{ \begin{array}{l} a. \text{ I saw a dog. } \boxed{\text{(-) It had long hair.}} \\ b. \text{ I saw a dog } \text{which} \text{ [that] had long hair.} \end{array} \right.$

3. 目的格の場合:

(1) 「人・目的格」→ whom (省略可)

$\left\{ \begin{array}{l} a. \text{ She has a brother. } \boxed{\text{(-) Many people like him.}} \\ b. \text{ She has a brother } \text{(whom)} \text{ many people like.} \end{array} \right.$

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Figure 10. *Sunshine English 3*, Lesson 8, page sixty-one

CHAPTER VI

AUDIO LINGUAL METHOD (ALM)

History of the Method

The Audio Lingual Method was not started by any single person. Much of the underlying theory and the format came out of the University of Michigan English Language Institute headed by Charles Fries. The name Audio Lingual Method was given by Nelson Brooks in 1964. The Audio-Lingual Method was most popular in the early 1960s.

Theory Behind the Method

ALM is based on a theory of language that comes from structural linguistics. In structural linguistics, language is seen as a way to encode meaning by using the different elements of a language which to a linguist consist of such units as phonemes, morphemes, words, sentences, etc. One other important premise is that language is created by following internalized rules of production. Structural linguists feel that language is primarily oral: In the natural order writing comes after speaking, both for people and for cultures.

The structuralists then joined their theory of language learning to the behaviorists' theory of learning. The behaviorists believed that all learning followed the same pattern.

First, a stimulus is used to elicit a particular behavior. Second, a response is caused by the stimulus and third, reinforcement, either positive or negative, takes place. If positive, it encourages the same response to the same stimulus; if negative, it encourages a different response to that same stimulus.

Principles of the Method

Out of this partnership of structural linguistics and behaviorism came several key learning principles, including these four. (Richards and Rodgers 1986)

1. We learn languages by learning the correct responses. Therefore the students should practice the correct responses and receive positive reinforcement.

2. Language learning is more effective if it proceeds from oral to written. Therefore writing should not be introduced until the students are capable of orally producing the language that they will be learning to write.

3. Rules are not explained until the student has already begun to form those rules for him/herself. Students need to have many opportunities to see grammar in action. Students also need to use correct grammar at all times so that the grammar rules that are formed internally are correct.

4. A language is part of the culture that produced it. Therefore students should be taught about the relevant culture while learning the language.

Techniques

Each unit begins with a dialog. In ALM, dialogs are used to illustrate the target structures and cultural aspects of the language. The students are expected to memorize the entire dialog with correct pronunciation, stress, rhythm and intonation.

Once the students have the dialog memorized, the teacher gives them practice using the structures from the dialog. The teacher has the students do various kinds of drills of increasing speed and difficulty. These drills are to provide stimulus/response/reinforcement and also provide a body of material from which the student can begin to figure out the language's grammar. There are many different kinds of drills available among them: simple repetition, inflection (where one word changes form, e.g., in making plurals), substitution (where one word or phrase is replaced with a teacher-cued word or phrase) and restatement drills (where a student rephrases a cued sentence and directs it to another student per directions).

The dialog will later be reviewed and expanded with both new lines and new vocabulary items. Specific problems in pronunciation will also be worked on, first using minimal pair contrasts and later in phrases and sentences. Towards the end of the unit the students will copy the dialog and do some written work with it. For example, the teacher might write all the response lines on the board. The students would then write both the question and the response in their notebooks.

Finally, some cultural items are presented and the differences between the students' culture and the one presented are discussed in the students' language. The final objective of all this drilling is to create an automatic response that leads to native speaker-like ability.

Suitability

ALM is best at creating quick responses from the students and for practicing pronunciation. The drills lead to a conditioned response which can be very useful for the students, although it can also be embarrassing if the conditioned response is used instead of the appropriate response in an actual conversation. ALM is also good at keeping a good pronunciation model in front of the students at all times.

The tables in this paper try to illustrate how the method (shown on the left side of the table) might work out in practice with an actual lesson (shown on the right side of the table). In Table 1 below, the steps a teacher needs to follow when teaching an ALM lesson are on the left and sample words and actions that might be used by a teacher when teaching Lesson 1 from *Everyday English 1* are on the right. Table 2 shows how the method could be applied to Lesson 8 from *Sunshine English 3*. In these tables the following abbreviations are used: T = Teacher, S = Student, Ss = Students, S1, S2, etc. = Each student when more than one student will be speaking, one at a time, SsA, SsB, etc = Groups of students when the class has been divided.

Table 1. ALM Techniques applied to *Everyday English 1*

Typical ALM lesson	<i>Everyday English 1</i>, Lesson 1 using ALM techniques
1. Teacher models sentences. Students repeat after the teacher until the sentences are memorized. Students should use correct pronunciation. Continue to end of dialog.	1. The teacher models “A bird?” The students repeat “A bird?” T: “Yes, a penguin.” Ss: “Yes, a penguin.” etc.
2. Teacher takes part A of the dialog. Students take part B of the dialog. Then teacher and students switch parts.	2. T: “A bird?”. Ss: “Yes, a penguin.”. etc. Switch. Ss: “A bird?” T: “Yes, a penguin.”. etc.
3. Teacher divides the class in half. Half the class takes part A and the other half takes part B. Then the students switch parts.	3. Divide the class in half. SsA: “A bird?” SsB: “Yes, a penguin.”. etc. Switch. SsB: “A bird?” SsA: “Yes, a penguin.”. etc.
4. Chain Drill: Teacher says dialog with Student 1, Student 1 says dialog with Student 2...Last student says dialog with teacher.	4. T: “A bird?”. S1: “Yes, a penguin.”. T: “A bird?” S1: “No, a bat.” Next Student 1 starts and Student 2 replies S1: “A bird?” S2: “Yes, a penguin.” etc.

Table 1 --*continued*

Typical ALM lesson	<i>Everyday English 1, Lesson 1</i> using ALM techniques
5. Teacher chooses some students to model the dialog for the class. Teacher should choose students with good pronunciation.	5. Teacher chooses a few pairs to perform the dialog for the class. T: "Hiroshi and Yae, say the dialog."
6. Substitution drill: Teacher shows pictures (or cue cards or gives cue phrase) to students. Then teacher models the drill both giving the cue and modeling the answer.	6. (Teacher prepares pictures of the other vocabulary items in the lesson.) T: "A bird?" (showing a picture of a dog) T: "A dog." (after a pause) T: "A dog?"
6.1. Teacher gives the students the cue by showing the cue card and speaking the cue word or phrase.	6.1. T: "A bird?" (pause while showing a picture of a dog) "A dog." Ss: "A dog?"
6.2. Teacher cues the students by showing the picture only.	6.2. T: "A bird?" (Teacher showing a picture of a dog) Ss: "A dog?"
7. Question and Answer Drill: Teacher asks a question and the students answer it cued by the picture cards. The teacher first models the drill both giving the cue and modeling the answer.	7. T: "A bird?" (showing a picture of a bird) T: "Yes, a bird." T: "A bird?" (showing a picture of a horse) T: "No, a horse."

