

PERIODIZATION OF AMERICAN FOREIGN LANGUAGE TEACHING

Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education has its roots, in the study and teaching of Latin. 500 years ago Latin was the dominant language of education, commerce, religion and government in much of the Western world.

However, by the end of the 16th century, French, Italian and English displaced Latin as the languages of spoken and written communication. The study of Latin diminished from the study of a living language to be used in the real world to a subject in the school curriculum. Such decline brought about a new justification for its study. It was then claimed that its study developed intellectual abilities and the study of Latin grammar became an end in and of itself.

“Grammar schools” from the 16th to 18th centuries focused on teaching the grammatical aspects of Classical Latin. Advanced students continued grammar study with addition of rhetoric.

The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences.

Innovation in foreign language teaching began in the 19th century and, very rapidly, in the 20th century, leading to a number of different methodologies, sometimes conflicting, each trying to be a major improvement over the last or other contemporary methods.

There were many methods of teaching languages in the USA: some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights. While sometimes confused, the terms “approach”, “method” and “technique” are hierarchical concepts. An approach is a set of correlative assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. Such can be related to second language acquisition theory. The pages that follow describe a variety of methods and approaches that have been used and discussed by second language educators in the 20th century. Below you can see the modified list of all methodologies used in the USA:

Methodology	Background.
1. Grammar translation method	<p>1. The Grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages. At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects exercises. The pupil can allow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought.</p>
2. The Direct	<p>The direct method, sometimes also called natural method, is a method that refrains from using learners` native language and just uses the target language. It was</p>

method	<p>established in Germany and France around 1900 and are best represented by the methods devised by Berlitz and de Saubez although neither claim originality and has been re-invented under other names. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language – a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching. Such methods rely on directly representing an experience into a linguistic construct rather than relying on abstractions like mimicry, translation and memorizing grammar rules and vocabulary. According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency. The method relies on a step-by-step progression based on question-and – answer sessions which begin with naming common objects such as doors, pencils, floors, etc. It provides a motivating start as the learner begins using a foreign language almost immediately. Lesson progress to verb forms and other grammatical structures with the goal of learning about thirty new words per lesson.</p>
3. The Audiolingual Method	<p>This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.</p> <p>1. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.</p>
4.Cognitive approaches	<p>By the 1960s the behaviorist school in psychology and the structuralism orientation in linguistics were being replaced in popularity by two new schools of thought. In psychology ,cognitive theories of learning were emphasizing the role of the mind in actively acquiring new knowledge. The cognitive approach to human learning, diametrically opposed to behaviorist doctrine, was mentalist and rationalistic in nature, and was not limited to strictly empirical investigation. The ideas that Ausubel (1968-1970)set forth in his book, Educational Psychology: Cognitive view underlie the cognitive stance in education. The most important of these ideas is that learning must be meaningful and relatable to an individual's cognitive structure if it is to become a permanent part of his or her understanding of the world.</p>
5. Community Language Learning	<p>This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors. The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to</p>

	<p>communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client. The process involves five stages of adaptation</p>
6. The Silent Way	<p>This method begins by using a set of colored rods and verbal commands in order to achieve the following:</p> <p>To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.</p> <p>To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.</p>
7. Total Physical Response	<p>James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:</p> <ol style="list-style-type: none"> 1. Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.
8. Suggestopedia	<p>(1960s-2000s): This extremely esoteric, <i>avant-garde</i> method is subconsciously subliminal in texture. It is based on the pioneering efforts in 1967 of Bulgarian medical doctor, hypnotist, and psychology professor Georgi Lozanov and on his techniques into <i>super learning</i>. Classes are small and intensive, with a low-stress focus. Material is presented in an especially melodic and artistic way. By activating the right "creative side" of the brain, a much larger portion of the intellectual potential can be tapped, thus drawing out long-term memory. This innovative approach to language pedagogy maximizes the learners' natural holistic talents. Background classical or baroque chamber music, oftentimes accompanied with soft lights, pillows or cushions on the floor for relaxation, accentuate active and passive meditations, séances, yoga, breathing exercises leading into the "alpha state", songs for memorization purposes, therapy sessions and stream-of-consciousness catharsis in the target language with little reliance on English. Little emphasis on grammar is given. Such non-verbal communication as kinesics, paralanguage, environmental proxemics, and oculesics can be incorporated into the method, along with Robert Rosenthal's Pygmalia used in the classroom. Soviet Hypnopedia (sleep-learning) which was developed by such researchers as A.M. Syvadoshch in Leningrad and by L.A. Bliznitchenko in Kiev, Sophrology (a memory training system), the Tomatis Approach, Schultz-Luthe's autogenic therapy, Suggestology, and the Suzuki Method of learning music are considered to be closely related to this Bulgarian approach. This method has sprung two offshoots or derivatives which include Donald Schuster's Suggestive-Accelerative Learning and Teaching (or SALT) and Lynn</p>

