

SECOND LANGUAGE ACQUISITION. METHODOLOGY



Second Language Acquisition. Methodology



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Introduction

I decided to focus my project work on the Second Language Acquisition because on the one hand, I have an interest in all the different theories and methodologies of teaching a second language, in this case English (this is the reason why I have made an explanation of the best known methodologies and I related the practical part of the project work to these different methodologies of teaching a second language). On the other hand, I think it is a very good opportunity for me to make this project in English because I will improve my English knowledge and moreover, I will gain some fluency in the speaking skill because the oral presentation is going to be in English too. Another reason I would like to mention is the fact that I would like to carry out some University studies related to languages.

The aims I want to achieve with this project are the following ones: as I said before I have a real interest in the different methodologies, so this is one of my aims. I want to learn the characteristics of each different methodology and to be able to know which method is being used in a second language class. The practical part of the project work will be focused on a Primary School, where I will go to observe how they work in the class and what different methodologies are used. I will finally prepare a class for them in which I will use some of the methodologies that I will have worked with, and this is going to lead me to check what method is the most used in a class of Primary School.

My project work is structured in two parts. The first part is focused on the theory. I have read different books to find the information I wanted to include in this part of the project but at the beginning I had some problems because I was not used to the vocabulary used in these books, but when I had read more it was easier for me to understand the vocabulary, although I had to look up some words in the dictionary and search a lot of synonyms. When I started this part of the project I thought it would be boring, but when I was doing it I found out it was much more interesting than I thought. Moreover, I learnt so many new

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concepts that I was motivated to go on reading to improve my knowledge about this topic.

The second part is focused on the practical work. This part consists of both observation and putting into practice the theory learnt in the first part. To carry out the observation, I went to the Primary School of my village, Gironella, and watched how the English teacher taught English as a second language in the third Year of a Primary Education class. Apart from assisting to the Primary School classes, the English teacher of the school was so kind to offer me the possibility of helping them in the organization of the *English Day* (this event consists of different activities in which students of different Primary Schools of Berguedà participate). The aim I wanted to achieve was to find out what methodologies are used more often. In order to get it, I classified all the activities according to the different methods. Finally, I was given the chance to prepare an activity and become a teacher for just one day.

I would like to thank different people who helped me carry out this project. First of all, I would like to thank my tutor because she gave me some ideas to include in my project. Furthermore, she offered me different material that I used in my research to write the theoretical part of this project. Secondly, I would also like to thank the Primary School English teacher who, from the beginning of this project and very enthusiastically, let me participate in her classes. I should also thank the director of the same school, who gave me permission to carry out the practical part of this project in the school mentioned above. And finally, I would also like to mention my parents, who have been very patient and have offered their help any time during the writing of this project work, and a close friend of mine who helped me with some pictures for the practical part of this project.



1. Why do people learn languages?

1.1. Reasons for learning languages

There is a number of different reasons for language study and the following list will give us an idea of the wide variety of these reasons:

(a) School curriculum.

Either both the student

and their parents want to learn a second language or they are made to learn it. Although for

others, the study of languages is something that they do not care about.

(b) Advancement. Some people want to study English because they think it offers a chance to get a better job. They will have more possibilities if they know two languages instead of one.

(c) English for Specific Purposes. This term has been applied to situations where students have some specific reasons for wanting to learn the language. For example: business executives, waiters, scientists, and so on and so forth.

(d) Culture. Some students study a foreign language because they are interested in the culture of that language. They want to learn the language because they want to know more about it.

There are other reasons for learning a language: some people do it just for fun; some people do it because they want to visit a country where that language is spoken; some people do it just because all their friends are studying this language.



Examples of why people learn a language.

<http://www.uncp.edu/academics/colleges-schools-departments/departments/english-theatre-and-foreign-languages/foreign>

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1.2. Success in language learning

We do not know why some students are more successful at language learning than others. But we can point some factors that seem to have an effect on the students' success or failure.

1.2.1. Motivation

Sometimes the class itself is interesting enough for students to be motivated to do well. But much of what the students learn in school is not interesting enough. For this reason a variety of rewards for learning should be taken into account.



Motivation.

- **Get students interested.** It is important to convince students about the importance and the interest of the material that they will use to show that the knowledge learnt will be useful.
- **Maintain curiosity.** Teachers should use a variety of means to maintain curiosity during the lessons.
- **Use a variety of interesting materials.** In order to get students motivated to learn, it is necessary to use interesting materials. For example, a teacher can use films, guest speakers and so on to maintain interest in a subject. However, these different materials should be carefully planned and complement each other.
- **Help students set their own goals.** Students will work harder for goals that they have set for themselves than if they were set by the teachers.
- **Express clear expectations.** Students need to know exactly what they are supposed to do, how they will be evaluated, and what different things they will achieve.

<http://personalityfactorsfle200.blogspot.com.es/p/motivation.html>

It seems reasonable to suggest that the motivation that students bring to class is the biggest factor that can affect their success.

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Motivation encourages somebody to achieve a goal. We can make a useful distinction between *short-term goals* and *long-term goals*. Long-term goals have something to do with a wish to get a better job in the future; short-term goals might include things like wanting to pass an end-of-semester test. We can separate motivation into two main categories: *extrinsic motivation* and *intrinsic motivation*.

1.2.1.1. Extrinsic motivation

Some students study a language because they have an idea of something they wish to achieve. It has been suggested that there are two main types of extrinsic motivation:

- (a) **Integrative motivation.** For this kind of motivation students need to be interested in the culture of the second language community and they should integrate themselves into that culture. They are likely to want to know as much as possible about that culture.
- (b) **Instrumental motivation.** Students think that studying that language will be useful for them to help them get a better job, position or status.

There are other factors that have an important impact on students with extrinsic motivation, and most of them are related to their attitude to the language. Teachers are able to prepare the students to take some responsibility on their own learning. With that in mind they can do their best to encourage students to study that language.

1.2.1.2. Intrinsic motivation

Intrinsic motivation plays a very important part in most of the students' success or failure as language learners. A lot of the students do not bring an extrinsic motivation to the classroom. For them what happens in the classroom will be a very important factor in their attitude to the language. We can talk about different factors that affect intrinsic motivation:

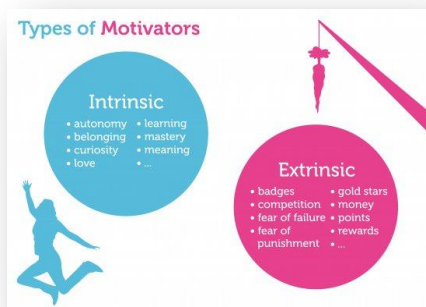
- (a) **Physical conditions.** Physical conditions have a great effect on learning. The atmosphere in which a language is learnt is a very

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important factor, for example: if a classroom is badly lit can be really de-motivating. Teachers should try to make their classroom as pleasant as possible, not with being well lit but with images, some of the students' projects hung on the wall. Students must feel the class as their own room.

- (b) **Method.** The method by which students are taught must have some effect on their motivation. If they find the method so boring, they will probably become de-motivated; but if they find the method interesting and useful they will be motivated. But this is the most difficult area of all to be certain of. This factor is in the hands of the teacher.
- (c) **The teacher.** It is not a very important fact that the student likes or does not the teacher. But we can find that two teachers that use the same method can have different results in each group. That is the reason why we are not able to make a list of the qualities a teacher needs to provide intrinsic motivation.
- (d) **Success.** Success plays a crucial part in the motivation of a student. It will be the teacher's job to give goals and tasks at which most of the students can be successful. If teachers give a very *high challenge* activity to achieve, it can produce a negative effect on motivation because the student is not able to complete it. There is the *low challenge*, which can be as de-motivating as the high challenge because if the students can achieve all the tasks with no problems can make them lose all the motivation.



Difference between Intrinsic motivation and Extrinsic motivation.

<http://www.planetofsuccess.com/blog/2010/ultimate-motivation-techniques-how-to-motivate-yourself/>

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1.3. Motivational differences

To discover how or why students are motivated we must find out how they feel about learning. In the class, not everyone will have the same motivation, and moreover, as we have said before, motivation is a mixture of different factors. But it is possible to make some general statements about motivational factors for different age groups and different levels.

1.3.1. Children

Children are curious, and this is very motivating. But at the same time, the concentration and attention they have is less than that of an adult. Some children are very motivated and take great pleasure in their own success. Others are very competitive and enjoy being more successful than their classmates. For children it is very important that the teacher appreciates what they are doing at any moment.

Children need activities that are exciting to stimulate their curiosity. They need to be appreciated by the teacher because he or she is an important figure for them.

It is important that children recognise that making mistakes is part of the learning process and by developing strategies to rectify their mistakes they will be able to solve them in the future.

- If a student who constantly fails does not receive an additional support, he or she will probably give up trying in a future.
- It is important to point out the individual success.

We can find some different strategies for motivating children:

- a) Good role model.** Teachers who are fair and show a real concern for the children in their care, are more likely to have a class which responds in a positive way.

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Teachers who show a true enthusiasm and interest in their subject are likely to inspire in their students a desire to learn the skills and attitudes which will allow them to enjoy these subjects.

- b) Physical environment.** The classroom should be a place where the children feel safe to suggest and try out new ideas knowing that their opinions will be valued.
- c) Planning to motivate children.** Selecting and designing tasks involves not only a sound understanding of the material to be taught but also matching the level of work to that of the children. The teacher should select tasks that are challenging and achievable.
- d) Teaching styles.** Children learn in different ways so when teachers plan the lessons, they use a variety of strategies for different learning styles.

1.3.2. Teenagers

On one hand, teenagers are considered the most interesting students to teach. On the other hand, teachers who work with teenagers are the ones who can face more problems when teaching them.

Students' motivation can be positively influenced by the people around them. For them the teacher is often an enemy instead of a leader. The teacher should not forget teenagers' need to be seen popular by their peers. Moreover, teachers should take into account the fact that with changes taking place at that age they feel humiliated very easily. At this age, getting the level of the right challenge is crucial. For example: if the tasks are too easy, they do not pay attention; on the contrary, if they are too difficult, they can feel humiliated in front of their classmates. The teacher must put the language into an interesting context for the students. For example: the texts they have to read, they should be about topics that teenagers feel interest in.

We can say that motivation in teenagers goes through at least three stages:

- 1. Preactional stage.** First of all, motivation needs to be generated because the generated motivation leads to the selection of the goal or tasks that the individual wants to achieve.

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2. **Actional stage.** After the goals or tasks being selected by the individual, the generated motivation needs to be used during the lessons. This motivation is very useful to study a second language.
3. **Postactional stage.** Finally, there is a third stage that concerns the learners' evaluation. The way students evaluate their past experiences will determine the kind of activities they will be motivated to pursue in the future.

1.3.3. Adult

Some studies show that part of an adult's preparation to learn determines the advantages of the learning, as well as the disadvantages of not learning.

People are more open to learn if they feel respected. The following suggestions are offered as ways in which the instructor can help learners:

- Show respect for the learner's individuality and experience.
- Be sensitive to the language used so that the learners are not offended.
- Adopt a caring attitude and show it.
- Treat the learners as individuals rather than as a group of people who are all alike.
- Take the learning process seriously because it is serious and important.

Adult learners respond to reinforcements. Although adult learners are usually self-directed, they do need to receive reinforcement. Most people are like dry sponges waiting for a drop of appreciation. Instructors should take every opportunity to show appreciation in the classroom.

1.3.3.1. Adult beginners

In some way, adult beginners can be the easiest people to teach. First of all, they come to the classroom with a high degree of extrinsic motivation. Moreover they will often succeed very quickly. Anyway, we should mention that depending on their education, the method of teaching them may totally vary.