Table 1 --*continued*

Typical ALM lesson	<i>Everyday English 1, Lesson 1</i> using ALM techniques
7.1. The teacher gives both visual and oral cues while the students give the answer.	7.1. Teacher: "A bird?" (showing a picture of a bird) T: "A bird." Ss: "Yes, a bird." T: "A bird?" (showing a picture of a horse) T: "A horse." Ss: "No, a horse."
7.2. The students answer with just the visual cues.	7.2. T: "A bird?" (showing a picture of a bird) Ss: "Yes, a bird." T: "A bird?" (showing a picture of a horse) Ss: "No, a horse."
7.3 Teacher calls on individual students to perform the drill.	7.3. T: "Yumiko, a bird?" (showing a picture of a bird) Y: "Yes, a bird." T: "A bird?" (showing a picture of a horse) Y: "No, a horse."
8. Repeat the opening dialog. Teacher models the dialog for the students	8. T: "A bird?" T: "Yes, a penguin." etc.

Table 1 --*continued*

Typical ALM lesson	<i>Everyday English 1, Lesson 1</i> using ALM techniques
8.1. The class is divided in half with each half taking one part of the dialog until everyone has had a chance to do each part of the dialog.	8.1. SsA: "A bird?" SsB: "Yes, a penguin." etc. Switch.

Table 2. ALM Techniques applied to Sunshine English

Typical ALM lesson	<i>Sunshine English 3, Lesson 8</i> using ALM techniques
Teacher models the dialog twice in a lively, interesting manner with props if possible.	This lesson in Sunshine does not have a dialog so the teacher needs to create one. Be sure to include the same relative clauses which are featured in this lesson. For example: T: "Would you like to see my new record?" (Teacher holds up copy of Bangladesh.) T: "Sure. What is it called?"

Table 2 --continued

Typical ALM lesson	Sunshine English 3, Lesson 8 using ALM techniques
1. Teacher models sentences. Students repeat after the teacher until the sentences are memorized.	<p>T: “<i>Bangladesh</i>. It’s by George Harrison. He’s one musician whom I love very much.”</p> <p>T: “Is he one of the musicians who helped on <i>We Are The World</i>?”</p>
1.1. If the students have trouble saying the whole sentence the teacher will use an expansion drill (also called a backwards build up drill). An expansion drill breaks the sentence into manageable chunks and teaches them to the students from the end to the beginning. Each phrase is repeated as often as necessary to get a good delivery of the line with good pronunciation. If necessary, the drill is stopped to practice a particularly difficult word, then the drill picks up where the class left off.	<p>1. T: “Would you like to see my new record?”</p> <p>Ss: “Would you like to see my new record?” etc.</p> <p>1.1. T: “My new record?”</p> <p>Ss: “My new record?”</p> <p>T: “Like to see my new record?”</p> <p>Ss: “Like to see my new record?”</p> <p>T: “Would you like to see my new record?”</p> <p>Ss: “Would you like to see my new record?”</p>
2. Teacher takes part A of the dialog. Students take part B of the dialog. Then teacher and students switch parts.	<p>2. T: “Would you like to see my new record?”</p> <p>(Teacher holds up copy of Bangladesh.)</p> <p>Ss: “Sure. What is it called?” etc.</p>

Table 2 --*continued*

Typical ALM lesson	<i>Sunshine English 3, Lesson 8 using ALM techniques</i>
3. Teacher divides the class in half. Half the class takes part A and the other half takes part B. Then the students switch parts.	3. SsA: "Would you like to see my new record?" SsB: "Sure. What is it called?" etc.
4. Chain Drill: Teacher says dialog with Student 1, Student 1 says dialog with Student 2...Student <i>n</i> says dialog with teacher. If the dialog is a long one, only a short section of the dialog is used. This drill is repeated with each section of the dialog that contains items to be learned.	4. T: "Would you like to see my new record?" S1: "Sure. What is it called?" etc.
5. Teacher chooses some students to model the dialog for the class.	5. S1: "Would you like to see my new record?" S2: "Sure. What is it called?" etc.
6. Substitution drill: Teacher shows pictures (or cue cards or gives cue phrase) to students. Then the teacher models the drill both giving the cue and modeling the answer.	T: "That's George Harrison whom I love very much." (showing picture of family with only the mother in color) T: "That's my mother whom I love very much."

Table 2 --*continued*

Typical ALM lesson	<i>Sunshine English 3, Lesson 8</i> using ALM techniques
6.1. Teacher gives the students the cue by showing the cue card and speaking the cue work or phrase.	6.1. T: "That's George Harrison whom I love very much." (showing a family with only the mother in color) T: "My mother." Ss: "That's my mother whom I love very much."
6.2. Teacher cues the students by showing the picture only	6.2. T: "That's George Harrison whom I love very much." (showing a family with only the mother in color) Ss: "That's my mother whom I love very much."
. 7. Question and Answer Drill: Teacher asks a question and the students answer it cued by the picture cards The teacher first models the drill both giving the cue and modeling the answer.	. 7. T: "Who is one musician you like very much?" (showing card of George Harrison) T: "George Harrison is one musician I like very much."
7.1. The teacher gives both visual and oral cues while the students give the answer.	7.1. T: "Who is one musician you like very much?" (showing card of George Harrison) T: "George Harrison" Ss: "George Harrison is one musician I like very much."

Table 2 --*continued*

Typical ALM lesson	<i>Sunshine English 3, Lesson 8</i> using ALM techniques
7.2. The students answer with the teacher just giving the visual cues.	7.2. T: "Who is one musician you like very much?" (showing card of George Harrison) Ss: "George Harrison is one musician I like very much."
7.3 Teacher calls on individual students to perform the drill.	7.3. T: "Kaeru, who is one musician you like very much?" (showing card of George Harrison) K: "George Harrison is one musician I like very much."
8. Repeat the opening dialog. Teacher models the dialog for the students again.	T: "Would you like to see my new record?" (Teacher holds up copy of Bangladesh.) T: "Sure. What is it called?"
8.1. The class is divided in half with each half taking one part of the dialog until everyone has had a chance to do each part of the dialog.	8.1. SsA: "Would you like to see my new record?" SsB: "Sure. What is it called?"

