



FUTURE SCIENCE



INTRODUCING THE METHODS OF TEACHING ENGLISH

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PREFACE

Above all, Thanks to Allah, the Almighty for the blessing and guidance to finish this book. I would like to thank to the authors for the idea and valuable knowledge to complete this book that entitled *Introducing Teaching English Methods*.

This book consists of (1) Introducing teaching english methods, (2) Reviewing the characteristics of english learners, (3) Introducing the methods of teaching english, (4) rammar translation method, (5) Direct method, (6) Audiolingual method, (7) Suggestopedia, (8) Silent way, (9) Total physical response, (10) Community language learning, (11) Communicative language teaching, (12) Task based learning, (13) Lexical approach in language learning.

This book is a guidance for the learners to introduce the teaching english methods. I also thank to a deepest appreciation to the publisher for giving support and encouragement in layouting, designing, editing and publishing the book.

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Malang, June 2025

Editor

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CHAPTER 1

INTRODUCING TEACHING ENGLISH METHOD

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1.1. INTRODUCTION

Introducing English teaching method is to introduce the basic skills of listening, speaking, reading, and writing as well as grammar, pronunciation, and culture. Issues in methodology, including activity and lesson design, will also be discussed to orient the participants into the field of language education. In general, these are known as teacher-centered methods, learner-centered methods, content-focused methods, and interactive/participative methods. English is one of the most important languages in this world. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. English Language Teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and a foreign language. The most popular and commonly used language teaching method, CLT see tutors provide students with relevant real-life and work situations to master a foreign language. Fluency is the top priority alongside student-tailored language use. Effective Modeling: 4 Key Components:

1. Goal Statement: What are you modeling, and why?
2. Demonstration: Someone who is highly skilled in the behavior or skill (either an adult or student) should demonstrate, giving a strong, simple and positive example.
3. Reflection: Learners should reflect on the modeling.

Every country has already used English as their first communication. English is a language that originated in England and is spoken by people in many countries around the world. It is the most spoken language in the world, and is also the most widely learned second language. As (1) said that English is a hard communication or some trouble to communicate with others. English is also using in many schools as a subject of them. Teaching English can involve introducing foreign culture while sustaining students' own culture. It can also involve using a variety of materials and teaching methods to engage students.

1.2. TEACHING METHODS

A method refers to a way of doing something, often a systematic or organized approach to accomplishing a task or solving a problem. It typically involves a set of steps or procedures designed to achieve a specific result efficiently. If we are talking about English method, it refers to the steps how the things happen. Usually, English method has using in schools to tell the students about the material. In doing the method in your learning activities as (2) that as a supporting subject for your material. Talking about teaching was also we are talking about the teachers were able to transfer the knowledge to the students. Using method that also strategies, ways, media, tricks, approach, technique and others is the best way to provide your materials before doing the activities at the classroom. In general, some explanation of method and others can be described like:

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The author has been a lecturer since since 2012 at HKBP Nommensen University in the Medan English Language department study program. The author was born in Wonosari, 18 October 1988. Graduated in 2011 with an undergraduate degree at HKBP Nommensen University and continued her Master's in Education at HKBP Nommensen University, graduating in 2013. After graduating, the author continued his Doctoral program at State University Medan graduates 2022. Currently the author is a permanent lecturer lecture at HKBP Nommensen university until now.

CHAPTER 2

REVIEWING THE CHARACTERISTICS OF ENGLISH LEARNERS

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2.1. INTRODUCTION

The English language as a lingua franca has been undeniably important. A lingua franca is a language used for communication by people speaking different languages, for example, when an Indonesian goes to Italy and need to communicate with the local people there, most probably he will speak English, and not Italian or Indonesian. Not everyone has a chance to travel overseas, meet foreigners and communicate in English, but on these days and age the advancement of digital technology has made communication in English become very common and everybody has greater exposure to information in English through various media and the Internet, such as blogs, websites, YouTube, and various social media. Tons of information is available in one's own local and national languages, but many people feel information in English is more informative, as it is usually better and more comprehensive. Therefore, even if one does not meet foreigners, as long as he needs to get useful information then it will be more advantageous if he has the communication skills in English.