	Dhority's Acquisition through Creative Teaching (or ACT). Like other "modern" approaches, language is perceived <i>globally</i> (in chunks or blocks), while attention to fine tuning or to detail comes later.
9. The Natural/Communicative Approach.	1. (1960s-2000s) : Originally developed by Tracy Terrell and Stephen Krashen, this acquisition-focused approach sees communicative competence progressing through three stages: (a) aural comprehension, (b) early speech production, and (c) speech activities, all fostering "natural" language acquisition, much as a child would learn his/her native tongue. Following an initial "silent period", comprehension should precede production in speech, as the latter should be allowed to emerge in natural stages or progressions. Lowering of the Affective Filter is of paramount importance. Only the target language is used in class now, introducing the "total immersion" concept for the very first time, with auditory input for the student becoming paramount. Errors in speech are not corrected aloud. Now enters the era of glossy textbooks, replete with cultural vignettes, glossaries, vocabulary lists, and glazed photographs. A deliberate, conscious approach to the study of grammar is considered to have only modest value in the language learning process. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Visualization activities that often times make use of a picture file, slide presentations, word games, dialogues, contests, recreational activities, empirical utterances, and <i>realia</i> provide situations with problem-solving tasks which might include the use of charts, maps, graphs, and advertisements, all to be performed on the spot in class. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own. Formal sequencing of grammatical concepts is kept to a minimum.
10. Dartmouth-The Rassias method.	<p>The Rassias Method includes some fifty dramatic techniques that banish inhibitions, which retard the acquisition of foreign languages. Originally developed during the advent of the Peace Corps, it has been adopted by language teachers in colleges, universities, and high schools in North America, Europe, Africa and Asia</p> <p>The goal of the Rassias Method is to make the participant feel comfortable and natural with the language in a short period of time. This is accomplished through a specific series of teaching procedures and dramatic techniques which seek to eliminate inhibitions and create an atmosphere of free expression from the very first day of class. The method of language instruction places the participant at center stage and seeks to replicate the relevant, life-like situations encountered in the target language. The emphasis throughout is spoken language and familiarity with the culture of the country whose language is being studied. The classroom techniques involved are rapid-paced, theatrical, highly creative, imaginative, and necessitate great quantities of enthusiasm. Positive reinforcement is immediate.</p> <p>The Rassias Foundation, a non-profit affiliate of Dartmouth College, assists academic institutions, corporations, government agencies, and individuals in their efforts to learn foreign languages through the Rassias Method of language instruction. It also has several satellites that are fully trained in using and teaching the Method.</p>
11. 1980-1990 Proficiency ACTFL	<p>The ACTFL Proficiency Guidelines were created by the American Council on the teaching of Foreign Languages in order to provide a means of assessing the proficiency of a foreign language speaker.</p> <p>The guidelines are broken up into different proficiency levels: novice, intermediate, advanced, and superior. Additionally, , each of these (except superior) is further subdivided into low, mid and high. These proficiency levels are defined separately for ability to listen, speak, read and write. Thus, in those American programs that emphasize written language over spoken, students may reach the advanced level in reading and writing while remaining at a lower level in listening and speaking.</p>
12. 1996-present Standards	In 1996, the American Council on the Teaching of Foreign Languages (ACTFL) published the document <i>Standards for Foreign Language Learning: Preparing for the 21st Century</i> . Now in its third edition, ACTFL's Foreign Language Standards

ACTFL	<p>have set the framework for teachers, curriculum developers, and administrators to deliver improved language instruction.</p> <p>The careful reading of this document is a must for professional foreign language teachers. The following is a brief description of ACTFL's Five C's of Communication, Cultures, Connections, Comparisons, and Communities. In order to illustrate the role of the national foreign language standards, imagine the Five C's as the components of a delicious, nutritious, international meal.</p> <p>The guidelines of this method encourages five C's;</p> <p>COMMUNICATION</p> <p>Communicate in Languages Other Than English</p> <ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <p>CULTURES</p> <p>Gain Knowledge and Understanding of Other Cultures</p> <ul style="list-style-type: none"> • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied <p>CONNECTIONS</p> <p>Connect with Other Disciplines and Acquire Information</p> <ul style="list-style-type: none"> • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures <p>COMPARISONS</p> <p>Develop Insight into the Nature of Language and Culture</p> <ul style="list-style-type: none"> • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES</p> <p>Participate in Multilingual Communities at Home & Around the World</p> <ul style="list-style-type: none"> • Standard 5.1: Students use the language both within and beyond the school setting <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment</p>
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References

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