ALM is most easily used when the lesson itself begins with a dialog, otherwise the teacher must create not only the drills, but also the dialog. Lessons with clear grammatical and lexical aims are the easiest to teach using ALM techniques.

CHAPTER VII

TOTAL PHYSICAL RESPONSE

History of the Method

Total Physical Response (TPR) was started by James Asher of San Jose State University in San Jose, California in 1965. TPR is an action-based teaching method that is especially appropriate for low-level students and for teaching concrete words such as tangible nouns and action verbs. It is usually used in addition to another approach (often the Natural Approach) and even Asher himself said “The imperative...should be used in combination with many other techniques.”

Theory Behind the Method

Asher reasoned that very young children go through a period when there is a lot of input from parents, especially in the form of commands, and yet the only output is in the form of an appropriate action, so if adults could also go through such a period it would be a more natural and less stressful way of learning a language.

Principles of the Method

1. The more often something is said or done, the more likely it is to be remembered. Therefore commands are repeated frequently both by the teacher and the students.

2. Second language learning proceeds in the same way as first language acquisition. Therefore the students need to understand the language before they begin to speak, and to speak before they begin to read or write.

3. Reducing learner stress facilitates learning. Therefore student tasks should be game-like and light-hearted.

Techniques of the Method

The procedure for TPR is deceptively simple. The teacher gives a command and the students follow it. This allows the students to delay speaking until they are sure of what they are saying, which reduces stress and uncertainty. Then the students begin to give those same commands to their fellow students.

Suitability

TPR is very much an oral/aural approach to language learning and is not always suitable as the sole teaching method, especially at the higher levels where reading and writing take a much more important role in language learning. TPR is particularly suited to teaching concrete vocabulary. It is possible to use it for teaching abstract vocabulary, although this is less satisfactory as it involves using objects to represent concepts. For example, it is easy to understand what “book” means when the teacher says, “Give me

the book.” It is less easy to understand what “liberty” means when the teacher says, “Give me liberty” if “liberty” is written on a card or taped onto a block. Also, TPR does not teach conversation. To teach conversational English another method should be used, at least for part of the lesson.

TPR is not normally used to teach grammar, although it is commonly used to practice it. In TPR grammar is expected to be learned through practice, not explicit grammar instruction, although learning grammar through practice is not common in Japanese schools. It might be best to provide extra grammar practice or explanation to make sure that the students reach the required standard of grammar when using just TPR.

Table 3. TPR Techniques applied to Everyday English 1

Typical TPR lesson	<i>Everyday English 1, Lesson 1</i> using TPR techniques
1. Teacher and a few students stand in front of the class.	1. Teacher and a few students stand in front of the class.
2. Teacher gives a command while modeling the action. At the same time the teacher motions for the students to do the action with the teacher.	2. T: "Pick up an eraser." (while picking up an eraser) Teacher motions to students with the other hand.
3. Repeat the command without motioning to the students until the students understand what to do.	3. T: "Pick up an eraser." (while picking up an eraser) If the students don't move, the teacher should repeat the command while motioning to the students.
4. Repeat steps 2 and 3 with two new commands.	4. T: "Touch a chair." T: "Give the teacher an apple."
5. Teacher stops modeling the commands. The students should continue to follow the commands.	5. Be sure to mix up the commands.
6. Teacher asks for a volunteer to follow commands.	6. More than one volunteer may be chosen. Volunteers may act in groups or one after another.
7. Whole class follows the teachers commands.	7. If the class is very large, have small groups follow the commands. To get needed space make an extra wide center aisle by pushing desks almost to the side walls of the room.

Table 3 --*continued*

Typical TPR lesson	<i>Everyday English 1, Lesson 1</i> using TPR techniques
8. Repeat steps 2 through 7 with new commands until approximately 9 commands have been learned.	8. For example: Walk to a window. Point to a desk. Run to the blackboard. Sit down. Stand up.
9. Teacher gives a few students novel commands. (Novel commands are new combinations of previously learned elements to create a previously unheard command.)	9. T: "Pick up a chair." Students have learned "Pick up an eraser." and "Touch a chair." so "Pick up a chair." is a novel command. Proceed to step 10 if students respond well.
10. Whole class or small groups follow novel commands.	10. For example: Run to the teacher. Give the teacher an eraser. Point to a window. Sit on a desk. Stand on a chair.
11. Continue in this way until all vocabulary is taught.	11. Continue in this way until all vocabulary is taught.
12. At the end of the lesson write all new commands on the board. Students should copy them into notebooks for study at home.	12. Teacher writes all new commands on the board. Students copy them into their notebooks.
13. After the students have become comfortable with the commands they may give the commands to the other students.	13. For example: S: "Point to a window"

In Table 4, I am assuming that the students have become accustomed to TPR methods.

Table 4. TPR Techniques applied to *Sunshine English 3*

Typical TPR lesson	Sunshine English 3, Lesson 8 using TPR techniques
1. Teacher and a few students stand in front of the class.	1. Teacher and a few students stand in front of the class.
2. Teacher gives a command while modeling the action.	2. T: "Point to Bangladesh." (while pointing to Bangladesh)
3. Repeat with two new commands.	3. For example: T: "Pick up the pencil which is on your desk." (while modeling the command)
4. Teacher stops modeling the commands. The students should continue to follow the commands.	4. If the students do not continue without the model they need more practice while the teacher is modeling.
5. Teacher asks for a volunteer to follow commands.	5. How many volunteers and if they will work singly or in groups is up to the teacher.
6. Whole class follows the teachers commands.	6. Use small groups if the class is too big.

Table 4 --*continued*

Typical TPR lesson	Sunshine English 3, Lesson 8 using TPR techniques
7. Repeat steps 2 through 6 with new commands until approximately 9 commands have been learned.	7. For example: Write JOVC on the blackboard.
8. Teacher gives a few students novel commands. (Novel commands are new combinations of previously learned elements to create a previously unheard command.)	8. For example: T: "Pick up the bow and arrow which are on the teacher's desk and put them on Mariko's chair."
9. Whole class or small groups follow novel commands.	9. Whole class or small groups follow novel commands.
10. Continue in this way until all vocabulary is taught.	10. Continue in this way until all vocabulary is taught.