Hence, everybody should learn to communicate in English. People born and grow up in a non-English speaking country, especially where English is a foreign language, need to deliberately study that international language. In this chapter the discussion focuses on those who need to learn English as a

foreign language. Many of these learners study English in non-formal education such as English courses. Others study in formal education institutions, e.g. elementary schools, high schools, and colleges. From the author's over-thirty-year's experience of teaching English in a number of formal education institutions, he can tell that the majority of students would say English is very difficult. Many of them do not have enough vocabulary, are confused with English grammar, and always hesitate when asked to speak English.

This becomes a problem for both teachers and students in English teaching and learning processes. Teachers find difficulties in improving their students' mastery of English and test scores; students have difficulties understanding and doing their English assignments and tests. To cope with this situation, different aspects may have to be put into consideration, one of which is the students themselves. English students or learners do have different characteristics, so the methods of teaching and learning English have to be adjusted to suit students' characteristics as an attempt to obtain higher teaching and learning outcome.

2.2. CHARACTERISTICS OF ENGLISH LEARNERS

Understanding the characteristics of English learners is important especially for the educators and teachers. Dincer (Dincer & Binali, 2020) writes in his research paper that "any attempts to understand language learners' practices ... would assist in developing thorough understanding of the language-learning process". Further, not only do the language learners' practices but their family, community, education, socioeconomic, characters and motivation also have great influences to students' learning behavior and to the ways how English teaching should be conducted by the teachers, and how effective curriculum, pedagogy and policy should be developed.

2.5. CONCUSSIONS AND SUGGESTIONS

This chapter discusses the many characteristics of English learners, which vary widely depending on factors such as learners' academic backgrounds, age, characters, personality, sociocultural and socioeconomical background. More detailed classifications of their characteristics can be based on their English proficiency levels, needs and purposes, ranges of age, learning styles, likes and dislikes, motivation, adequacy of facilities, and many others. Regarding methods of teaching English, different approaches should be applied to suit students' different characteristics, to obtain greater possibility of success in teaching English.

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CHAPTER 3

INTRODUCING

THE METHODS OF TEACHING ENGLISH

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3.1. INTRODUCTION

Overview of the Importance of Selecting Appropriate Teaching Methods

Selecting the right teaching methods is crucial for effective language instruction. The choice of method can significantly influence the learning outcomes, as it determines how language skills are developed and practiced in the classroom. Different methods emphasize various aspects of language learning, such as grammar, vocabulary, pronunciation, or communication skills. For instance, the Grammar-Translation Method focuses on grammatical accuracy and translation exercises, which might be suitable for learners aiming to read literature in a foreign language (Bureković, Rizvić-Eminović, & Pilav, 2023). On the other hand, Communicative Language Teaching (CLT) prioritizes fluency and interaction, making it ideal for learners who need to use English in real-life situations (Bureković et al., 2023). Therefore, understanding the strengths and limitations of each method helps educators tailor their teaching to meet specific educational goals and learner needs.

The importance of selecting appropriate teaching methods also lies in their ability to engage students and enhance motivation. Methods that align with students' interests and learning preferences can increase engagement and motivation, leading to better retention and application of language skills. For

example, task-based learning can make lessons more interactive and relevant by incorporating real-world tasks that require meaningful use of language(Peng, 2024). This approach not only improves linguistic abilities but also fosters critical thinking and problem-solving skills.

Brief Discussion on How Learner Characteristics Influence Method Choice

Learner characteristics play a pivotal role in determining the most suitable teaching methods. Factors such as age, cognitive style, motivation, and cultural background influence how learners process information and interact with new languages(Tami, 2023). Younger learners may benefit from methods that incorporate play and movement, such as Total Physical Response (TPR), which aligns with their developmental stage and natural learning processes(Tami, 2023). In contrast, adult learners might prefer more structured approaches like the Audio-Lingual Method, which focuses on repetitive drills to reinforce language patterns.