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1.3.3.2. Adult intermediate students

Adult intermediate students may have an extrinsic motivation. If they have a good relationship with the classroom in which they study, their feelings may be positive. Having more advanced English can be a primary goal for them.

But intermediate students already know a lot and they may not perceive any progress. The job of the teachers is to show their students that there is a lot to learn and to give them some goals, which they are able to achieve.

1.3.3.3. Adult advanced students

These students are often very motivated. If they were not motivated, they would not be interested in continuing studying the language when they have already achieved so much. Like some intermediate students they can find it difficult to perceive a progress. Much of the time they are learning things that they have already studied, but they are learning how they use what they already know more fluently.



2. What a language student should learn

2.1. Pronunciation

Pronunciation is an essential component not only of learning a language but also of using that language. For this reason, the pronunciation learning is a delicate part; students need to feel free to make mistakes and practice their pronunciation in order to improve it, but there are also times when pronunciation must be quickly corrected so that it does not obstruct the students' ability to understand and be understood.

We know that pronunciation is something that is very important to beginner learners as it allows them to feel more comfortable when speaking; when a teacher teaches English, he or she needs to be sure that his or her students can be understood when they speak using the second language. They need to be able to say what they want to say.



The four language skills.

<http://www.dallastown.net/domain/204>

The teacher will help his or her students to be able to differentiate the various sounds that we can find in the English language, especially if the pronunciation can change the meaning of the word, for example: “*live*” and “*leave*”. Moreover, teachers will help students to understand specific sound rules too, for example: the different pronunciations of the *-ed* past tense endings.

Teachers will make sure that when students learn new words they know where they are stressed, they will make sure that they are able to say sentences using these new words with the appropriate stress, and they will show them how

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stress can be used to change the meaning of questions, sentences and phrases¹.

Students need to be able to recognise if the tune of someone's voice suggests that the speaker is sure or uncertain. When they teach the language they will try to make students start using the language with the appropriate intonation.

When the students have achieved a high level, they will give more importance to the improvement of their pronunciation: they want to sound like a native speaker. This depends on their contact with native speakers. If they have contact with native speakers, it will be easier for them to have a similar pronunciation.



Pronunciation.

<http://englishv->

[eportfoliocindybalderasr.blogspot.](http://eportfoliocindybalderasr.blogspot.com.es)

[com.es](http://eportfoliocindybalderasr.blogspot.com.es)

Teachers must give students some goals, getting a perfect pronunciation can be a very motivating goal for the students that have achieved a high level. But a more important goal should be to make sure that students can always be understood, that they can convey their feelings, what they need to communicate. They will need a good pronunciation for this, though they may not need to have a perfect one.

It is very difficult to achieve a native pronunciation in any language. In some countries foreign accents are perfectly acceptable in informal conversations based on helping give directions or sharing simple small talks.

Language learning needs a lot of practice. Only by means of this practice a skill will become automatic.

¹A sentence is a group of words that makes complete sense and contains a main verb. The phrase, on the other hand, is a small group of words that forms a meaningful unit.

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2.1.1. The importance of listening

To improve their pronunciation students need to understand how sounds are made and how stress is used. They need to hear the language used so they can improve their pronunciation and acquire some of its sounds too.

One source of language they can listen to is the teacher, who will be crucial. But it is also important for students to listen to other voices and that is why listening to CDs or DVDs is so important. If students are living in the country where this language is spoken it is easier for them to listen to different native speakers. Outside the country it may be more difficult, and that is why teachers must give students as much listening material as possible.

2.2. Grammar

Grammar is part of what the teacher chooses to teach. Grammar is an important part of language learning. In order to have a functional knowledge of a language, students must have at least some knowledge about the grammatical structures of the language. For example, students need to know that verbs in the third person singular have an “s” ending in the present simple (“*he swims*”, “*she runs*”, “*it takes*”).

Teachers know exactly at what level which kind of grammar must be taught. Any experienced teacher will know that the phrase “*No sooner*” and other similar phrases must be taught in an advanced level. But the correct use of “*must*” is something that an elementary student should know.

One way of teaching grammar to beginners is to use a minimal grammar but to show patterns and help these students see that there are patterns; so that when they get more intermediate and senior levels of learning they will be able to transfer the word “pattern” to a grammar concept.

Some teachers have grammar knowledge from their mother tongue and are able to transfer this over to the second language, while others do not have this

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knowledge and are therefore not able to make this transfer. If teachers do not have the grammar knowledge in their mother tongue they are more unable to teach grammar in the second language.

The teachers' aim in teaching grammar should be to make sure that students are able to use the grammatical structures they are being taught in every day situations.

2.3. Vocabulary

Students need to learn what words mean and how they are used. Clearly some words are usually taught at lower levels than other words, and some uses of words may be more sophisticated than others.

Teachers should make sure that their students know which vocabulary they need to know for their level and that they can use the words that they want to use.

We can find some supplements to improve our vocabulary acquisition:

- **Use of computers and televisions.** Computers are a way to help learners work on their own to learn vocabulary, pronunciation, reading and writing. It can also be a good way for children to increase reading skills, including vocabulary.
- **Use of audio books.** Providing books with tapes is another way to improve vocabulary. By hearing and seeing the words in context at the same time, it is easier for learners to pick up the meaning.
- **Encourage the use of oral language.** Learners are going to learn the second language from teachers, not from their parents or their peers. Learners must be encouraged to speak in class as much as possible. This way, they will get more fluency in the vocabulary. Instead of "yes or no" questions, teachers should ask questions that they have to answer with sentences.

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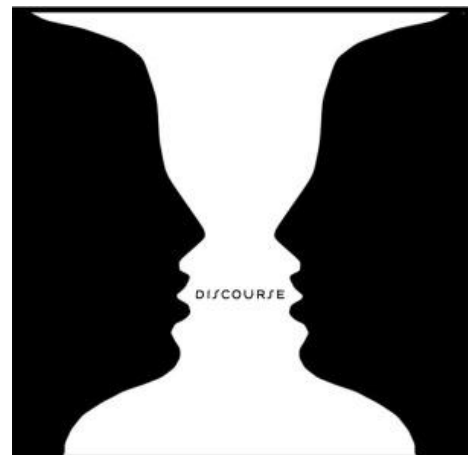
2.3.1. Vocabulary in context

There is a way of vocabulary learning that suggests that students should go home every evening and learn a list of fifty words by heart. This method can have good results, but it avoids one of the most important characteristics of vocabulary use: context. If teachers want to teach students what words mean and how they are used, teachers need to show them the words being used with other words, in context. This is the reason why reading and listening plays such an important part in the acquisition of vocabulary.

When students learn words in context it is easier for them to remember the words instead of learning them as single items. And even if this way of learning new words does not work in all the students, they would at least get a much better picture of what the words mean. It is said that playing different games with the new words help learners keep the new words in their minds.

2.4. Discourse

Discourse teaching can be a good way for teachers to teach the different language skills. For example, through a newspaper article or a letter from a book, a teacher can teach grammar rules. Students can learn how these rules are used in context, they can learn new vocabulary and fluency reading. With the same piece of discourse, students can go on working in different ways: they can retell the information in the article, they can write an essay about one of the ideas in the article. Moreover, teachers can use recorded real conversations, a phone call, an interview and so on. With the help of all this material, students can learn oral discourse, intonation.



Discourse.

<http://mulestudy.wordpress.com/col-by-discourse/>

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Students need to be aware of the fact that languages can be used in different ways, depending on each situation. They need to know the difference between the language that we will use in a formal situation, and the language that we will use in an informal situation. They need to know when they can say “sorry” and when it would be better to say “*I really must apologise*”, for example.

2.4.1. Language functions

Purpose is one of the most important factors that help learners improve their learning. We decide what to say depending on the purpose that we want to achieve. All these purposes have been called language functions. For example: “Congratulations” to someone performs the function of congratulating or “I promise” performs the function of promising. With this kind of words the relationship between word and function is easy. It is more difficult when, for example, someone says “It’s very hot in here”, requesting another person to open the window.

2.5. Skills

Teachers may not be teaching students to read, but they are teaching students to read in English. Moreover, as students are dealing with a foreign language, teachers will need to help students with the skills that they are already familiar with. If students can concentrate on these skills, they will be more confident with the foreign language and they will have great expectations of success. Sometimes, students are not efficient at all the skills on their own language, and teachers should take that into account.

2.6. The syllabus

All the students need to know about the language they are learning but before starting their learning, teachers have to decide which parts of this knowledge they want to teach and when. This organization is called a syllabus.

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We can find different types of syllabuses: they can be short lists of grammar structures or functions. Others can contain lists not only of language, but also of vocabulary or activities and tasks.

2.6.1. Vocabulary

One of the ways in which you can organize a syllabus would be more usual in terms of vocabulary than grammatical structures or functions. Vocabulary syllabuses need to be mixed with grammatical syllabuses, but the way to establish these connections is not clear. The idea of vocabulary organisation as a syllabus is connected with situation and topic syllabuses.

2.6.2. Situation, topic and task

Language is not the only way to organise a syllabus. Another way of organising the teaching can be a number of situations (*at the bank, at the railway station, and soon*). But students find this kind of organising a syllabus a bit limited because they will be only able to use the vocabulary they will study when they face that specific situation.

Another kind of organising syllabus should be mentioned: topic (for example: *health, fashion, families, and so on*). If we choose the topic of health, for example, students can talk about things such the body, illnesses, sickness, health dangers, and so on.

Topic syllabuses are suitable for vocabulary material. They should be more useful at more advanced levels.

One of the problems of topic syllabuses is that students must have a continuing interest in the topic. But these lists provide a way of organising syllabus very interesting for both teachers and students because they are able to study subjects in which they are interested.

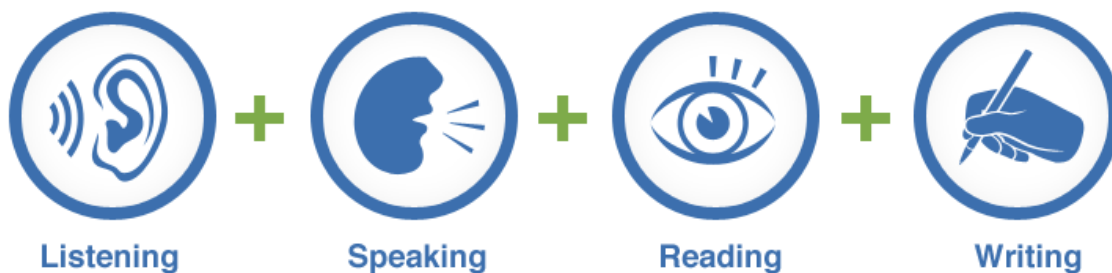
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2.6.3. The syllabus and the students' needs

The syllabus organisation varies on the needs of the students who are going to be taught. For example, the syllabus for a group of scientists will be different from the syllabus for a group of waiters. Another important fact is the level of the students: the syllabus for beginners will be very different from one for advanced students. Moreover, the age of the students will have a lot to do with the selection of topics, too.

Teachers may like to restrict the choices of topics and activities depending on the students they are going to teach, but this will only be in terms according to age, etc. One area in which we cannot impose restrictions is the area of language skills because a general English course should be a four-skill course.



The four language skills.

<http://www.changomaniaco.com/wordpress/dyned/>

Syllabus designers must be able to organise all these elements in a coherent way. All the programmes of a language study should have different lists: a list of language to be taught, a list of functions, a list of vocabulary, a list of topics to deal with and a list of tasks and activities. The way these lists are written may vary.