The lessons that are easiest to teach using TPR techniques are those with lots of concrete vocabulary and action verbs. As the level of the textbook gets higher the incidence of abstract words and complicated grammar gets higher too. This makes TPR less and less suitable as the students' vocabulary and grammar skills increase, since it is more difficult to teach abstract words in TPR.

CHAPTER VIII

THE NATURAL APPROACH

History of the Method

The Natural Approach (not to be confused with the Natural Method) was first proposed by Tracy Terrel in 1977. His work was later added to by Stephen Krashen, who gave the Natural Approach a theoretical rationale which it had lacked. The Natural Approach “is for beginners and is designed to help them become intermediates.” (Krashen and Terrell 1983:71) It is also “designed to develop basic communication skills -- both oral and written.”

Glossary of Terms Peculiar to the Natural Approach

Acquisition/Learning Hypothesis: Acquisition is the “natural” way which takes place in the same way as first language acquisition. Learning, on the other hand, comes from formal teaching and results in learning the rules of a language.

Monitor Hypothesis: We use learned knowledge to correct what we say, or in other words, to monitor our speech acts. This monitoring function is the only function of learned knowledge about language.

Natural Order Hypothesis: The idea that certain forms or structures are learned before others both in the mother tongue and in a second language.

The Input Hypothesis: The idea that students learn a language by receiving language input that is just a little higher than their current level of ability. Krashen and Terrell wrote it this way: “An acquirer can ‘move’ from a stage I (where I is the acquirer’s level of competence) to a stage I + 1 (where I + 1 is the stage immediately following I along some natural order) by understanding language containing I + 1.” (Krashen and Terrell 1983) In order to provide this I + 1 it is usually only necessary to provide a large enough quantity of comprehensible input.

Comprehensible Input: Comprehensible input is input or language that is phrased in such a way that the listener understands the content even if they do not know every word.

Affective Filter Hypothesis: Mental and emotional states act as filters to block or accept new information.

Theory Behind the Method

Krashen and Terrell propose several hypotheses regarding language learning. First they make a distinction between learning and acquisition. This distinction is set forth in the Acquisition/Learning Hypothesis. This hypothesis leads to the conclusion that learning does not lead to acquisition of a language. Tied in with this is the Monitor Hypothesis, since we need learned language to monitor our use of acquired language. The Natural Order Hypothesis forces teachers to look at what structures are learned before others by native speakers of the language before ordering them for their students. The Input Hypothesis relates only to the acquisition of language. Students learn a language by always receiving input that is just a little beyond their current level. Finally there is the

Affective Filter Hypothesis. We can think of our mental or emotional state as an adjustable filter. When the affective filter is low the students are likely to have less anxiety and to be more willing to interact with the language.

Principles of the Method

1. Comprehensible input should be provided. Class time should be used to provide as much comprehensible input as possible, exposing the students to a wide variety of language rather than drilling them on selected items is preferred.

2. Whatever increases the students' comprehension is desirable. Using pictures, pantomime and physical actions is encouraged.

3. Vocabulary is more important than grammar, because students are more likely to understand a sentence if they know many words than if they know a lot of grammar. Therefore, teaching of vocabulary is essential.

4. Second language learning takes place in the same way as first language learning so speaking should be delayed until the students understand what they are hearing.

5. The classroom should be relaxed to keep the affective filter low. This can be done by, among other things, focusing on communication rather than form and keeping the input interesting.

Techniques

The Natural Approach has no teaching techniques of its own. Instead The Natural Approach takes techniques from other methods and adapts them for its own use. At the

beginning of a Natural Approach course the students will respond with “Yes” or “No” and will react to realia with verbal cues rather than verbal cues without any visual cues. Later, the students will respond to either/or questions (Is the book red or green?) and eventually they will respond using language that they have heard the teacher use.

Suitability

The Natural Approach is most suitable for lower level students with its emphasis on spoken English and vocabulary. Grammar is not emphasized, instead it is taught through example rather than rules. This method should fit in well, especially for first year English students as an introduction or supplement to the daily English program, because students will be able to improve their vocabulary in a low stress situation, and the students will gain some confidence in their ability to really understand English. Also, this method does not conflict with the beginning textbooks the way it might later on when the main objective of the lesson is to learn grammar.

The Natural Approach methods listed in Table 5 and Table 6 should not be taken as the only way in which a Natural Approach class can be taught. They are just my interpretation of how a Natural Approach teacher might choose to teach these particular lessons.

Table 5. Natural Approach Techniques applied to *Everyday English 1*

Typical Natural Approach lesson	<i>Everyday English 1</i>, Lesson 1 using Natural Approach techniques
1. Teacher teaches “Yes” and “No” by shaking head in appropriate direction.	1. Teacher shakes head in appropriate direction while saying “Yes” and “No”.
2. Practice the new vocabulary. Teacher should mix “Yes” and “No” until students seem to understand the words.	2. T: “Yes”(motions for students to respond) Students should shake heads yes.
3. Teach the new vocabulary a few words at a time.	3. Teacher shows pictures of several sorts of birds while saying “Bird” Then teacher shows pictures of penguins while saying “Penguin”. Finally the teacher shows pictures of bats while saying “Bat”.
4. Test understanding of new vocabulary. Teacher asks questions and models the desired response.	4. T: “Bird?” (shows picture of a bird) T: “Yes.” (vigorously shakes head “yes”) T: “Bat?” (shows picture of a bird) T: “No.” (vigorously shakes head “no”)
4.1. Teacher asks question and does not model the response. Students should respond by shaking their heads and/or saying the appropriate word.	4.1. T: “Bird?” (shows picture of a bird) Ss: Shake heads or say “Yes” T: “Bat?” Ss: Shake heads or say “No”
5. Teach the rest of the vocabulary in the same way.	5. Teach the rest of the vocabulary.