Cognitive styles also affect method choice. Visual learners may benefit from methods that incorporate visual aids and written materials, while auditory learners might excel with audio-based instruction. Understanding these preferences allows educators to adapt their teaching strategies to maximize learning potential(Tami, 2023). Additionally, motivation levels can dictate method effectiveness; intrinsically motivated learners might thrive in immersive environments that challenge their skills, whereas extrinsically motivated learners might respond better to structured tasks with clear objectives(Peng, 2024). Cultural background is another critical factor influencing method selection. Learners from different cultural contexts may have varying expectations about classroom interaction and teacher-student dynamics. For example, some cultures may

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CHAPTER 4

GRAMMAR TRANSLATION METHOD

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4.1. INTRODUCTION

The Grammar Translation Method (GTM), originating in the 16th century, was initially developed to teach classical languages like Latin and Greek, facilitating access to scholarly works. By the 19th century, it gained prominence as a dominant approach for teaching modern languages in Europe. GTM emphasizes grammar instruction and translation exercises, fostering analytical skills and linguistic understanding. Designed to develop intellectual discipline and reading comprehension, the method has been valuable for its structured focus on grammar and vocabulary learning. However, it has faced criticism for its limited emphasis on oral communication, contrasting with modern approaches prioritizing communicative skills (Richards & Rodgers, 2014).

The core principles of GTM involve explicit instruction in grammar and vocabulary, with lessons typically conducted in the students' native language. This teacher-centered approach prioritizes reading and writing over listening and speaking. Vocabulary is introduced as isolated lists, and grammar is taught deductively, requiring memorization before application (Shliakhtina, 2020). While GTM offers a clear framework and fosters linguistic accuracy, it provides limited opportunities for active student engagement or communicative practice, which may disengage learners.

In modern language teaching, GTM has been largely replaced or supplemented by methods like Communicative Language Teaching (CLT), which emphasize oral proficiency and real-life communication. Both GTM and CLT played important roles in grammar teaching (Chang, 2011; Natsir & Sanjaya, 2013; Elmayantie, 2015). Basically GTM is a method of teaching and learning second and foreign languages. Under this method translation of text and study of grammatical rules and their practices are the main activities (Khan & Mansoor, 2016). Nonetheless, GTM's historical significance and precision have inspired hybrid approaches, blending its traditional techniques with interactive, communicative pedagogy. Understanding GTM's strengths and limitations enables educators to integrate it thoughtfully into contemporary teaching strategies, aligning its benefits with the demands of modern language education vital (Fazal, Majoka & Ahmad, 2017).

4.2. HISTORICAL CONTEXT

Origins of Grammar Translation

The Grammar Translation Method (GTM) originated in the 16th century when Latin was central to education, religion, and governance in Europe. As Latin's use declined during the Renaissance, it became a subject for studying classical texts, requiring a method focused on grammar and comprehension (Richards & Rodgers, 2014). Educators developed approaches emphasizing grammatical analysis and text translation, forming the basis of GTM. Early "grammar books" detailed Latin grammar rules with exercises for translation and sentence construction, serving as templates for teaching modern languages in later centuries (Kirkwood, 2018), ensuring GTM's enduring influence in language education.

educators to tailor their methods to the specific needs and goals of their learners.

4.7. CONCLUSION

The Grammar Translation Method (GTM) has long been a cornerstone of language education, emphasizing grammatical precision, vocabulary mastery, and translation exercises. This structured approach develops analytical skills, reading comprehension, and linguistic accuracy, making it valuable in academic and translation-oriented programs, classical language instruction, and exam-focused systems. While GTM faces criticism for overlooking oral and communicative skills, modern adaptations address these gaps. Integrating GTM with communicative methods creates a balanced framework that combines accuracy with fluency. Additionally, digital advancements enable interactive exercises and translation tools, enhancing its effectiveness. GTM remains practical in multilingual and low-resource settings, where its reliance on native language instruction ensures clarity, and minimal technological requirements make it accessible to diverse educational contexts.