2.7. Language varieties

Another issue that students need to learn is the issue of language variety. For example, we cannot say that English is only one language because it has many varieties that are used all over the world.

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Because of the many varieties that we can find in the language of English, a discussion has begun because some people think that some varieties of English are better than other ones.

We can find three important factors in this discussion: one of these three factors is the variety of English that the teacher uses. The second factor can be which variety is the most appropriate for the students. The third factor is related to which variety of English is used in the materials used in class.

For students with a lower level it is recommendable to study just one variety of English. When students have improved their English and they have an intermediate level, they can start studying different accent and varieties. As English is an international language it is very important that any student is able to understand as many varieties of English as possible.



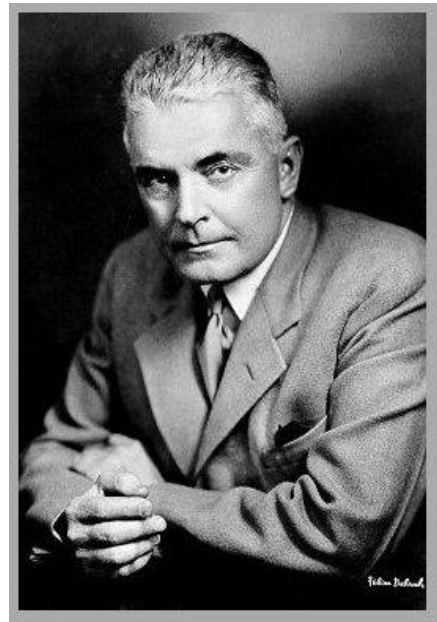
3. Language learning and language teaching

3.1. Learning theories and approaches

How do people learn a language? A lot of research has been made into this subject. Some concrete theories have had a great effect on the teaching of a language. However all these theories have created a lot of studies of how people learn their first language.

3.1.1. Behaviourism

In an article published in 1920, two physiologists called Watson and Raynor announced the results of an experiment they made with a young baby called Albert. When Albert was only nine months old, they found out that the easiest way to frighten him was making a loud noise with a kind of tool. Three months later, they frightened Albert putting three animals in front of him: a rat, a rabbit and a dog. While he was in the presence of these three animals the two psychologists continued making the loud noise. The result after three months was that Albert, when on presence of these three animals, was afraid without the noise being made. Moreover he felt tense when a fur coat was put in front of him. The psychologists suggested that they thought they would be able to find out a solution to cure Albert's fear, but they were not able to do it because Albert's parents did not allow the two physiologists to go on with the experiment. Watson and Raynor arrived at the conclusion that Albert would probably be afraid of fur coats when he reached the age of twenty.



John Watson

<http://facweb.furman.edu/~einstein/watson/watson1.htm>

The ethics of this experiment are very questionable, but this experiment is a perfect example of *conditioning*. Watson and Raynor succeeded in making

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Albert feel afraid of the rat, the rabbit, the dog and probably the fur coat in the future. We should take into account that before the experiment was made, he was not afraid of them.

The aim of conditioning is to train a person or an animal to do anything. To achieve this you need to follow a three-stage process: these stages are *stimulus*, *response* and *reinforcement*. For example, a warning light is set off (*the stimulus*), the rat runs up a bar and presses it (*the response*) and some food falls at its feet (*the reinforcement*). If the behaviour of the rat is reinforced a lot of times, the rat will always go to the bar because it knows that if he goes to the bar when the light is set off, it will have some food.



Rosalie Raynor, little Albert and John Watson

<http://dianiko.wordpress.com/2010/09/30/unethical-experiments-in-a-name-of-science>

In this example, reinforcement gets the form of a prize and it is positive for the rat. But we must know that we are able to train rats with negative effects. With this negative effect the rat will learn not to do something.

There is a book called *Verbal Behaviour*² in which a psychologist, Skinner³, worked with this theory of conditioning to get humans to learn their first language. He suggested that the language is a form of behaviour similar to when the rat presses the bar. We can apply the same stages of stimulus-response-reinforcement when a baby starts learning a language. Our language learning is the result of the positive or negative reinforcement.

²*Verbal Behaviour* is a book in which is described what is traditionally called linguistics.

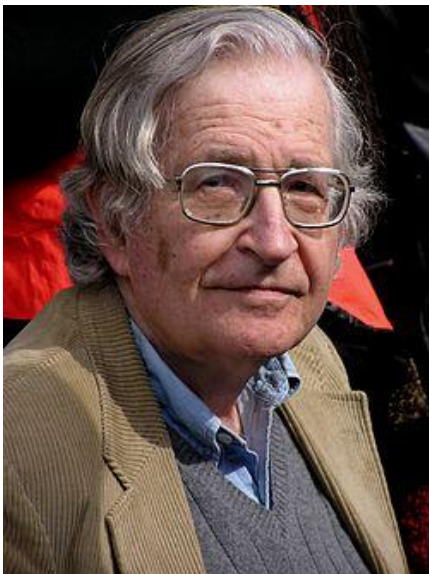
³Skinner was the one who invented the Skinner Box: a laboratory used to analyse the behaviour of the animals.

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Behaviourism, which was a psychology theory, was considered a method for language teaching, especially in America, and as a result, the *audio-lingual method*⁴, which is still used in many parts of the world, was created. This method consisted of repetitions and the reinforcement of the teacher. In this method, mistakes were criticised, instead, when a student made a correct statement, he or she was rewarded. We should know that the audio-lingual method was taught because it was thought to be very successful in some contexts.

3.1.2. Cognitivism



Noam Chomsky

http://es.wikipedia.org/wiki/Noam_Chomsky

The term *cognitivism* makes reference to some psychological theories worked in linguistics by Noam Chomsky⁵.

In 1959 Chomsky published an article in which he showed his disagreement with Skinner's method of behaviourism. Noam Chomsky was against the bases of how a baby learns a language.

For Chomsky a language is not a form of behaviour. The language learning is based on a system made with rules and an important part of this learning is based on learning this system. There are a lot of grammatical rules in the system and with the knowledge of these rules some sentences can be constructed in the language. Children have the ability to acquire a language slowly and it is this knowledge of the grammar rules that allows children to be creative as language students. For example: experimenting and saying things they have never said before.

⁴ *Audio-lingual method* consists on giving importance to the pronunciation and the dialogue.

⁵ Noam Chomsky is an American linguistic who played a major role in the decline of behaviourism.

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The teaching of a language has got a methodology based on Chomsky's theory. Chomsky's theories have never been addressed to adult language learning. But the idea that language does not consist of a set of habits has turned many teaching techniques and methodologies doubtfully. Students are usually encouraged to learn rules to be able to create sentences of their own. To achieve this new objective in which students will be able to create sentences of their own, teachers must teach them the structures.

3.1.3. Acquisition and learning

More recent investigations about how people learn a language have focused the attention on the distinction between *acquisition* and *learning*.

Stephen Krashen⁶ suggested that the learning of a second language needs to be as similar as possible to the learning of a child's native language. Although there may be some limits on the acquisition of the language the children are used to hearing, they are not conscious of being taught their own language. Instead of learning the grammar rules at the beginning, they start to hear and experience a lot of different situations in which their language is being used. In these situations the child can start communicating, for example with his or her parents.



Stephen Krashen

http://unt.unice.fr/uoh/learn_teach_FL/affiche_theorie.php?id_theoricien=42

They have not consciously started learning their native language; they start learning it as a result of all the information they have received and with the practice of this information.

The language students are going to hear and read should contain some language students already know, and some language students have never heard or read before. This is referred to as *input*. Krashen compared the use of

⁶Stephen Krashen is a linguistic from Chicago who gave some various concepts in the study of second language acquisition.

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this language to the way adults talk to children. For example, mothers and fathers are used to making the use of the language simple, because they think their children will understand it more easily. They do not make their language simple in an exact way, but only using some concrete structures. We can compare this way of simplification of the language to the way some people speak to foreigners. Maybe if the students who are learning a language are constantly receiving input, they will acquire these items of a language that they did not know without difficulty.

3.1.4. Task-based learning

Many methodologists have come to the conclusion that it is better to acquire the practice of a language with a lot of experience instead of concentrating only on the grammar.

In 1970, the British linguistic Allwright⁷ carried out an experiment where the traditional notions of language teaching were put in doubt. His opinion was that the grammar of the language that is being studied is not necessary. According to him, it was more important to make students participate in communicative activities in which they need to use the language they are studying. The more they practice this way of learning a language, the better they will become using it.

This experiment was carried out with some foreign students of the University of Essex⁸. They gave students some activities in which they were made to use English, for example: the students played communication games or had to interview one of the professors to find out information. The students, before starting this experiment, had an intermediate level, and apparently this experiment was very successful.

⁷Dick Allwright is one of the most influential linguists in the area of language education.

⁸The University of Essex is a British public research university whose original and largest campus is near the town of Colchester, England.

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In 1979 in Bangalore⁹, N. S. Prabhu started a project with the task-based learning in a very different context. He and his colleagues were not happy with the traditional way of teaching because it consisted of learning only the grammatical structures. They thought that if students only studied these grammatical structures, they would not be motivated to learn the language because they would not feel they were learning the real language. On the other hand, if the teacher gives the students different activities such as role activities, dialogues, situations they can find in real life, etc... and with all these different activities they can put the different language structures into practice, they will be much more motivated and they will understand the grammar concepts easily.

Prabhu¹⁰ called the tasks in which he and his colleagues were working on *procedural syllabus*. This list of syllabus contains tasks such as finding your way on a map, interpreting timetables or answering questions about dialogues in which they will have to solve some problems.



N. S. Prabhu

<http://eltaconferences.com/Conference2012.html>

The interaction we can find in the classroom is between the teacher and the students. In the class they will carry out tasks that involve answering questions and vocabulary checking. For example, they check a train timetable and discuss questions like “If I want to arrive at 13.00 in Bangalore, which train do I have to take?”.

Prabhu believes that the comprehension of the language is more important than the grammatical structures.

⁹Bangalore is the third largest city in India.

¹⁰Prabhu specialized in linguistic science at the University of Reading, United Kingdom.

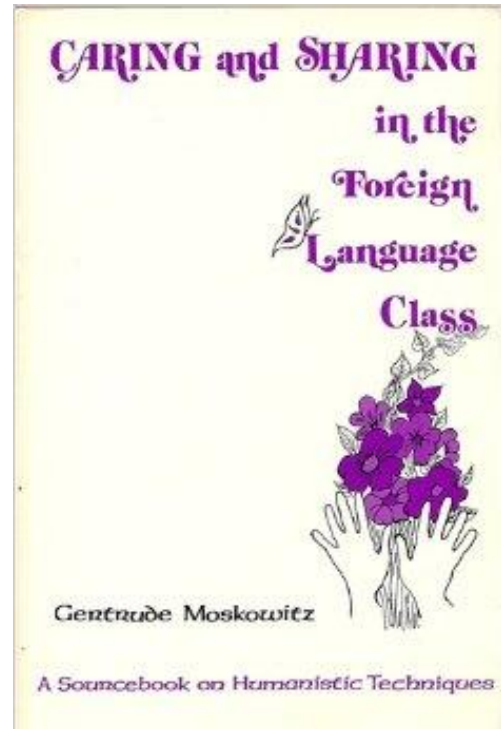
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3.1.5. Humanistic approaches

Another way of language teaching consists of not only teaching the language, but it also consists of helping students improve themselves as people.