Table 5--*continued*

Typical Natural Approach lesson	<i>Everyday English 1, Lesson 1</i> using Natural Approach techniques
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- | | |
|----|--|
| 6. | Teacher places pictures of animals around the room.
T: "Parrot?" (pantomimes looking for the parrot)
T: "Parrot!" (gestures to students to point to the parrot.) |
|----|--|

Table 6. Natural Approach Techniques applied to Sunshine English

Typical Natural Approach lesson	<i>Sunshine 3, Lesson 8</i> using Natural Approach techniques
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- | | | | |
|----|--|----|---|
| 1. | Teacher introduces the new vocabulary in easy English using pictures and maps. | 1. | For example:
T: "This is the world. Here is Japan. Here is Bangladesh and here is Papua New Guinea. In Bangladesh many people do not have food. Many people are dying. In Papua New Guinea many people live in villages. They don't have electricity or food stores." etc. |
|----|--|----|---|

Table 6--*continued*

Typical Natural Approach lesson	<i>Sunshine English 8, Lesson 1</i> using Natural Approach techniques
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- | | |
|---|--|
| 2. Introduce the grammar points. | 2. For example:
T: "I have a book. Junko likes the book. I have a book which Junko likes." etc. |
| 3. Teacher introduces the reading using pictures and an excited voice when all vocabulary and grammar points have been learned. | 3. Teacher reads the text to the students. |
| 4. Teacher asks either/or comprehension questions about the reading. | 4. For example:
T: "Did the writer go to Papua New Guinea or Bangladesh?"
Ss: "He went to Bangladesh." |
| 5. If the students have enough English they may paraphrase the text as further practice. | 5. S: "He likes George Harrison's music. <i>Bangladesh</i> is a record. The picture on the cover is a mother and child. The child is dying. He felt bad. He wanted to help people in Bangladesh." etc. |

The texts that are easiest to teach using the Natural Approach are those that begin with a presentation. The teacher may need to rephrase the presentation so that the vocabulary can be understood without separate explanation. If the grammar is too complicated it might be better to consider another method.

CHAPTER IX

COMMUNITY LANGUAGE LEARNING (CLL)

History of the Method

CLL was started by Charles A Curran of Loyola University in Chicago, Illinois around 1971. His experiences while counseling brought him to the view that counseling techniques could be applied to learning languages.

Theory Behind the Method

Community Language Learning is a teaching approach modeled after a counseling session. The counselor (teacher) acts as a helpful listener and assistant to the clients (students). The students can choose for themselves how much or how little autonomy they want at any point in the lesson. He felt that there were six elements necessary for a good learning experience. These elements most often go under the acronym SAARRD or SARD. The S stands for security. A is for Assertion, which Curran uses for the students' self-investment in the lesson; being actively involved and an assertive learner. The second A is attention. The students must be focused on just one task at a time. R is for reflection, which shows up in two ways. One is while listening to the tape and for a few moments after. At this time they reflect on the language. The other way is during feedback. During feedback the students reflect on the whole experience. The second R is retention, the process of mentally integrating the material. The last

element is discrimination, when students try to sort out the differences among the new (L2) language forms.

Principles of the Method

1. A good relationship between the student and teacher is essential. The teacher should provide only as much support as the student needs while always being ready to change the level of support.

2. Students should be actively involved in their learning. Therefore the students should create their own materials.

3. Students should focus on one task at a time. The lesson proceeds step-by-step, always asking the student to manipulate the language in just one way at a time.

4. Students need time to digest the new information. There should be time set aside to allow the students to ask questions and think about their language experience.

5. The students need to integrate the new language with the old. They should make new sentences and or conversations using the new language.

Techniques of the Method

The basic procedure is as follows. The students are seated in a circle while the teacher stands outside the circle. When a student wishes to speak, he or she raises a hand. After the teacher has come to stand behind them, the student says the sentence in their first language (L1) and then the teacher repeats it quietly in the target language (L2), breaking it into short phrases as necessary for the student to be able to record it on a tape recorder as they speak. This sequence is repeated until about ten minutes have passed.

Now the teacher sits in the circle and gets feedback on the process from the students, finding out what they enjoy or not, like or not and any feelings at all about the process. The teacher rephrases the comments and reflects them back to the student. The teacher is understanding of the students' concerns. Next the tape is played back. Since the L1 was not recorded it should sound like a "real" L2 conversation. The tape is played again, this time stopping after each sentence so that the student can say the equivalent sentence in L1. This should not be difficult as all of the students have heard each sentence in both L1 and L2. Now the tape is played again, giving the students another chance to let the sentences "sink in". Next, the teacher puts the conversation on the board, leaving space between each sentence for the L1 translation. The teacher underlines the first L2 phrase or complete unit of meaning, then looks expectantly at the students. For example, in "Good morning" the entire phrase is underlined. In a longer sentence each phrase would be underlined as in "First I went to the store, then I went to the restaurant." If no one volunteers a translation, the teacher writes it underneath. The lesson continues this way until all the sentences have been translated. Next comes pronunciation practice. In CLL they use a method called the "Human Computer" ®. In this exercise, the students are told that the teacher is going to become a "human computer" for them. Students who wish to practice their pronunciation raise their hands, then say the L2 word, phrase or sentence that they wish to practice. The teacher repeats the utterance with good pronunciation and intonation. This continues until the student wishes to stop. After this, the students break into small groups and create new sentences using the sentences on the board. Each group writes the sentences down and the teacher goes from group to group helping. The teacher does not "correct" sentences, which implies censure, instead the teacher reads the

sentence as if it were already correctly written. Next, each group reads its sentences out loud. Finally the tape is played again for a reflection period and the teacher asks for feedback from the students as before.

Suitability

Because the Ministry of Education requires that the approved textbooks be used, CLL is not suitable as the sole or even main style of instruction. However, CLL makes an excellent source of supplementary activities and allows students to experience “conversing” in English. This method may feel more comfortable for Japanese teachers, with its dependence on translating between the first language and the target language.

In Tables 7 and 8 the numbered steps are those which are taught as a CLL teacher might teach them. The steps with asterisks are not part of this method.

Table 7. CLL Techniques applied to *Everyday English 1*

Typical CLL lesson	<i>Everyday English 1</i>, Lesson 1 using CLL techniques
* Teach the vocabulary.	* Teacher uses any method preferred.
1. Teacher uses Human Computer ® to practice pronunciation. First the student raises a hand and says word to be practiced. (Word is chosen by the student.)	1. S: "Penguin"
1.1. Teacher repeats the word.	1.1. T: "Penguin."
1.2. This continues until the student is satisfied with the pronunciation and tells the teacher to stop.	1.2. S: "Penguin." T: "Penguin." S: "Stop."
* Continue teaching the lesson according to the teacher's preferred method.	* Continue teaching the lesson according to the teacher's preferred method.
2. As a supplementary activity the students could record a conversation. Familiarize the students with the tape recorder, the microphone and its ON/OFF switch, and the procedure both for recording the English translation and for receiving that translation.	2. T: (explains in Japanese) "This is the recorder. It stays in the center of the circle. This is the microphone and this is the ON/OFF switch. Turn the microphone on when you speak English and turn it off when you listen to the teacher and when you are finished talking. When you want to say something, raise your