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CHAPTER 5

DIRECT METHOD

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5.1. INTRODUCTION

Background on Language Teaching Methods

Language teaching has evolved significantly over the past century, with various methodologies emerging to address the complexities of second language acquisition (SLA). Traditional methods, such as the Grammar-Translation Method (GTM), focused heavily on reading and writing, with little emphasis on spoken communication (Richards & Rodgers, 1986). Conversely, more modern approaches, such as the Communicative Language Teaching (CLT) and the Task-Based Language Teaching (TBLT), emphasize meaningful communication and student interaction (Ellis et al., 2020). Among these methodologies, the Direct Method (DM) stands out for its emphasis on immersive language learning. Unlike GTM, which relies on native language translation, DM encourages learners to acquire the target language in a natural way—much like a child learns their first language (Freeman, 2008). This approach is particularly effective in improving listening and speaking skills, making it widely used in foreign language instruction. The development of language teaching methodologies has been influenced by advancements in cognitive psychology and linguistics. Research suggests that learners acquire a second language more effectively when they are exposed to contextualized, meaningful input rather than isolated grammar rules (Krashen, 1985). The Direct Method

aligns with this principle, as it fosters language immersion and minimizes the reliance on the learners' native tongue.

The Role of the Direct Method in Foreign Language Learning

The Direct Method was introduced in the late 19th century as a reaction to the shortcomings of traditional translation-based methods (Howatt & Smith, 2014). It gained popularity due to its natural approach to language learning, where students are encouraged to think and communicate directly in the target language without translating words mentally. One of the main strengths of the Direct Method is its oral-based instruction, where teachers engage students in dialogues, questions, and real-life conversations. This approach is supported by interactionist theories of language acquisition, which suggest that learners develop proficiency through meaningful social interactions (Gass & Selinker, 2008).

Research has shown that immersion-based methods like DM contribute significantly to spoken fluency (Payant & Bell, 2022). Studies conducted in ESL (English as a Second Language) and EFL (English as a Foreign Language) classrooms indicate that students who learn through direct exposure to the target language develop better pronunciation and comprehension skills (Jamoom & Omran Bahron, 2024). Despite its advantages, the Direct Method has limitations. Critics argue that it may not be the most effective for teaching complex grammar structures, as it relies heavily on inductive learning—where students infer rules from examples rather than receiving explicit instruction (Brown, 2008). Additionally, the method requires highly proficient teachers who can conduct lessons entirely in the target language, which may not always be feasible in diverse classroom settings (Batoool et al., 2017).

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CHAPTER 6

THE AUDIO-LINGUAL METHOD

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6.1. INTRODUCTION

The Audio-Lingual Method (ALM) is one of the most influential methods in the history of English language teaching. Emerging in the United States during the 1940s and 1950s, particularly during and after World War II, this method was originally developed as a military training technique for teaching foreign languages quickly and effectively. It is deeply rooted in both behaviorist psychology and structural linguistics, focusing primarily on listening and speaking skills. This chapter provides a comprehensive explanation of the Audio-Lingual Method, including its theoretical background, teaching techniques, strengths and weaknesses, and its application in the English as a Foreign Language (EFL) classroom. The Audio-Lingual Method is firmly rooted in two major theoretical foundations: Behaviorist psychology and Structural (or Descriptive) Linguistics. These foundations shaped how language was viewed, learned, and taught through this method. Understanding these theories is essential for grasping why Audio-Lingual Method emphasizes repetition, habit formation, and structured drills.