This different way of language teaching has developed into different methodologies that have created the *humanistic* aspects of a language. In this methodology the experience of the students is the most important thing. Moreover, the encouragement of positive feelings seems to be as important as learning the language. In a book of Gertrude Moskowitz¹¹, *Caring and Sharing in the Foreign Language Classroom*, we can find different activities that make students feel happy and remember happy times of their life at the same time they are practicing a language. Different writers have used similar teaching techniques where the topic is related to the life and relationships of the students; with these different topics they start learning the grammar or the vocabulary of the language.



Caring and Sharing in the Foreign Language Classroom by Gertrude Moskowitz

<http://www.amazon.com/Caring-Sharing-Foreign-Language-Class/dp/0838427715>

Others go further and provide whole methodologies, such as *Community Language Learning*, *Suggestopaedia*, *The Silent Way* and *Total Physical Response*¹².

¹¹Gertrude Moskowitz is professor and coordinator of Foreign Language Education at Temple University, Philadelphia.

¹²These methodologies are explained in pages 44, 45, 46, 47, 48, 49, 50, 51 and 52.

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3.2. Foreign language learning

We cannot have any doubt about the fact that the students who hear or read a language that they understand more or less, it will help them to acquire that language easily. If they are in a constant contact with the language they are learning, they will certainly be able to use it by themselves.

It also seems that students can acquire the language they are studying while they are doing another thing in which they are interested in at the same time.

If we pay attention to some of the theories we have taken a look at before, we can find a division between acquiring the language and learning the language; it is said that acquiring the language is better than learning it. This division, however, does not make sense for some reasons: the first one is that we do not have enough arguments to say if someone has acquired or learnt the language; for example, if two people are exposed to the same input we cannot know if one of them is conscious of the learning or is not.

Another of the problems of acquiring a language is that it takes a lot of time. Most people who are studying a language, they study two and a half hours a week, which is not a lot of time if we compare it with the time children are exposed to acquire their first language.

Another issue we have to take into account is in which condition the language is being learnt takes place and who the students are. For example, in the experiment that was carried out by Allwright, the students, at the beginning, had an intermediate level, and since they started the experiment, it was assumed that they succeeded and they started feeling more motivated. Moreover, they were studying in Great Britain, which means they were in a constant contact with the language they were studying.



3.3. Input and output

In deciding how to approach to the teaching and learning of English the classroom can be divided into two activity categories: the ones which give the students a language *input*, and the ones which give the students a language *output*. In both acquisition and conscious learning, we can find stages at which students are receiving language. But exposing students to language input is not enough; teachers need to provide students with some opportunities in which they will be able to practice this knowledge.

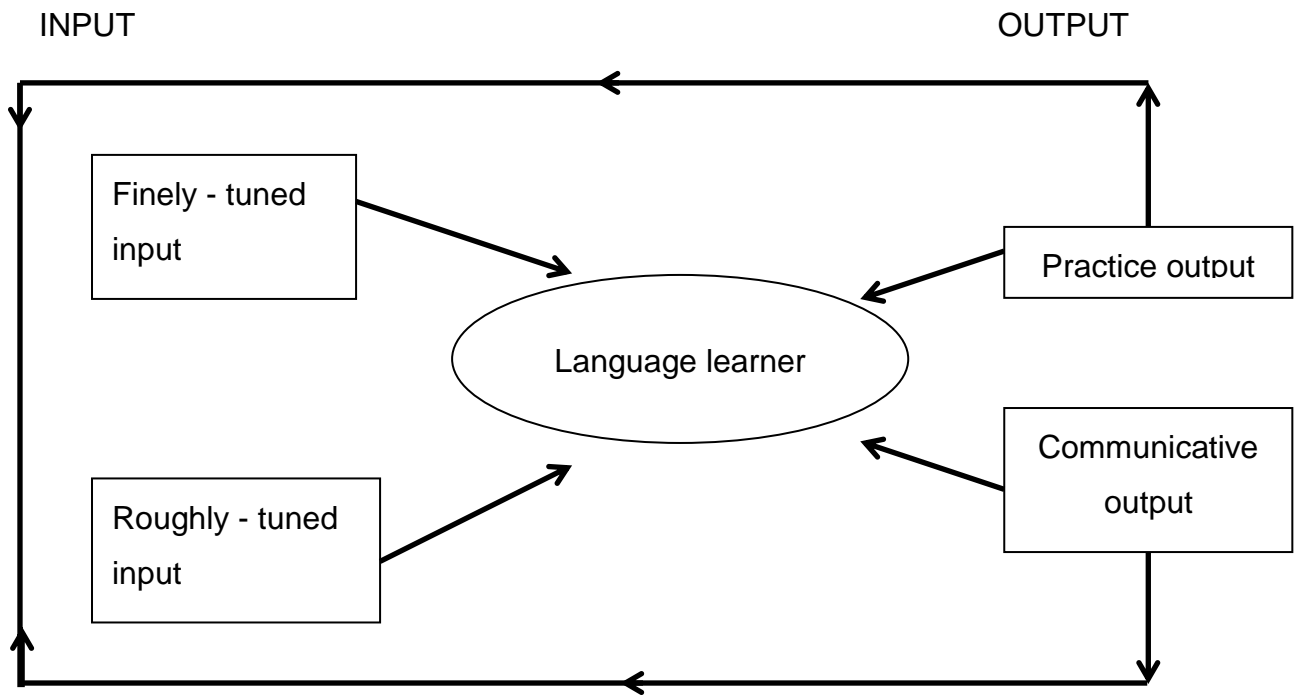
The language output can be divided into two sub-categories:

- The first one is *practice*, where the students must use new items of language in different contexts. The aim of these activities is to give the students the opportunity to practice the structures and functions. In this way, they will be able to feel interest in items they have never felt interest in before.
- On the other hand we can find the *communicative output*, the activities in which the students use the language are meant to communicate because the aim of these activities is to make students be able to communicate with other people.

A distinction between two different kinds of input has to be made:

- *Roughly-tuned input*. In this kind of input we can find the teacher as a major source.
- *Finely-tuned input*. The language we can find in this input has been selected depending on the level of the students.

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Input and output
Source: own elaboration



4. Teaching the productive skills

4.1. The nature of communication

Although communication between people is always changing, there are some aspects that are always the same and these facts are very important for the learning and teaching of languages.



Communicative purpose

<http://mingles.es/blog/?p=451>

When people start having a conversation, we can be

sure that they have some reasons to have it. These reasons can be:

- (a) **They want to say something.** People feel the need to speak.
- (b) **They have some communicative purpose.** Speakers say things because they want something to happen after what they have said. Maybe they want to give advice to the person they are talking to; or they want to agree or complain about something they have done. The important part of the communicative purpose is the message they want to convey and the effect they want it to have.
- (c) **They select from their language store.** To achieve this communicative purpose speakers will select the language they think is more appropriate for the purpose they want to achieve.

These three general aspects can be applied to both the speaking and the written communication. But there is one difference: the writer is not in a direct contact with the reader. On the contrary, speakers can be in direct contact.

Apart from the different aspects that we can always find in a conversation between some people and in a written communication, there are some general

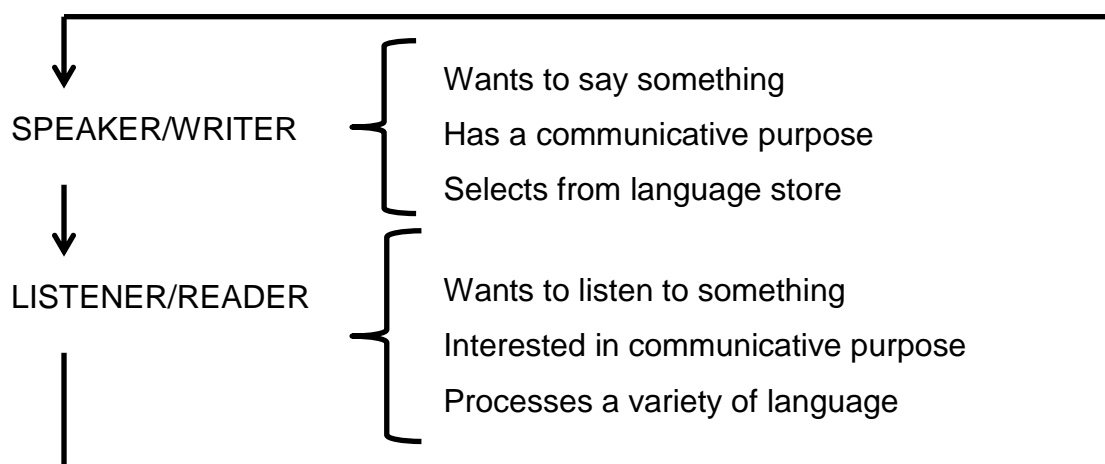
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aspects about a listener (or a reader) of a language. We can find three points about these general aspects of the listeners:

- (a) **They want to listen to something.** If they want to understand what they are listening to (or reading), they must want to understand it, they must wish it.
- (b) **They are interested in the communicative purpose of what is being said.** They want to listen to the language because they want to discover what the speaker is saying.
- (c) **They process a variety of language.** Although the listener may have an idea of what the speaker is going to say, they must know that they will have to process a lot of grammar and vocabulary to be able to understand what is being said.

When communication takes place, we will always find a speaker (and/or writer) and a listener (and/or reader). For example, when a novelist writes a book, he or she does it because he or she has the hope that some day someone will read it and will be performing a communicative act while reading the book.



The nature of communication

Source: own elaboration



4.2. The information gap

As we have explained before, speakers usually have a communicative purpose and listeners are interested in discovering what purpose speakers have. It is possible that listeners have some idea of what the speaker purpose is. In this case, listeners must listen to be sure of the purpose because they cannot be sure before they hear what the speaker says. For example, when a man asks a woman because he wants to know the time:

A: Excuse me.

B: Yes?

A: Do you have a watch?

B: Yes, why?

A: Could you tell me what time it is?

B: Sure. It is three o'clock.

A: Thank you.

B: No problem.

With this example we can come to two different conclusions about why the man started the conversation: on one hand, the man could want to start a conversation with the woman because he thought that she was interested, and the conversation about the time was just a simple issue to start the conversation. On the other hand, he really wanted to know the time. In both cases we can find an *information gap* between them. There is an information gap because at the beginning of the conversation, none of them knew exactly all the information, and the conversation helped them to close the gap because, after the conversation, they all know the same information.

4.3. The communication continuum

Now that we have discussed the nature communication we can suggest some characteristics that are necessary for input and output stages.

Students should have a wish to communicate because if they do not want to communicate with other people, that communication will not be effective. The

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students who want to communicate should have a communicative purpose: they should use the language to achieve the objective they want, and this objective immediately becomes the most important part of communication. If students have this purpose, they will pay more attention to the information they want to convey than the language being used. Students will have to be exposed to a variety of language: for example, they will not only know one grammatical construction. While students are communicating with a clear purpose the teacher should not say if they are making mistakes or asking them to repeat what they have just said because it would ruin the communicative purpose of the activity. The teacher should be involved in the activity, but just listening and watching carefully to their students. After all these different characteristics we can add another one: no materials control. Sometimes students use materials that limit the choices of what they want to say and how they want to say it.

So for non-communicative activities, students will not have the wish to communicate with other people and they will not have any communicative purpose. These students will only pay attention to one language item and the teacher will correct the mistakes they will make. Moreover, they will work with specific material focused on a limited amount of language.

NON-COMMUNICATIVE ACTIVITIES

No communicative wish No communicative purpose One language item Teacher intervention Materials control

COMMUNICATIVE ACTIVITIES

A wish to communicate A communicative purpose Variety of language No teacher intervention No materials control
--

The communication continuum
Source: own elaboration

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4.4. Stages in language learning/teaching

4.4.1. Introducing a new language

In the introduction of a new language, teachers control all the learning techniques, for example asking students to repeat and making drill activities. The teacher, moreover, corrects when students make mistakes. This introduction stages help students assimilate different facts about the new language and produce the new language for the first time successfully.