Table 7--*continued*

Typical CLL lesson	<i>Everyday English 1, Lesson 1</i> using CLL techniques
<p>2.1. Because of the size of the typical Japanese class, it is necessary to limit the number of people in the conversation circle. (Having more than 12 to 15 students makes it impossible to involve the entire circle in creating a conversation.)</p>	<p>hand. The teacher will come and stand behind you. Say your sentence in Japanese. The teacher will repeat it, very quietly, in English. If it is very long the teacher will say it again a few words at a time. You must turn on the tape recorder, say what the teacher just said to you, and turn off the tape recorder. When you are finished, pass the microphone to the student who wants to speak next.”</p> <p>2.1. Teacher chooses between 6 and 15 students to have the conversation.</p>
<p>2.2. Allow students to talk about whatever they wish. The recording should take about 10 to 15 minutes.</p>	<p>2.2. S: “Keiko-chan, ogenki desu ka?” T: “Keiko, how are you?” S: (into microphone) “Keiko, how are you?”</p>

Table 7--*continued*

Typical CLL lesson	<i>Everyday English 1, Lesson 1</i> using CLL techniques
3. Play the tape twice. The second time have the students translate the sentences back into Japanese. Then play the tape once more.	3. Tape: "Keiko, how are you?" S: "Keiko-chan, ogenki desu ka?" etc.
4. Put the conversation on the board. Underline the first phrase. Have the students tell you what it means. Write it under the phrase. If they can't tell you, write the Japanese under the phrase. Continue with the next phrase until the conversation is finished.	4. T: "What does this mean?"(pointing to <u>how are you?</u>) S: "Ogenki desu ka?"
5. Look at the conversation for some grammar points that are not too far beyond the students' current language ability. For this example the target grammar might be question formation.	5. Sample conversation: S1: "Keiko, do you like elephants?" S2: "No, I don't. Do you?" S1: "Yes, I do. My father took us to Kenya last summer and I saw many elephants there." S3: "Wow, you're lucky. Does your family often go abroad?" S1: "Well, not so often. Have you ever been abroad?" S3: "No, I haven't. Mari, have you ever been abroad?" S4: "When I was a baby, I lived in England."

Table 7--*continued*

Typical CLL lesson	Everyday English 1, Lesson 1 using CLL techniques
5.1. Ask students if any patterns repeat in the conversation. Acknowledge each response.	5.1. T: "Do you see any patterns in the conversation?" S: "Questions have a funny mark at the end." T: "That's called a question mark." S: "When 'do' is in the sentence, 'do' comes first if it's a question." T: "In English questions the verb comes before the subject."
6. Students make new statements and questions out of the words on the board. They may wish to experiment with the grammar points that were noticed in the previous step.	6. Some examples: Do you like babies? Have you ever been in England? Mari lived in England.

Table 8. CLL Techniques applied to *Sunshine English 3*

Typical CLL lesson	<i>Sunshine English 3, Lesson 8</i> using CLL techniques
* Teach the vocabulary.	* Teacher uses any method preferred.
1. Teacher uses the Human Computer ® to practice pronunciation.	1. Teacher uses the Human Computer ® to practice pronunciation using the procedure outlined in the Everyday English section.
* Read the text.	* Read the text.
2. Students create a story with multiple illustrations to be dramatized.	2. Students create a “kami-shibai” (a play done through pictures, rather than on a stage).
	2.1. Divide students into groups to prepare a story.
	2.2. After finishing, the group shows or tells the story to the teacher.
	2.3. Teacher either corrects the language or translates for the group. Teacher may also suggest ways to improve the story sequence.
	2.4. Students prepare pictures to accompany their story.

Table 8--*continued*

Typical CLL lesson	Sunshine English 3, Lesson 8 using CLL techniques
* If the kami-shibai is recorded the language may be put on the board for further study.	2.5. Students practice the story and plan how to accompany their story, possibly with music, sound effects or puppets.
3. Put the kami-shibai on the board. Underline the first phrase. Have the students tell you what it means. Write it under the phrase. If they can't tell you, write the Japanese under the phrase. Continue with the next phrase until the conversation is finished.	2.6. Students present the kami-shibai to the rest of the class. The presentation may be recorded on audio or video tape if desired.
4. Elicit grammar information about the conversation from the students.	* Students write the dialog on the board.
5. Students create new sentences from the words and phrases on the board.	3. See Everyday English section for details.
	4. Exactly what grammar points come up will depend on the conversation and the level of the students.
	5. See samples in Everyday English section

CLL is best suited as a supplementary method for lower level students. After the students can speak some English, CLL techniques can be used to give the students extra practice in using English. In either case, CLL would be difficult to use with any regularity because it is nearly impossible to control the language that will come out of the lesson.

CHAPTER X

THE SILENT WAY

History of the Method

The Silent Way is the name of a language teaching method started by Caleb Gattegno. This method is based on the idea that the teacher should be silent as much of the time as possible in the classroom and that the students should produce as much language as possible.

Theory Behind the Method

The Silent Way is one of several methods that believe that the student's role is to help create the lesson, not just react to it. To assist in recalling language items, physical props are used. These may be colored rods, charts or realia, although the first two are most common. The Silent Way also depends on the use of problem solving to increase student involvement and to promote learning.

Principles of the Method

1. Students should discover a language for themselves. Therefore teachers should provide students with situations that will lead the students to make the correct assumptions about the language.

2. The use of mediating physical objects facilitates learning. Therefore, the teacher should use various physical objects to give the students a visual focus to connect with the spoken language.

3. Silence allows the students to concentrate on the language being learned. The teacher should remain silent and allow the students to create their own criteria for the correctness of the language.

4. Feedback creates better lessons and reduces student anxieties. Teachers must ask for feedback and pay attention to it when they get it.

Techniques of the Method

In the Silent Way the teacher uses certain visual aids that are not common in other methods. For example:

1. Cuisenaire rods: These are rods sorted by color and length that were originally used to teach math.

2. The Sound-Color Chart: A Sound-Color chart looks like a page of paint chips. Small rectangles of color are arranged on the page so that the vowels are on the top half and the consonants are on the bottom half. Each color represents one particular sound. Diphthongs are shown by using two colors in the rectangle. The first heard sound will be on the top and the second on the bottom.

3. Fidel Charts: Fidel charts are a listing of every possible spelling for each sound in the language. The spellings are written in the appropriate color for that sound. For example, some of the ways “oh” can be written are: o, oa, ough, and ow.