1. Behaviorist Psychology

At its core, the ALM is grounded in the principles of behaviorism, particularly the ideas of stimulus-response learning. Behaviorists, like B.F. Skinner, believed that language

learning is a process of habit formation. Repetition, imitation, and reinforcement are the key elements that shape learner behavior. When a student correctly imitates a model and receives positive reinforcement, the behavior is strengthened and becomes a habit. Behaviorist psychology, particularly the work of B.F. Skinner, had a major influence on ALM. Behaviorism views learning as a process of habit formation through stimulus-response-reinforcement cycles. In this view, learning is a result of conditioning – behavior can be shaped by reinforcement (positive or negative). Besides, correct responses are reinforced to make them habitual. Errors are also considered “bad habits” and must be corrected immediately to avoid reinforcement. Here are some examples of how this approach is applied in Language Learning: a. Students are presented with a stimulus (such as a sentence or a question). b. They respond, often by repeating or transforming the sentence. c. If the response is correct, the teacher provides positive reinforcement (e.g., praise or approval). d. If incorrect, the teacher corrects the error promptly to prevent reinforcement of the wrong habit, for example:

The Stimulus	: "He is going to the market."
Student Response	: "He is going to the market."
Teacher	: "Good!" → Positive reinforcement

Behaviorism thus supports a teacher-centered, drill-based approach where correct language patterns are practiced repeatedly until they become automatic.

2. Structural Linguistics

In terms of language theory, the Audio-Lingual Method is influenced by structural linguistics, which views language as a set of structured patterns or systems. Language learning, therefore, involves the mastery of these patterns through

f. Teacher Training and Classroom Management

Even in more communicative methods, teacher modeling, controlled practice, and error correction—hallmarks of Audio-Lingual Method—are seen as essential tools in managing classroom flow and scaffolding learner progress.

The Audio-Lingual Method played a significant role in the evolution of language teaching, especially in emphasizing the importance of listening and speaking. While it has its limitations, especially in promoting meaningful communication and creative language use, its influence is still evident in modern pedagogical practices. Teachers can draw from the strengths of Audio-Lingual Method, such as its structured approach and emphasis on pronunciation and fluency, while addressing its weaknesses through more communicative and student-centered strategies.

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CHAPTER 7

SUGGESTOPEDIA

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7.1. INTRODUCTION TO SUGGESTOPEDIA

Suggestopedia is a language teaching method developed by Georgi Lozanov, a Bulgarian psychologist and educator, in the 1970s (Richards & Rodgers, 2024; Rustipa, 2011). It is based on the idea that the human brain is capable of learning much more effectively when it is in a relaxed and positive environment. Lozanov believed that traditional methods of teaching languages were too rigid and stressful, which hindered students' ability to absorb and retain new information (Bhakti, 2011). As a result, Suggestopedia was developed as an alternative approach that includes elements of relaxation, music, and suggestion to enhance the learning experience. One of the fundamental principles of Suggestopedia is that learning should be effortless and enjoyable (Djuhariah et al., 2012; Kharismawati & Susanto, 2018). Lozanov argued that anxiety and tension create psychological barriers that prevent learners from fully engaging with the material. By creating a relaxed atmosphere, Suggestopedia aims to eliminate these barriers and encourage a more natural and subconscious acquisition of language. This approach draws on the power of suggestion, which influences students' attitudes, confidence, and ability to retain information.

A unique feature of Suggestopedia is its use of music and artistic elements in the classroom. Lozanov believed that baroque music, in particular, had a profound impact on memory and concentration (Kharismawati & Susanto, 2018). Soft

background music is often played during lessons to help students feel at ease and absorb new vocabulary and structures more effectively. Additionally, the classroom environment is designed to be aesthetic and comfortable, often decorated with posters containing useful phrases, grammar structures, and vocabulary in a visually engaging way.

The role of the teacher in Suggestopedia is also quite different from traditional teaching methods. Instead of acting as an authoritative figure, the teacher serves as a facilitator who guides students through the learning process in a friendly and encouraging manner. Teachers use positive reinforcement, storytelling, role-playing, and dramatization to make lessons more engaging and memorable. This method promotes a strong emotional connection between students and the language, making it easier for them to recall and apply what they have learned.

Another key aspect of Suggestopedia is its four-phase learning process, which includes presentation, concert session, elaboration, and production (Kharismawati & Susanto, 2018). During the presentation phase, students are introduced to new material in a relaxed and enjoyable manner. In the concert session, they listen to the material while soft music plays in the background, allowing for subconscious learning. The elaboration phase involves interactive activities such as role-playing, dialogues, and discussions. Finally, in the production phase, students demonstrate their understanding through communication and creative expression.