4.4.2. Practice

While students are doing the practice activities, they may have a communicative purpose; and while they work in pairs, they will not have a wide language variety. The materials they will use should determine what the students do or say. During the practice stages, teachers will intervene a bit to help students.

4.4.3. Communicative activities

In these stages students are involved in activities that give them a wish to communicate and a purpose that makes them use a variety of languages. These activities are very important in a classroom because they help students to be able to use the language as individuals. When students share the same native language with the other members of the group and they have to face a difficult task, they usually stop using the second language and they start using their native language. Students have to be responsible and avoid using their native language although the task is difficult; if they are able to avoid it, it will be easier for them to improve the learning of the new language.

4.5. The relationship between the different stages

There is a clear relationship between the introduction and the practice stages; but the relationship between communicative activities and introduction and practice stages is not very clear.



If teachers introduce a new language, they will want to practise it in a controlled way. After an introduction stage, teachers will use one of the practice techniques that will help students to use a new language.

Maybe it is true that in the first stages of language learning we can find more introduction of the new language and more practice than communicative activities. This balance is usually the result of the decisions about what the students need on a particular situation or day.

4.6. Integrating skills

In some way the four main skills are separate and we should take this into account: for example, one day students should focus on just reading, the next day they should concentrate on just speaking, etc. Although we have some discussion about this aspect:

- First of all, it is true that when one skill is performed, it cannot be performed without another skill. For example it is impossible to start a conversation (speaking) if you do not listen to the person with whom you are having the conversation (listening).
- Secondly, people use different skills when they are dealing with the same subject for different reasons. For example, when the teacher gives homework to his or her students, the homework can be to write a composition; the students have to listen to the item of the composition because they have to know about what to write (listening), then they will have to write the composition and pay attention to the structural functions (writing and grammar) and finally they will probably have to read the composition in front of the class (reading).

It is true that the activities will have to focus on just one particular skill, but at a certain stage students will concentrate on the reading or writing or listening or grammar abilities.

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4.7. Speaking and writing

There are some differences between the written and spoken English. There are different types of exercises that focus on different aspects of language and demand different levels of correction.

Speakers have a wide variety of expressions and moreover, they can vary their intonation and stress that helps them to show which part of what they are saying is the most important. When the speaker is having a conversation face to face, he or she can use facial expressions, gestures and body language to help convey the message.

On the other hand, the speakers on the telephone are not able to use the same advantages as the speaker who is having a conversation face to face. They will have to trust only on the words and the use of intonation and stress, without being able to see the visual clues that would help them to know what the other person is thinking.

But the most important difference between writing and speaking is accuracy. Native speakers are constantly making mistakes while they are speaking. They say the same thing in different ways and they usually change the subject when they are in the middle of a sentence. However, a composition with mistakes and half-finished sentences would be criticised by native speakers because the writing is expected to be correct.

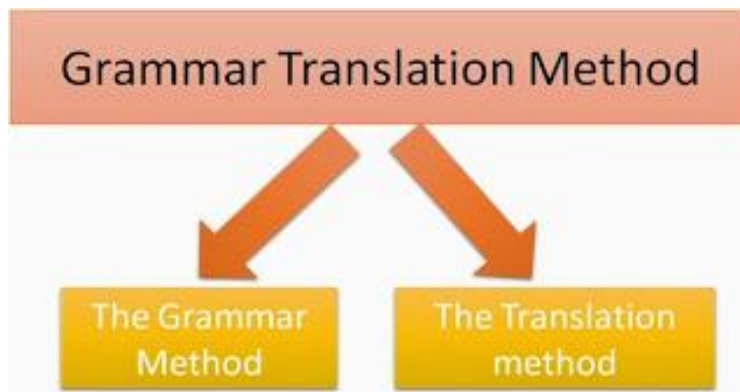
We have to know that writers have another disadvantage because they cannot use intonation or stress, facial expressions, gesture and body movement. These disadvantages have to be compensated by the use of grammatical techniques.



5. Language teaching methods

5.1. The Grammar-Translation Method

The Grammar-Translation Method is a traditional and common method of second language teaching.



Grammar-Translation Method

http://fgmpinggrisbanyumas.blogspot.com.es/2013/11/grammar-translation-method_709.html

Some of the objectives we can have in this method are to be able to read different books written in the second language, to be able to translate from the native language to the second language, and to develop reading and writing skills.

In this method learners need grammar and vocabulary. They need to study the grammar rules and the tenses and their uses by heart.

The teacher must play a specific role in this method: he or she has to control the classroom and follow a textbook. The interaction with the students should be little.

As we have said before, students must memorize vocabulary, the different verb tenses and they need to learn the grammar rules. In this method an important activity is to make as many dictations as possible.

This method has been regarded as the easiest one for teachers to use because as teachers use mainly the textbook, they do not have to prepare extra activities.

Moreover, with this method students do not participate in oral situations (role

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games...), the students are not able to learn how to speak the second language in real situations. There is very small communication between the teacher and the student, and among students.

Advantages

- Easiest for teachers to use.
- Teachers are not required to make good lesson preparations.
- Only the textbook is used.

Disadvantages

- It does not allow students to participate in oral activities.
- Students do not learn to speak.
- Very little student/teacher and student/student interaction.

5.2. The Direct Approach

The Direct Method is another method used in teaching foreign languages. This method does not allow the use of the learners' native language; the second language is the one that must be used to communicate. This is the reason why the Direct Approach is called "direct".

In this method we can find different techniques. For example: reading aloud, question and answer exercises, students correct their own activities and one of the main exercises are dictations.



Direct Approach

<http://www.directapproachlists.com>

Some characteristics of this method are the following ones:

- Students learn the grammar rules with the practice and experience of the second language.
- The culture of the language that is being learned is also taught because culture is considered an important aspect of learning the language.

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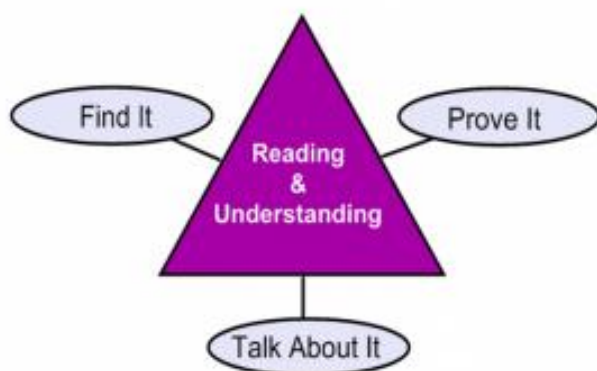


- In this method we do not find any translation exercises.
- Vocabulary and sentences are taught during the elementary level; and grammar, reading and writing in the intermediate level.
- The oral communication skill is taught with a question and answer structure between the teacher and the students.
- Students are able to learn speech and listening comprehension.
- A correct pronunciation and good grammar use is very important.
- Students should be speaking about three quarters of time during the lesson.
- Students are taught how to ask questions and how to answer them.

The role of the teachers is to lead the classroom activities. Moreover, the teacher and the student must be partners in this learning progress. Finally, it should be mentioned that the students' role is not as passive as in the Grammar-Translation Method.

5.3. The Reading Approach

This method is selected for practical and academic reasons. The approach is for people who do not travel abroad, but for people who think that reading is the most useful skill in a foreign language.



Reading Approach

<https://blogs.glowscotland.org.uk/fa/CurriculumSupport/2013/11/25/the-thinking-reader-active-literacy/>

The priority in studying the second language is the reading ability and the historical knowledge of the country where the second language is spoken. Only the grammar necessary for reading and fluency is taught. It does not give much attention to pronunciation or conversation skills in the

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second language. Moreover, the acquisition of vocabulary is considered more important than the grammatical skill; that is why the vocabulary is expanded as quickly as possible. We can find translation in this approach because it is related to the comprehension of the written text.

The main characteristics of this approach are:

- The teaching grammar is restricted.
- Vocabulary is highly controlled at the beginning and then it is expanded at the later stages.
- Translation is used in the classroom.
- Reading comprehension receives the highest attention and it is very emphasized.
- Teachers do not need to have a good pronunciation in the foreign language because the foreign language is not used for communication in the classroom.

5.4. The Audio-Lingual Method

The Audio-Lingual Method of teaching a foreign language was also known as the army method. It was originated from the behaviourist theory of learning language and it became popular because of the need of the United States on sending the army troops around the world during the World War II.

This method consists of repetition drill and as a result, it was used to teach a big number of students at the same time.

The Audio-Lingual method teaches the language directly but it does not use the native



Audio-Lingual Method

<http://blog.about-esl.com/wp-content/uploads/2013/02/ID-10019976.jpg>

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language to explain grammar or vocabulary. On the other hand, it does not focus on teaching vocabulary. Instead, students are drilled in the use of grammar in the second language learning.

The Audio-Lingual method is no longer a popular method of teaching English because it has been questioned.

This method has got four parts:

a) Repetition. The students repeat what the teacher says.

Teacher:
"I walk to school."

Student:
"I walk to school."

b) Inflection. The teacher says a sentence and the student must say the same sentence but with a different tense.

Teacher:
"I walk to school."

Student:
"I walked to school."

c) Replacement. The teacher says a sentence and the student has to replace one of the words for a different word.

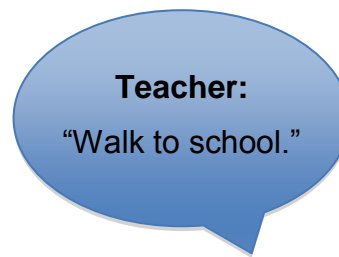
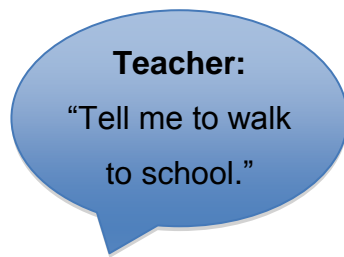
Teacher:
"I walk to school."

Student:
"I run to school."

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- d) **Restatement.** The teacher says a sentence and the student has to convey the same meaning but changing the structure.



5.5. Community Language Learning

Community Language Learning is a teaching method in which students work together to develop the aspects of the language they would like to learn. According to this method, if there is a strong relationship between the teacher and the student, it will be easier for the student to learn. The Community Language Learning encourages interaction as a way of learning, and it considers as a priority the students' feelings in the second language acquisition.

There is no textbook to follow and the students themselves determine what they want to learn.

By means of this method, the student repeats what the teacher has translated into the second language. For example: from eight to twelve students sit in a circle, while the teacher, called *Knower*, stands outside the circle waiting for the students participation, which consists of whispering to the teacher what they want to say in their mother tongue. Immediately the *Knower* whispers the translation of this sentence into the second language. Afterwards, the students repeat the sentence aloud. In this way, students participate in a dialogue among them.

In this method we can find some specific activities:

- a) **Translation.** Students sit down forming a circle. When they are forming the circle, they start thinking some sentences in their native language.

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After they have thought the sentences, they say them aloud and the teacher translates the sentence into the second language.

Students form a circle.

A student speaks out in his/her mother tongue.

Teacher translates it into the second language.

- b) Tape recording.** In the tape recording, students speak out in their mother tongue and the teacher translates the language statements into the second language. After teachers have translated them, students repeat them while they are recorded.

Students speak out in their mother tongue.

Teacher translates the language statements into the second language.