4. Vocabulary Charts: A chart of words written in the colors of their sounds; e.g., “The” is written in two colors. The “t” and “h” together form one sound and so have the same color. The “e” is a different sound and so is a different color.

First, the teacher makes a sound, then taps out the sound on the Sound-Color chart. The students then practice the sound in small groups, giving them the chance to correct themselves and each other before producing the new word for the teacher. After their “private” practice, the teacher calls on the students one by one to make the sound. In a non-judgmental tone, the teacher accepts each attempt. If the student makes the sound incorrectly, the teacher next calls on a student who has already made the sound correctly. If he/she makes it correctly again, the teacher returns to the student who made the mistake. Continue calling on various students and returning occasionally to those who have made mistakes. Perfect pronunciation is not required. However, it should be easily understood by a native speaker. If many students are having difficulties or if a student is transposing one sound for another, the teacher taps out the sound again or explains in Japanese how to change the shape of the mouth to produce a better sound. After several sounds have been learned, the teacher combines them into a sequence to form a word the students already know, perhaps the name of one of the students.

Later, the teacher uses a vocabulary chart to show the spelling of a new word. The students write the new word at this point. Next, the teacher makes a sentence using words that the students already know to explain the new word. Then the students, in groups,

make sentences of their own. Finally, the sentences are written on the board and copied into the students' notebooks.

When reading, the students may read silently or orally to the teacher taking turns. When the students read out loud, the teacher points out the mistakes by using gestures to allow the students to self-correct.

To teach grammar, the teacher places rods representing the base sentence or sentences on the table (Base sentences are those sentences from which we can derive a sentence that illustrates the grammar point that is being worked on.) as well as one target sentence. (A target sentence is one which illustrates the grammar point which is being studied.) Rods are used to separate out the subjects, verbs, objects, etc., by assigning each part of speech a distinct color. By comparing the sentences and structures, the students should be able to come up with a statement describing how the base sentence changes to become the target sentence. For example, to teach question formation the base sentence might be "He is a boy" and the target sentence might be "Is he a boy?" In each sentence "he" would be one color, "a boy" would be a different color, and "is" would be a third color.

Responsible feedback on the students' feelings about the lesson can let the teacher know how the class is going: too fast, too slow, too hard, too easy, uninteresting or whatever. Responsible feedback is not a time to let the students air their gripes and then forget what's been said. It requires the teacher to take the responses into consideration when planning the next lesson. The teacher must listen not only to the words, but also to the underlying complaint. A student who says "This class is boring." may mean that the material is at the wrong level, is improperly paced, is not in line with that student's

interests or just that his or her friends are not in that class. The teacher must phrase the questions so that the students are able to choose from a narrow range of answers. “What do you think of this class?” is too broad. “What is difficult and why?” is better. This way all the answers will relate to difficulties and student abilities. Misunderstandings will be kept at a minimum if the teacher “reflects” or rephrases the student’s answer and then repeats it back to the student either as a statement or a question. This allows the student to confirm that the teacher has actually understood what the student meant.

The Silent Way prefers not to translate although it is common for teachers to give instructions in Japanese if the words and/or grammar for the instructions are not yet intelligible in English.

Suitability

The Silent Way is best suited for teaching the pronunciation of new words and grammar. Silent Way techniques can also be used for reading practice. If the teacher desires, it is possible to do an entire lesson using Silent Way techniques. However, the major investment in time needed to teach the students how to use the Sound-Color chart, Fidel charts and vocabulary charts may be too great for most schools. Also, the Silent Way is better with small groups than with large classes.

For Table 9 (*Everyday English 1* Lesson 1), I am going to assume that this is the first time the students have encountered the Silent Way. The beginning of the lesson will acquaint the students with the Sound-Color chart, after that the textbook material will be

introduced. For Table 10 (*Sunshine 3 Lesson 8*), I will assume that the students have been learning via the Silent Way for some time.

Table 9. Silent Way Techniques applied to *Everyday English 1*

Typical Silent Way lesson	<i>Everyday English 1, Lesson 1</i> using Silent Way techniques
1. The teacher taps a color on the Sound-Color chart, says the sound and motions to the students to produce the sound. Repeat until most students are responding.	1. Teacher taps “eh”. T: “eh”. Motions to students to make the same sound. Ss: “eh”.
2. Teacher points to a student. Taps “eh” and motions student to produce the sound. Continue choosing students at random until all students have made the sound correctly. If any student makes the sound incorrectly, the teacher returns to a student who has made the sound correctly in the past. Then the teacher returns to the student who made the sound incorrectly. If	2. T: “eh”. Teacher points to Student 4. S4: “uh”. Teacher points to Student 2. S2: “eh”. Teacher points to Student 4. S4: “eh”. Teacher continues with next student.

Table 9--*continued*

Typical Silent Way lesson

***Everyday English 1, Lesson 1* using
Silent Way techniques**

the class is large break it into small groups and have one group at a time practice pronunciation with the teacher. Do not have all the groups practice pronunciation one after the other. Use the Sound-Color chart in between.

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|---|--|
| <p>3. Repeat steps 1. and 2. until a student's name can be tapped out. While learning the new sounds, don't forget to practice the old sounds.</p> | <p>3. For example:
"eh", "m", "ee"</p> |
| <p>4. Slowly at first and then faster tap out the student's name. Use hand signals to encourage the students to string together the sounds into a word.</p> | <p>4. Teacher points to a student and then to "eh" then "m" and then "ee".
S: "eh, m, ee. eh, m, ee. Emi!"</p> |
| <p>5. Teach more sounds in the same way.</p> | <p>5. Teach more sounds in the same way.</p> |
| <p>6. When the students know several sounds they can begin to take the teacher's role and tap out names for their classmates.</p> | <p>6. Student 1 points to "eh" then "m" and then "ee".
Ss: "eh, m, ee. Emi!"</p> |

Table 9--*continued*

Typical Silent Way lesson

***Everyday English 1, Lesson 1* using
Silent Way techniques**

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| <p>7. Gradually all sounds are introduced in this way. For sounds that don't exist in the students' language, the teacher explains in the students' language how to make the sounds. At no time does the teacher repeatedly model the sounds for the students.</p> | <p>7. T: (in Japanese) "To make this sound say (points to "eh") then round your mouth a little and push out your chin a little." If none of the students can make the sound, the teacher may model the sound once more while encouraging the students to try again.</p> |
| <p>8. After all the sounds on the chart have been learned, teach the vocabulary from the lesson.</p> | <p>8. Teacher taps out the words yes, no, bird, penguin, and bat several times so students can practice.</p> |
| <p>9. Students practice the new words in small groups.</p> | <p>9. Students practice the new words in small groups.</p> |
| <p>10. Teacher checks pronunciation the same way as in 2.</p> | <p>10. Teacher taps out the word. Teacher points to Student 2.
S2: "penguin". Teacher points to Student 4.
S4: "penguin". Teacher points to Student 2.
S2: "penguin". Teacher points to Student 4.
S4: "penguin". Teacher continues with next student.</p> |