Although Suggestopedia has been praised for its innovative and holistic approach to language learning, it has also faced criticism. Some educators argue that the method lacks scientific evidence to support its effectiveness, while others believe that it may not be suitable for all learners, particularly those who prefer more structured and analytical approaches (Chechova, 2016;

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CHAPTER 8

THE SILENT WAY

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8.1. INTRODUCTION

The Silent Way was developed in the 1960s by British educator Caleb Gattegno, who was born in Egypt. Gattegno was a psychologist, mathematician, and linguist who had a special interest in learning and education. His work in language education was informed by his earlier studies in cognitive psychology, visual aids for learning, and learning theories.

Sources and Impacts:

- a. Gattegno was inspired by constructivist learning theories, which emphasize that pupils actively generate knowledge rather than passively receiving it.
- b. His research on human cognition and the Silent Way of teaching mathematics led him to apply similar concepts to language learning.
- c. The Silent Way was influenced by Noam Chomsky's cognitive theory of language acquisition, which holds that children possess the innate ability to acquire language rules.

The Development of the Method (1960s–1970s)

- a. Gattegno first started the Silent Way in the early 1960s, in opposition to traditional, teacher-centered methods of teaching languages, such as the Audiolingual Method and the Grammar-Translation Method.
- b. In "Teaching Foreign Languages in Schools: The Silent Way" (1963), he detailed his approach.

- c. Several language schools throughout the world tried and refined the method.

The Significant Innovations of Silent Way

- a. **Less Teacher Talk:** Unlike other methods where the teacher dominates the classroom, the Silent Way places an emphasis on students learning language patterns independently. Cuisenaire rods are colored rods that were originally used to teach arithmetic but have been adapted for language training to represent words, sounds, and structures.
- b. **Color charts,** sometimes referred to as Fidel charts, help kids improve their spelling and pronunciation by helping them relate written words to their sounds.

Impacts and Progress

- a. Despite not being a popular stand-alone method at the moment, the Silent Way's principles—such as student autonomy, problem-solving, and visual aids—have impacted modern Task-Based Learning (TBL) and Communicative Language Teaching (CLT).
- b. The Silent Way became more well-known in the 1970s and 1980s, particularly among teachers searching for unconventional, student-centered teaching strategies.
- c. Programs for teacher preparation, Montessori language learning, and pronunciation instruction still incorporate some aspects of the Silent Way.

8.2. WHY DOES TEACHER SPEAK LESS THE SILENT WAY?

The Silent Way lessens teacher talk by emphasizing student autonomy, curiosity, and active engagement in language learning. This approach is based on the idea that students learn

The Silent Way technique lays a strong foundation for language learning by emphasizing structure and pronunciation. Early emphasis on proper pronunciation and sentence structure helps pupils develop language abilities in a way that facilitates communication and comprehension. The Silent Way places a strong emphasis on student discovery, empowering students to identify and fix their own mistakes with little assistance from the instructor. This method encourages long-term memory and a thorough comprehension of language mechanics, enabling students to speak the language fluently and efficiently. 2. In the Silent Way approach, the Silent Teacher's primary responsibility is to assist pupils in their language learning process with the least amount of spoken intervention possible. By emphasizing modeling, signals, and nonverbal communication, the instructor encourages students to take an active role in their education. By promoting self-correction, independence, and profound comprehension, this method enables students take charge of their language development in a more significant and long-lasting way. In the silent way, the teacher should prepare teaching aids to make the learning process run smoothly

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CHAPTER 9

TOTAL PHYSICAL RESPONSE:

A DYNAMIC APPROACH TO TEACHING ENGLISH FOR BUSINESS SUCCESS

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9.1. INTRODUCTION

Initially conceived by James Asher in 1963, Total Physical Response (TPR) is today recognized as a dynamic and interactive pedagogical method in English language teaching (ELT) that combines verbal instructions with physical movements. TPR is grounded in the belief that language acquisition mirrors how children learn their first language, where listening comprehension precedes speaking, reading, and writing (Asher, 2012). Although its focus on integrating verbal comprehension with kinesthetic learning makes it particularly acknowledged as effective for novices and young learners, Asher, through many studies, posited that this stress-free model for language acquisition principles is suitable for teaching adult learners. TPR is applicable in higher education settings, including more specialized contexts like teaching English for Business Purposes (EBP). This chapter explores the theoretical underpinnings, principles, and practical applications of TPR, with a particular focus on its relevance in teaching EBP to intermediate EFL learners. It also examines TPR's strengths and limitations and suggests ways to integrate it with modern technological tools. By contextualizing examples within business settings, this chapter aims to provide teachers, learners, and researchers with actionable insights into using TPR

effectively, to enhance language learning and help students internalize English for professional use. The theoretical foundation of TPR lies in a blend of behaviorist, cognitivist, and psychologist perspectives, validated by numerous studies that highlight its efficacy in language acquisition. According to Asher (1969, 2012), TPR aligns with the natural order of language acquisition, where comprehension precedes production. This aligns with Krashen's Comprehension Hypothesis that language acquisition and literacy development occur through understanding messages, specifically when we comprehend what we hear and read, and when we get "comprehensible input" (Krashen, 2003). TPR facilitates this process by integrating linguistic input with behavioral and physical actions that act as contextual cues to aid comprehension.

Influenced by cognitive theories of learning, particularly the multisensory learning approach, TPR also generates the idea that engaging multiple senses enhances memory retention and comprehension. The kinesthetic component of TPR creates a stronger connection between language and its meaning, making it especially effective in teaching specialized vocabulary, such as in EBP settings. This multisensory engagement ensures learners understand and internalize the language, providing a practical foundation for real-world application.

From a psychological perspective, TPR helps reduce learner anxiety by fostering a low-stress environment where mistakes are viewed as part of the learning process. This is crucial for language learning, as anxiety can hinder fluency and progress. A study conducted by Bielak (2022) confirmed that foreign language anxiety (FLA) is a significant barrier to learning, particularly in advanced learners, with heightened anxiety negatively affecting speech fluency. Similarly, Lichtman (2015) found that TPR enhances vocabulary retention and reduces

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CHAPTER 10

COMMUNITY LANGUAGE LEARNING

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10.1. INTRODUCTION

Community Language Learning (CLL) is a humanistic approach to language teaching developed by Charles A. Curran in the 1970s. Rooted in psychological and counselling principles, CLL emphasizes a supportive and collaborative learning environment where the teacher takes on the role of a counsellor, and learners are viewed as clients (Curran, 1976). Unlike traditional methods that focus on direct instruction, CLL prioritizes emotional and psychological aspects of learning, aiming to reduce anxiety and foster meaningful communication (Richards & Rodgers, 2014). At its core, CLL is a learner-centered approach that encourages students to take an active role in their language development. The method is structured around interaction and cooperation, often conducted in small groups where learners engage in conversations that are recorded, transcribed, and analysed for language patterns. This process allows learners to gradually develop linguistic competence in a low-anxiety setting (Larsen-Freeman & Anderson, 2011).

10.2 KEY FEATURES OF COMMUNITY LANGUAGE LEARNING (CLL)

Community Language Learning (CLL) is built on several distinctive principles that emphasize emotional security, collaboration, and a supportive teacher-student relationship.

These features create a language-learning environment that reduces anxiety and promotes communication.

1. *Learner-Centered Approach*

Unlike traditional teacher-led instruction, CLL puts learners at the center of the learning process. Students decide what they want to express, and the teacher supports them in constructing meaningful communication. This approach recognizes that each learner has different emotional and psychological needs, which can affect their language learning experience (Stevick, 1996). The emphasis on personalization and student agency aligns with Krashen's (1982) Affective Filter Hypothesis, which suggests that lower anxiety levels improve language acquisition.