Students repeat the statements in the second language.

They are recorded.

- c) Group work.** In this activity we can find different tasks, such as discussion of a topic, preparing a conversation. To complete these tasks, students should work in small groups and after this, he or she will present it in front of the rest of the class.



Tasks like discussion of a topic, preparing a conversation, are given.

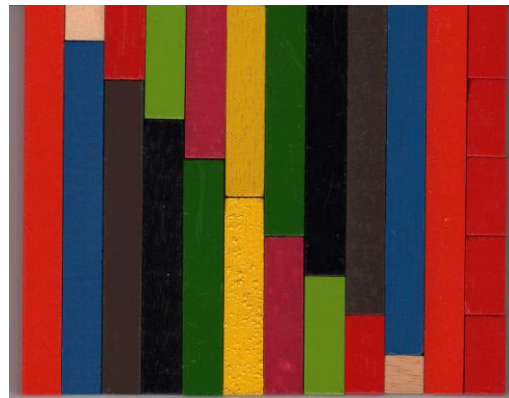
Students work in small groups to complete the task.

Present it to the rest of the class.

5.6. The Silent Way

This method is called The Silent Way because the teacher should be as silent as possible in the classroom in order to encourage the learner to produce as much language as possible.

The teacher uses some physical objects called Cuisenaire rods to make students learn easily. For example: the teacher shows the learners a small red Cuisenaire rod and a bigger blue one and says 'The blue one is bigger than the red one'. The learners repeat this. The teacher then substitutes the rods to produce other models, and finally encourages the learners to produce their own comparisons.



Set of Cuisenaire rods.

http://en.wikipedia.org/wiki/Silent_Way#mediaviewer/File:Cuisenaire-Rods.jpg

The main characteristics are:

- Teachers should concentrate on how students learn, not on how to teach them.
- Imitation and drill are not the primary means by which students learn.

Second Language Acquisition. Methodology



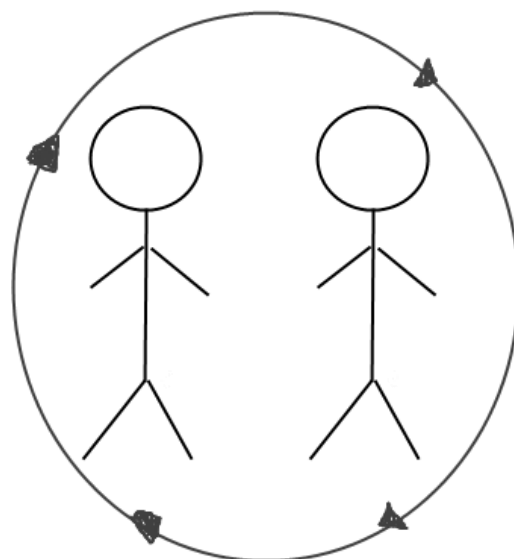
- Learning consists of making mistakes, deliberating experimentation and revising conclusions.
- The teacher must not interfere with the learning process.

These characteristics situate the Silent Way in the tradition of discovery learning.

The teachers' task is to make students focus their attention on learning, and provide exercises to help them develop language facility. It should be mentioned that the teacher should only help the students when it is very necessary.

5.7. The Communicative Approach

The Communicative Approach is based on learning a language through having a conversation in a real situation. When learners are involved in a real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. For example: students stand up in class and use the second language to find out personal information about their classmates; another example is role activities.



Pair-work

In the classroom, the activities are guided and the communicative approach is characterised by trying to produce real communication at all levels.

<http://www.d80.co.uk/post/2011/03/05/Pairing-Doesnt-Work-Without-TDD.aspx>

The activities used in the classroom in communicative language teaching include:

Second Language Acquisition. Methodology



- **Role activities.** A role activity consists of performing a role or a character of a play.
- **Interviews.** An interview is a conversation between two or more people in which questions are asked by the interviewer and are answered by the person who is being interviewed.
- **Information gap.** An information gap is a technique in language teaching where students have missing information, which is necessary to complete a task or solve a problem, they must communicate with their classmates to fill in the gaps.
- **Games.** A game is usually used for enjoyment and sometimes used as an educational tool.
- **Language exchanges.** Language exchange is a method of language learning based on mutual language practicing by learning with partners who are speakers of different languages.
- **Pair-work.** Pair-work is learners working together in pairs.
- **Learning by teaching.** As its name suggests, by means of this method, learners learn a new language by teaching other students.

5.8. Total Physical Response

Total Physical Response is a language method based on the coordination of language and physical movement. In this method, instructors give orders to students in the second language, and students respond with whole-body actions.



Touch your
nose!

Touch your
shoulders!

Touch your
knees!

Touch your
feet!

Total Physical Response

http://ashfort-english-school.com/src/sc724/IMG_0007.jpg

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The listening and responding with action is successful because of two reasons: it is a way of quickly recognizing meaning in the language being learned and a way of passively learning the structure of the language itself. Grammar is not taught precisely, but it can be learned from the language input. Total Physical Response is a nice way to learn vocabulary.

Total Physical Response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

A lesson in Total Physical Response is organized around grammar, and in particular around the verb but it gives more importance to the listening part.

The teacher plays an active and direct role because he or she decides what to teach, and moreover he or she selects the models and the materials.

Learners listen attentively and respond physically to commands. They are expected to recognize and respond to new combinations of taught items and they have to produce new combinations on their own.

The goal of this method is to provide an enjoyable learning experience, having a minimum of the stress that usually produces the learning of a foreign language.

5.9. Immersion

Through this method, learners study school subjects, such as maths, science, and social studies in their second language.

The main purpose of this method is to develop learners' communicative competence or language proficiency in their second language in addition to their native language.



Different subjects in English

http://t2.ftcdn.net/jpg/00/40/78/55/400_F_40785515_T0kqh3xsS1HcUc4lur7Ep8nfK66GtccD.jpg

Immersion programs may vary from one country or region to another. Moreover, immersion programs take on different formats based on: class time spent in the second language, participation by native speaking students, the age of the learner, school subjects taught in the second language, and even the second language itself as an additional and separate subject.

It is important for teachers who use the Immersion method to keep an eye to the students who are often silent in class. There are often two types of silent students: those who have some problems in learning a language, and those who are too shy or embarrassed to ask for help. Teachers need to find out which type of student they are dealing with, because if their difficulties go unnoticed, language immersion will not work.

5.10. Suggestopedia

Suggestopedia is a teaching method used mostly to learn a foreign language. Students develop towards the method by believing that it works.

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The main aim of teaching is not memorization, but the understanding and creative solution of problems. However, memorization of vocabulary is an important goal of Suggestopedia.

The teacher should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage a positive reception and retention by learners. They must show an absolute confidence in the method.

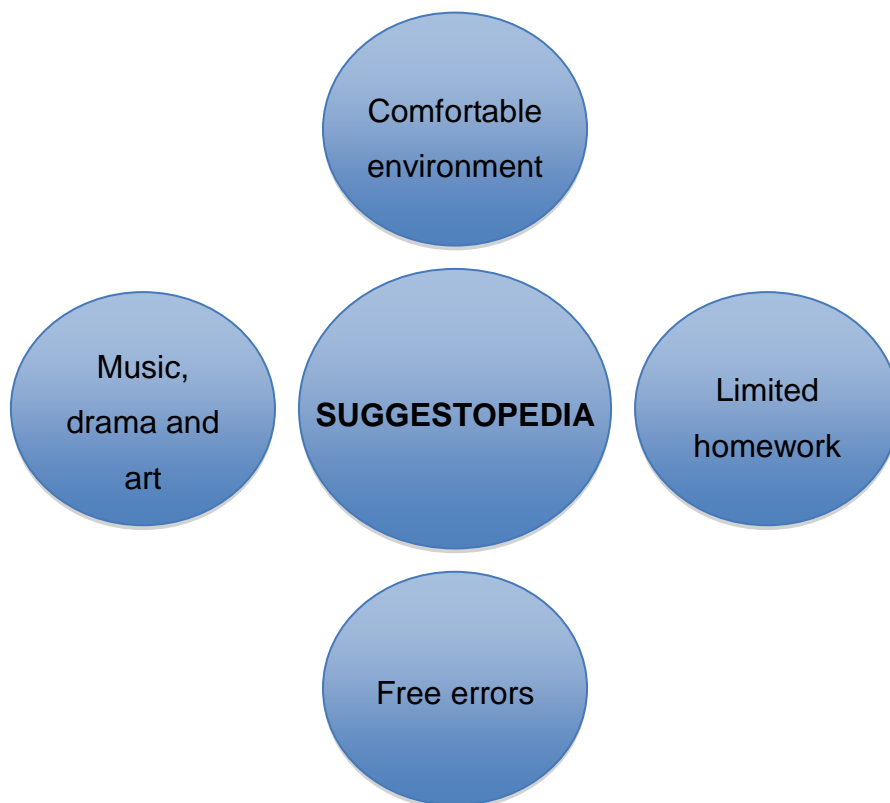


In order to work with this method we should pay attention to the following aspects:

- **Comfortable environment.** In the classroom, chairs should be arranged forming a semicircle and faced to the board in order to make students pay more attention and get more relaxed. The light in the classroom should be weak in order to make the students' mind more relaxed.
- **The use of music, drama and art.** Music, drama and art are integrated as often as possible. The use of music during the learning process creates the kind of relaxed states of mind for maximum retention of material.
- **Free errors.** In the teaching learning process, students who make mistakes are tolerated, for example in pronouncing the words. The emphasis is on the content, not on the structure.
- **Homework is limited.** Students reread materials given in the classroom once before going to sleep at night and again in the morning before getting up.

Music: One of the most important aspects in Suggestopedia.

http://www.msmta.org/images/treble_clef.png



Suggestopedia

Source: own elaboration

Second Language Acquisition. Methodology



6. Practical work

6.1. Observation

DATE: 27/05/2014		SESSION: First session		LEVEL: Third Year, Primary Education	
Name	Description	Duration	Aim		
Presentation	First, I told them my name, my age and why I was there. Then I asked them some questions like: <i>What's your name?, How old are you?, What's your favourite colour?, Do you have any brothers or sisters?...</i>	10 minutes	To get to know each other before starting the class. To improve their listening and speaking skills.		
Prepositions	In this activity the students practiced some of the prepositions of place: <i>in front of, in, on, between, opposite, next to, near, behind...</i> - <u>For example</u> : "Sara, go next to the door", "Adrià, go in front of Dolors", "Oriol, go between Paula and Dolors"...	10 minutes	To practice the prepositions of place in a funny way. To improve their oral comprehension.		