Table 9--*continued*

Typical Silent Way lesson

***Everyday English 1, Lesson 1* using
Silent Way techniques**

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|--|--|
| | <p>11. Teacher picks up one pen.
T: "A pen".
Repeat a few times with several different pens.
Teacher picks up two pens.
T: "Two pens". Repeat a few times with several different pens.
Teacher now picks up one pen and motions to students.
Ss: "A pen"
Teacher picks up two pens and motions to students.
Ss: "Two pens"</p> |
| <p>12. Students practice using plurals in small groups.</p> | <p>12. Teacher puts a pile of pens in front of the students then gestures for them to take some. As the first student takes a pen, the teacher motions for the student to say "a pen".
S: "A pen"
Continue in this way until the students understand that they are to speak as they pick up the pens. After a suitable practice time go on to the next step.</p> |
| <p>13. Teach more vocabulary. Follow steps 8, 9, and 10.</p> | <p>13. If possible have pictures, toys or actual items to represent the words they are learning.</p> |

Table 9--*continued*

Typical Silent Way lesson

***Everyday English 1, Lesson 1* using
Silent Way techniques**

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| <p>14. Practice the vocabulary.</p> | <p>14. Using the realia, the students can play a guessing game. For example:
Student 1 hides an item under the desk.
Student 2 guesses at its identity.
S2: "A penguin?"
Student 1 answers yes or no.</p> |
|-------------------------------------|---|

Table 10. Silent Way Techniques applied to *Sunshine English 3*

Typical Silent Way lesson	<i>Sunshine English 3, Lesson 8</i> using Silent Way techniques
<p>1. Teach the vocabulary.</p>	<p>1. Teacher uses realia to introduce the words' meaning or explains the words using previously learned vocabulary.</p>
<p>1.1. The teacher taps out the new word on the Sound-Color chart, says the word and motions to the students to say the word.</p>	<p>1. Teacher taps "h, oo, m". T: "whom". Motions to students to make the same sound. Ss: "whom".</p>

Table 10--*continued*

Typical Silent Way lesson	<i>Sunshine English 3, Lesson 8</i> using Silent Way techniques
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|--|---|
| <p>1.2. The teacher uses the Fidel charts to teach the spelling of the new words.</p> <p>1.3. Students use the new words to make sentences which are corrected and copied into their notebooks.</p> <p>2. Teacher introduces the grammar points.</p> | <p>1.2. The teacher again taps out the word, but this time on the Fidel chart to show the correct spelling for the word. Students copy the spelling into their notebooks.</p> <p>1.3. Students use the new words to make sentences which are corrected and copied into their notebooks.</p> <p>2. Teacher writes several pairs of sentences on the board, at least two pairs for each grammar point to be studied at this time. These are the base sentences. For example:
 A. I have a friend. The friend's name is Fumiko.
 B. This is Yoshi. Yoshi's dog ate my homework.
 Then the teacher writes sentences on the board which combine those two sentences using the grammar point being studied. For example:
 A. I have a friend whose name is Fumiko.
 B. This is Yoshi whose dog ate my homework.</p> |
|--|---|

Table 10--*continued*

Typical Silent Way lesson

***Sunshine English 3, Lesson 8* using
Silent Way techniques**

Diagram the sentence using the Cuisenaire rods to represent each part of speech including the possessive.

T: “What happened to the sentences.”
(The more sentences you have the easier it is for the students.)

S: “The ‘s’ changed to ‘whose’ and ‘the friend’ disappeared.”

2.1. Practice the grammar point.

2.1. Put the students in small groups to explore making sentences of their own that match the pattern of the Cuisenaire rods in 2. For example:

Koro is a dog. The dog’s home is a basket. Koro is a dog whose home is a basket.

This is a man. The man’s job is painting houses. This is a man whose job is painting houses.

2.2. After teaching all the grammar points, practice discriminating between them.

2.2. Make a worksheet. On one side have all the base sentences out of order. On the other side have all the target sentences. Have the students put all the base sentences together with the correct target sentence.

2.3. Students prove their mastery of the grammar points.

2.3. In groups the students make base sentences for the other groups to write the target sentences for.

Table 10--*continued*

Typical Silent Way lesson

**Sunshine English 3, Lesson 8 using
Silent Way techniques**

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| 3. Read the text twice; once silently and once out loud. | 3. Students read the text silently then, in small groups, read out loud. The other students in the group should correct any mistakes the reader makes. |
| 3.1. Students tell the story to each other. | 3.1. The students tell the story to each other twice; first in words from the book and then in their own words. |
| 3.2. Students create comprehension questions for each other. | 3.2. Students create comprehension questions for each other in small groups. Then they answer the questions from another group. |

The Silent Way is best suited as a supplement to the regular lesson, perhaps when teaching grammar.

CHAPTER XI

CONCLUSION

If I have succeeded in my purpose, the readers of this thesis should now be able to look at their current textbooks and see some new possibilities for teaching. Teaching well depends not so much on what is in the textbook as on what the teacher does with it, and how well that material is conveyed to the students. We can not force the students to learn, we can only provide opportunities for them to learn or not as they choose. I hope the techniques and methods described in this paper have provided teachers with a new way of looking at their texts and enough information to try these methods.

I've tried to give the experience of sitting through several master classes, to allow the teacher to take from each method those things that the teacher is ready to try and to have included enough material that the teacher can return again and again for more inspiration.

Hopefully, AETs will now understand the flow of a typical lesson in each of these methods, what some of the options are that are available to them and how those options might fit into the Japanese classrooms. For the Japanese teacher, I have tried to supply the pedagogical background for each method so that the teacher will understand that these methods are not just fads, but in fact have been around long enough to be considered proven methods. The Japanese teacher should now have a better idea of when

to use these options and how these methods might supplement rather than supplant any method currently in use.

Having looked at these very different methods, I would strongly urge the readers to learn more about any theory in which they are interested. The information contained in this paper is as accurate as I can make it, but providing detailed information about all the methods available is far beyond the scope of this paper.

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