## PREFACE: For Students and Teachers

ix

### 1 OBJECTIVES AND METHODS

1

A Classroom View of Four Methods 1; Aims and Objectives 7; Evaluating Foreign-Language Methods 11; Major Foreign-Language Teaching Methods 13; Grammar-Translation Method 14; Direct Method 18; Reading Method 22; Can foreign language be justified in the high school curriculum? 24; Should study of foreign language be limited to students of proven scholastic ability? 27; Values of Foreign-Language Study (M.L.A.) 29; Reading List 30.

### 2 THE AUDIO-LINGUAL METHOD

32

Origins 32; Application of Linguistic Principles to Foreign-Language Teaching 36; Techniques 41; Evaluation 44; Should foreign-language skills be learned in the order of native-language learning? 50; Does the audio-lingual method train students to read and write well? 52; Reading List 55.

## 3 THE PLACE OF GRAMMAR

56

What Is Grammar? 56; Immediate-Constituent or Phrase-Structure Grammar 61; Transformational-Generative Grammar 64; British Multilevel Linguistic System 68; How Is Language Acquired? 71; Formation of Language Habits 76; Rule-Governed Behavior 77; A Place for Both 78; Practical Application 80; Foreign language or native language for explanations of structure? 84; Reading List 86.

# 4 CONSTRUCTION OF GRAMMATICAL DRILLS AND EXERCISES

88

Programmed Instruction 88; Grammatical Exercises for Classroom and Laboratory 97; Types of Pattern Drills 101; Characteristics of a Good Pattern Drill 102; Classroom Presentation of Pattern Drills 105; Reading List 110.

#### 5 TEACHING SOUNDS

112

General Problems 112; Introducing the Phonology of the Language 117; Physical and Psychological Problems of Teaching Sounds 124; Should students be given practice in all elements of the phonological system as an introduction to the course? 129; Should a phonetic or phonemic script be used in teaching? 130; Is a near-native pronunciation desirable or attainable? 132; Reading List 133.

#### 6 LISTENING COMPREHENSION

135

Theoretical Concepts 136; Stages of Development 140; Teaching Listening Comprehension 142; Designing of Exercises for Four Stages 148; Summary of Possible Activities 151; Classroom Presentation 154; Reading List 157.

# 7 THE SPEAKING SKILL: LEARNING THE FUNDAMENTALS

158

Model of a Communication System 158; Elements of the Speaking Skill (162) Forging of the Instrument 163; The Use of Dialogues and Dramatizations (167); The Audio-Visual Approach (174), Is dialogue learning too mechanical? 183; Dialogue or direct method as an introduction? 185; Should dialogues contain structures to be drilled? 186; Reading List 188.

forge - provaset

# 8 THE SPEAKING SKILL: SPONTANEOUS EXPRESSION

189

The Act of Communication 190; Psychological Factors in Communication 192; In the Early Stages 195; Advanced Stages 198; Conversation Groups and Foreign-Language Clubs 202; Is speaking a skill worth cultivating? 206; Is an extensive vocabulary important for speaking? 208; Can a teacher who is not fluent teach speaking? 210; Reading List 212.

### 9 THE READING SKILL

213

Analysis of the Reading Skill 215; How Soon Should Training in Reading Begin? 217; Stage One of Reading Training 221; Stage Two 223; Stage Three 226; Stage Four 229; Stage Five 232; Stage Six 236; Is reading in the original language preferable to reading in translation? 237; Reading List 238.

### 10 THE WRITING SKILL

240

Writing Activities: Notation, Spelling, Writing Practice, Composition 242; Stage One—Copying 245; Stage Two—Reproduction 246; Stage Three—Recombination 247; Stage Four—Guided Writing 250; Stage Five—Composition 252; Correction of Written Exercises 255; How much writing? 257; How much accuracy should be required? 258; Reading List 260.

### 11 CULTURAL UNDERSTANDING

261

As an Aim 261; Language and Culture 262; Application to the Classroom 266; Implications for the Teacher 268; Cultural Understanding in the Classroom 272; Does each language have a world view? 282; Reading List 284.

# 12 TESTING: PRINCIPLES AND TECHNIQUES 286

Know Why You Are Testing 286; Know What You Are Testing 290; Test One Thing at a Time 296; Test What You Have Taught 301; Test To Find Out What the Student Knows 306; Designing Class Tests 308, Construction and Use of Objective Tests 311; Is it possible to predict student success in foreign-language study? 314; Reading List 317.

# 13 TAPE RECORDERS AND LANGUAGE LABORATORIES

318

The Language Laboratory Is Not a Method 318; The Language Laboratory Is Not a Teacher 319; Laboratory Work an Integral Part of the Program 320; Advantages of a Laboratory 321; Types of Laboratories 322; Installing a Laboratory 327; Director of the Laboratory 330; Choosing Taped Materials for the Laboratory Library 331; Using the Laboratory 335; Discipline in the Laboratory 340; Classroom-Laboratory 342; Should laboratory sessions be monitored? 344; Group system or library system? 346; To record or not to record? 348; Is the laboratory useful at all levels? 350; Is the laboratory effective? 351; Reading List 356.

## 14 AND WHAT ELSE?

358

Foreign Language in the Elementary School 358; M.L.A. Second Policy Statement on FLES 366; The Textbook 368; Planning the Language Lesson 371; Discipline and Classroom Management 377; Keeping Abreast Professionally 380; Qualifications for High School Teachers of Modern Foreign Languages (M.L.A.) 381; Reading List 383.

BIBLIOGRAPHY

385

INDEX

395