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Dancing	<p>In the first part of this activity we watched and listened to the video of the song “<i>The Hokey Cokey</i>” twice and then they tried to remember the steps of the song.</p> <p>In the second part we went to the playground to practice the dance.</p>	15 minutes	<p>To practice this dance because they will have to dance it on Tuesday at the end of the <i>English Day</i> with other schools.</p> <p>To improve their listening skills.</p>
Numbers	<p>This was an oral activity in which the teacher said a number in Catalan and the students had to say it English. They knew the numbers from 1 to 100.</p> <p>Moreover they learnt how to say 110, 120, 130, 140, 150...</p>	5 minutes	<p>To know and say the numbers without difficulties.</p> <p>To improve their oral comprehension.</p>
Actions	<p>This was another oral activity in which the teacher made or explained an action and the students had to guess what action was.</p> <p>They knew actions like: <i>have breakfast/lunch/dinner, get up, sleep...</i></p> <p>One of the students was curious and asked the teacher: <i>How can I say berenar in English?</i></p>	5 minutes	<p>To learn new vocabulary about actions and to check vocabulary they already know.</p> <p>To improve their oral comprehension.</p>

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DATE: 28/05/2014		SESSION: Second session		LEVEL: Third Year, Primary Education	
Name	Description	Duration	Aim		
Cards game	<p>In this game they practiced the modal verb “<i>can/cannot</i>” with some cards.</p> <p>They had to relate an action with a sentence in which the modal verb mentioned before appeared. They played this game in groups of four students. Unfortunately, we had to stop doing this activity because of the bad behaviour of the class, they were very noisy and it was very difficult to do an activity in which they had to move or play.</p>	15 minutes	<p>To learn the modal verb “<i>can/cannot</i>” in a funny way.</p> <p>To learn how to work in a group.</p>		
Book activities	<p>In this part of the class we made different activities from the book:</p> <p>- In the first activity they practiced things such as different parts of the house and the objects you can find in the different rooms.</p> <p><u>For example:</u> “<i>Where’s the bed? In the bedroom!</i>”; “<i>Where’s the sofa? In the living</i></p>	30 minutes	<p>To check the prepositions of place.</p> <p>To learn new vocabulary and check some words they already knew (parts of the house).</p>		

Second Language Acquisition. Methodology



	<p><i>room!</i>"...</p> <p>Then they sang a song about the vocabulary studied previously.</p> <p>- In the second activity, with the help of a picture of their book, they practiced the prepositions of place studied in the first session.</p> <p>In this session they had difficulties in remembering the preposition "<i>next to</i>" and moreover they confused the prepositions "<i>in</i>" and "<i>on</i>".</p>		
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Second Language Acquisition. Methodology



DATE: 29/05/2014		SESSION: Third session		LEVEL: Third Year, Primary Education	
Name	Description	Duration	Aim		
<i>The English Day</i>	<p>In <i>The English Day</i> there were different activities and games:</p> <ul style="list-style-type: none"> - Battleship. Before starting the game they had to decide where they would place the ships in the squares of a grill that was given to the children. When all the ships were placed, the game started: one of the players said the shops first and then the parts of the body (<u>For example: Bakery – Foot</u>). When all the squares of a ship were hit, the ship SANK. The game ended when all the ships of one player had sunk. - Memory. The topic of this game was prepositions (<u>For example: in, on, under, behind...</u>). Before starting the game all the cards had to be face down. A player turned over two cards, if he or she matched the 	All morning long.	<ul style="list-style-type: none"> To check different basic vocabulary and to improve it. To learn about prepositions of place. To understand instructions in English. To check spelling. To learn adjectives of description. To learn how to use question words. To learn about Halloween. To enjoy oneself learning English. To carry out different activities using English as means of communication. To work in groups, in pairs or individually. To interact with students of different schools. 		

Second Language Acquisition. Methodology



	<p>correct picture with the correct sentence the player kept the pair. When a player turned over two cards that did not match, those cards were turned face down again and the next player started playing. When all the pairs were found, the player with more pairs won.</p> <p>- Running dictation. The children stood facing the wall and then on the floor there were 15 sheets with some actions written on them. When the teacher shouted the name of the actions they started running and looked for the correct sheet. When one of the students' had the correct card he or she had to do the action; if he or she did it right, he or she gave the sheet to the teacher. If it was wrong, the student put the paper on the floor.</p> <p>- Hangman. The teacher chose a Food Word from a list of vocabulary, then he or she had to display different dashes on the wall representing the letter of the chosen word. The</p>		
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Second Language Acquisition. Methodology



	<p>players had to guess the letters, if the chosen letter was in the word, the teacher had to fill the dashes with the letter card. If the word did not contain the chosen letter, he or she put the letter card under the LETTERS title and picked one of the cardboards line and added it at the hangman's gallows. If the gallows was completed before the children guessed the whole word, they lost the game. The students won if they guessed the word before the gallows was completed.</p> <p>- Twister. Players started playing the game standing on the edges of the board. The teacher, who was not playing, span the spinner. All the players put the correct body part on the right colour according to the spinner result. The game ended when there was only one person standing on the board.</p> <p>- Who is who?. There were two set of cards: one with pictures and the other one with</p>		
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Second Language Acquisition. Methodology



	<p>descriptions. The players had to turn over two cards and read the description. Then they had to look at the pictures and see if the description matched with the picture. If they had a pair, they could try again. If they did not have a pair, they would miss the turn and another student turned over two cards. The student with more pairs of cards won.</p> <p>- Domino. The teacher had to facedown the domino on the table and he or she had to mix its pieces. The youngest person started by putting a domino piece on the table. Then the player on his or her right put another domino piece by matching the text with the pictures. The game ended when a player ran out of dominoes or when everybody missed one's turn, in that case the winner would be the person with fewer domino pieces.</p> <p>- Ready, steady, go. The children had to form a line. The first person of the line threw two</p>		
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Second Language Acquisition. Methodology



	<p>dices, the dice with numbers showed the number of the words and the dice with some words showed the topic. The first person of the line had to say the number of words about the topic indicated on the dice. The rest of the children that were in the line had to check the answers.</p> <p>- Bingo. First of all, each player had to take a bingo card. Then the Bingo caller shouted a number (<u>For example: number 7</u>). If the players had the number, they had to mark it on the card with a cross. When one of the players had all the numbers marked, he or she shouted BINGO! The teacher made sure all the numbers were correct. The winner was the first person with all the number marked.</p> <p>- Question words. This game consisted of matching the question word with the rest of the questions so it made sense. The team who completed all the questions (10 questions) first</p>		
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Second Language Acquisition. Methodology



	<p>was the winner.</p> <ul style="list-style-type: none">- Shopping list. The teacher had to split the group in two teams, and had to give each one a shopping list and a trolley. The players of each team had to look for their products and put them in the trolley. The first team that got the products of the list in the trolley won.- Pass the bomb. To start the game the bomb had to be switched on. Then a flashcard was taken and they passed the bomb to the player next to you. When the bomb exploded the player who was holding it was out of the game.- Can you touch...?. The students could play the game in two teams. Then the teacher had to mix the cards and put half on a pile and half on another. The children took turns to take the top card from each pile. They had to try to touch the part of the body written on one card with the part of the body written on the other card. Some of the combinations were easy,		
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Second Language Acquisition. Methodology



	<p>some might be possible, and some were obviously impossible.</p> <ul style="list-style-type: none">- Spelling words. There were some sheets with images and words. One player said the word and the other player had to spell it on a paper or on a white board. Finally, the player who wrote most words correctly was the winner.- Guess the actions. One of the players “wore” a card; another students had to read the card (without saying it aloud) and had to perform the action in front of the student with the card. Finally, the student with the card had to guess what the card said. The students could try it three times.- Matching game (Halloween cards). The students had to be split into two groups. Each group had a pile of Halloween cards. There were two different types of cards: pictures and definitions. Before starting the game, the		
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Second Language Acquisition. Methodology



	students had to shuffle the cards. The students had to match the different pictures with their correct definition.		
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Second Language Acquisition. Methodology



DATE: 03/06/2014		SESSION: Fifth session		LEVEL: Third Year, Primary Education	
Name	Description	Duration	Aim		
There is and there isn't	<p>In this activity they practiced there is/there isn't in two different ways:</p> <ul style="list-style-type: none"> - The first way was orally. The teacher asked the students if there was some object in the class and the students had to answer using <i>there is or there isn't</i>. <p><u>For example:</u> <i>TEACHER: Is there a blackboard in the class? STUDENT: Yes, there is. / TEACHER: Is there an elephant in the class? STUDENT: No, there isn't.</i></p> <ul style="list-style-type: none"> - In the second way they made some book activities to make sure that they had understood the grammar that was being taught. 	30 minutes	<p>To learn the negative structure of there is. To improve their listening comprehension.</p>		
Book activities	<p>In this second part of the class, they made two different activities:</p> <ul style="list-style-type: none"> - First of all, they did some book activities 	10 minutes	<p>The check the alphabet. To check the prepositions of place in written exercises.</p>		

Second Language Acquisition. Methodology



	<p>about prepositions of place because all the activities they made about prepositions of place were listening or speaking tasks. And the teacher decided to make some activities related to this, in the book.</p> <p>- Then, they made some spelling, while they were making the activities explained above, the teacher took some words of the exercises and made the students spell some of the words.</p>		
<p>Theatre: <i>The Three Billy Goats</i></p>	<p>At the end of the class, the teacher gave the students some masks of the characters of <i>The Three Billy Goats</i>. Then they made groups of four and represented a part of the theatre, but we did not have time to finish and they continued in the next class, but I was not there to watch them.</p>	<p>20 minutes</p>	<p>To improve their speaking and learning skills.</p>

Second Language Acquisition. Methodology



6.1.1. The use of the methodologies in the different activities

Activities:	METHODS									
	1	2	3	4	5	6	7	8	9	10
Presentation		✓					✓			
Prepositions of place		✓						✓		
Dancing							✓	✓		✓
Numbers	✓		✓							
Actions							✓	✓		
Cards game							✓			
Book activities		✓								✓
<i>English Day: Battleship</i>							✓			
<i>English Day: Memory</i>							✓			
<i>English Day: Running dictation</i>		✓					✓			
<i>English Day: Hangman</i>							✓			
<i>English Day: Twister</i>							✓	✓		
<i>English Day: Who is who?</i>		✓	✓				✓			
<i>English Day: Domino</i>							✓			
<i>English Day: Ready, steady, go</i>							✓			

Second Language Acquisition. Methodology

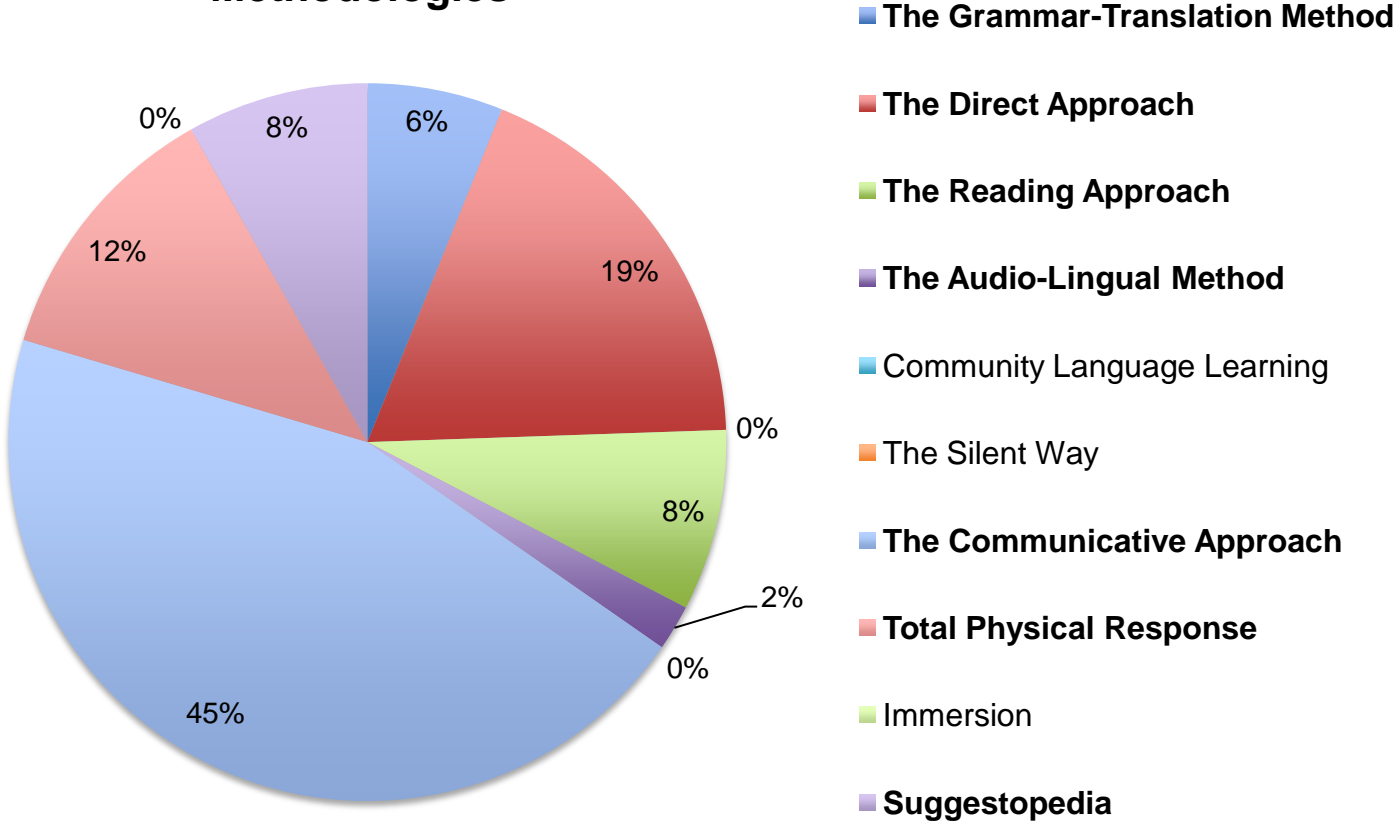


English Day: Bingo							✓			
English Day: Question words							✓			
English Day: Shopping list							✓			
English Day: Pass the bomb							✓			
English Day: Can you touch...?							✓	✓		
English Day: Spelling words							✓			
English Day: Guess the actions		✓					✓	✓		
English Day: Matching game (Halloween cards)							✓			
Prepositions of place				✓						✓
Book activities	✓	✓	✓							
There is / There isn't		✓								
Book activities	✓						✓			
Theatre: The three billy goats		✓	✓				✓			✓

1. The Grammar-Translation Method
2. The Direct Approach
3. The Reading Approach
4. The Audio-Lingual Method
5. Community Language Learning
6. The Silent Way
7. The Communicative Approach
8. Total Physical Response
9. Immersion
10. Suggestopedia



Methodologies



Second Language Acquisition. Methodology



6.2. Into practice

DATE: 15/10/2014		SESSION: First session		LEVEL: Fourth Year, Primary Education	
Name	Description	Duration	Aim		
Vocabulary	<p>In this activity I decided to choose some of the words of the book that I thought they would not know the meaning of and I made a list. <u>For example: oven, fox, tail, cry, shout...</u></p> <p>Next to this list of words there were pictures of the words and they had to relate the words with the correct picture.</p> <p>As they had some problems with this vocabulary exercise, they did it with the person next to them because they found some of the words a little bit difficult.</p>	15 minutes	<p>To make sure they understood all the words of the tale without problems.</p> <p>To improve their knowledge of vocabulary.</p>		
Tale: <i>The Gingerbread Man</i>	<p>After the activity of vocabulary and after making sure they knew all the vocabulary, I told them the tale of <i>The Gingerbread Man</i>. In order to do</p>	20 minutes	To improve their oral comprehension.		

Second Language Acquisition. Methodology



	so, I prepared some puppets of the most important characters of the book to make the comprehension of the book easier.		
Put in the correct order	Before telling them the story they made groups of five and I gave them some pictures representing the most important parts of the story. After listening to the story, they had to put the pictures in the correct order of happening. They did not have any problem to put all the pictures in the correct order.	10 minutes	To improve their oral comprehension.

Second Language Acquisition. Methodology



DATE: 15/10/2014		SESSION: Second session		LEVEL: Fourth Year, Primary Education	
Name	Description	Duration	Aim		
Vocabulary Game	When they finished the activity, with the same groups, each member had a number from 1 to 5 and on the table there were the same pictures from the first activity of vocabulary. When the students heard their number they had to come around the table. When all the students with that number were around the table, I shouted a word of the vocabulary list and they had to find the correct picture.	15 minutes	To make sure they had understood all the words and they remembered the new vocabulary.		
Evaluation Activity	After all these vocabulary activities they had to fill in the gaps with the correct word in English individually.	30 minutes	To evaluate spelling and vocabulary knowledge.		

Second Language Acquisition. Methodology



DATE: 20/10/2014		SESSION: Third session		LEVEL: Fourth Year, Primary Education	
Name	Description	Duration	Aim		
Colour dictation	To end all these sessions in a funnier way, I gave them a Gingerbread man that they had to coloured following my instructions. <u>For example:</u> <i>Colour his eyes black, colour his mouth red...</i> After they had painted the Gingerbread man they had to cut it and write their name at the back of the Gingerbread man.	45 minutes	To check the body vocabulary and the colours. To improve their oral comprehension.		

Second Language Acquisition. Methodology



6.2.1. The use of the methodologies in the different activities

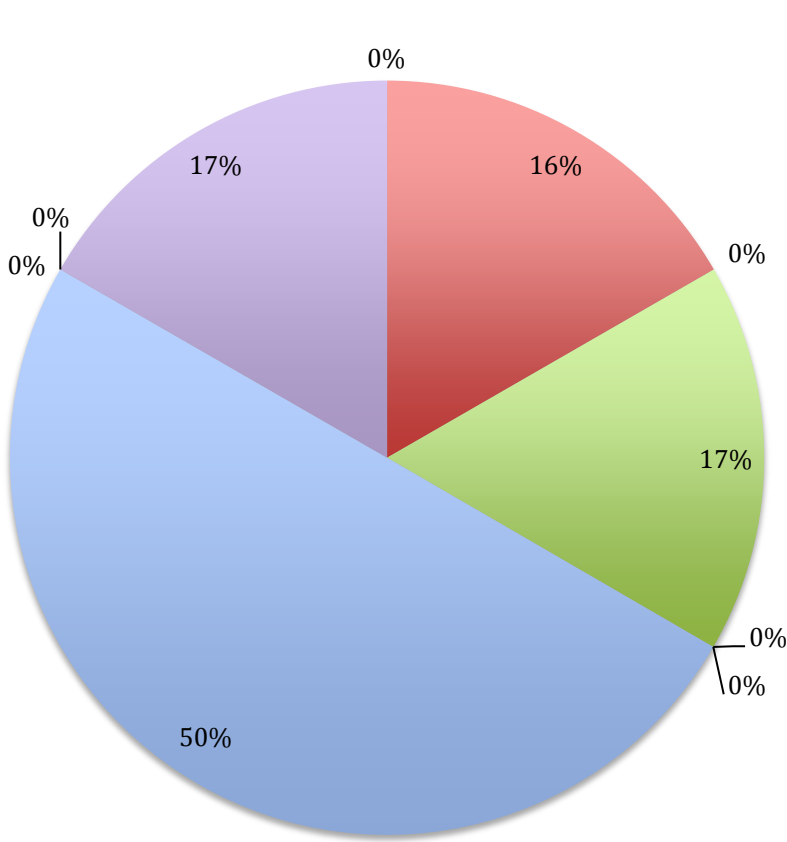
Activities:	METHODS									
	1	2	3	4	5	6	7	8	9	10
Vocabulary							✓			
Tale: <i>The Gingerbread man</i>										✓
Put in the correct order							✓			
Vocabulary Game							✓			
Evaluation Activity			✓							
Colour dictation		✓								

1. The Grammar-Translation Method
2. The Direct Approach
3. The Reading Approach
4. The Audio-Lingual Method
5. Community Language Learning
6. The Silent Way
7. The Communicative Approach
8. Total Physical Response
9. Immersion
10. Suggestopedia

Second Language Acquisition. Methodology



Methodologies



- The Grammar-Translation Method
- **The Direct Approach**
- **The Reading Approach**
- The Audio-Lingual Method
- Community Language Learning
- The Silent Way
- **The Communicative Approach**
- Total Physical Response
- Immersion
- **Suggestopedia**



7. Conclusions

With this project work I have learnt different aspects related to a Second Language Acquisition and about the different methods used to teach this language.

As I mentioned in point 1.1., there are different reasons for studying a language, some examples of these different reasons are: school curriculum, advancement, English for Specific Purposes and culture. In my practical part, I worked with students from the third and fourth year of Primary School and the reason these children are studying English is the school curriculum.

Children are very curious, and this is the reason why motivation is one of the biggest factors of their success (points 1.2.1. and 1.3.1.). With the help of the part of my practical work where I prepared some classes for them, I can prove this fact about motivation because they were more interested and more motivated when they were doing oral activities or games, whereas in the writing or grammar activities they made more mistakes because they were not motivated. For these reasons, I think that children of Primary School should have more games and oral activities instead of doing so many grammar exercises; maybe in this way, they would be more successful in the English Language.

The most important things a language student must learn are: pronunciation, grammar, vocabulary, discourse, skills, the syllabus and language varieties (explained in points 2.1., 2.2., 2.3., 2.4., 2.5., 2.6. and 2.7). In the different classes where I assisted, the teacher used, basically, pronunciation, grammar, vocabulary, skills and the syllabus. On the other hand, in the classes I prepared I gave more importance to vocabulary and pronunciation. As it was said in point 2.3., playing different games with the new words helps learners keep the new words in their minds. I suppose that as I prepared the different activities in relation to the story of *The Gingerbread Man*, it was difficult for me to include some grammar exercises in these activities.

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In relation to the methodology part, I can prove that there are a lot of different methods and that not all of them are used in the same proportion by teachers. In my practical part, I can conclude that the school I visited to observe different sessions and where I made my classes, the most widely used method is the *Communicative Approach* where we can find games, pair work, role activities among others. These activities are the ones in which they feel more motivated because they learn and have fun at the same time, as they are playing during the class and they learn unconsciously, they think that they are playing but they are learning grammar or vocabulary as well. On the contrary, there are some methods that the English teacher of this Primary School does not use at all, for example the *Silent Way* because special material is needed for this method: *Cuisenaire rods* (which they do not have in the school). Another method that is not used is *Immersion* because this method consists of teaching different subjects such as Science, Maths, History... in English. The last method not used in the classes is the *Community Language Learning*, which consists of a group of students who repeat what the teacher translates into the second language. For example a student whispers to the teacher something he or she would like to learn to say in the second language, then the teacher translates it and finally, all the students repeat that.

Of all these methods, the one I consider more effective is the *Communicative Approach* for different reasons. To begin with, as I said at the beginning, I think that it is necessary that students feel motivated to participate in the different activities planned to get the aims of a particular unit. This method uses activities such as games, role activities, pair-work, which succeed in keeping the students attention and interest. Secondly, with this method, students practice the oral part of any second language learning. I think the main aim of teaching and learning a second language should be fluency of using the second language as means of communication. Finally, when preparing the activities for my class, I enjoyed myself a lot with the activities related to this method.

If I were told to work on another project work, I would choose the same topic since I think it is really interesting. Anyway, with the experience of assisting to different classes in a Primary School, I might pay careful attention to the

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diversity of students in the class and how to teach a second language taking into account the diversity of children's attitudes and abilities.

I would like to conclude by saying that not only have I learnt a lot about the main topic of this project work but I think that I have improved my writing skill as well. Furthermore, I have also improved my reading skill since the more I read about this topic, the easier it was as I got used to its specific vocabulary. Finally, I would like to say that apart from all the points mentioned above I have enjoyed writing this project work and becoming a teacher for one day.



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