2. *Collaborative Learning Environment*

CLL fosters a sense of community among learners. Instead of working alone, students engage in group discussions where they help one another construct and refine their language use. According to Vygotsky's (1978) Sociocultural Theory, social interaction is crucial in learning because it enables students to reach higher levels of development with the support of peers and teachers. Group collaboration in CLL reflects this principle, as learners co-construct meaning and support each other in understanding the language (Larsen-Freeman & Anderson, 2011).

3. *Teacher as a Counselor*

In CLL, the teacher acts as a facilitator and counselor rather than a traditional instructor. The teacher does not impose rigid structures but instead responds to learners' needs, offering guidance only when necessary. Curran (1976), the developer of CLL, drew from Rogerian Counseling principles, which emphasize trust and a non-directive approach to teaching. This

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CHAPTER 11

COMMUNICATIVE LANGUAGE TEACHING

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11.1. INTRODUCTION

Communicative language teaching has become a major focus in language education worldwide, especially in the 21st century which is marked by rapid technological advancement and social change. The concept of communicative language teaching emphasizes the importance of interaction in the learning process, where students not only learn language structures but also how to use language effectively in real communication contexts (Radosavlevikj, 2021). According to data compiled by Gonçalves et al., (2022), more than 1.5 billion people worldwide are learning English, indicating a high demand for effective teaching methods. However, despite much progress, communicative language teaching faces various challenges that require innovation and new strategies.

The main challenges in communicative language teaching are differences in students' cultural backgrounds and language proficiency levels. Research by Gürkan (2021) suggests that students from different cultural backgrounds may have different ways of communicating, which can affect classroom interactions. In addition, differences in language proficiency levels can lead to gaps in student participation, which in turn can affect their motivation and learning outcomes. Therefore, it is important for educators to design inclusive and adaptive approaches to meet the needs of diverse students.

Technological innovations have also brought significant changes in communicative language teaching. With the advent of online learning platforms and mobile applications, students can now access diverse learning resources and interact with native speakers from all over the world. A study by Hang & Zou (2022) showed that the use of language learning applications can significantly improve students' speaking skills. However, the use of technology in teaching also faces challenges, such as the lack of digital skills among teachers and students and accessibility issues.

In addition, communicative language teaching must also consider the development of educational psychology. Constructivist learning theory emphasizes the importance of active and collaborative learning experiences. According to Tzuriel & Tzuriel (2021), social interaction is an integral part of the learning process. Therefore, language teaching should be designed to encourage collaboration and communication among students. Research by Gillies, Millis, & Davidson (2023) shows that collaborative learning can improve communication and cooperation skills among students. In this context, this article aims to review communicative language teaching with a focus on the challenges faced and innovations that can be applied in the 21st century classroom. By integrating relevant data, statistics, and case examples, this article is expected to provide useful insights for educators and researchers in the field of language teaching.

11.2. METHOD

This research method adopts a qualitative approach with literature analysis as the main technique. This study analyses various relevant sources, including journal articles, books, and recent research reports in the last five years. The data collection process was carried out by searching for publications that

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CHAPTER 12

TASK-BASED LEARNING

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12.1. INTRODUCTION

Task-Based Learning (TBL) is a communicative language teaching approach that centers the learning process around the completion of meaningful tasks. Instead of directly teaching grammatical rules or vocabulary lists in isolation, TBL immerses learners in activities that require them to use language naturally and purposefully. The underlying principle is that language acquisition occurs most effectively when learners are focused on conveying meaning and achieving a communicative goal. At its core, TBL reflects a belief that language is best learned through use, rather than through explicit instruction followed by practice. Learners are presented with tasks that mirror real-world scenarios, prompting them to engage in authentic communication. These tasks can range from simple information-gap activities to more complex problem-solving exercises, role-plays, or project-based assignments.

The teacher's role in TBL shifts from being a presenter of knowledge to a facilitator and guide. They provide support and resources as needed, but ultimately, learners are responsible for their own learning and for achieving the task objectives. Error correction is typically delayed until after the task completion, allowing learners to focus on fluency and communication rather than being overly concerned with accuracy during the activity. TBL has gained considerable traction in language education due to its potential to enhance motivation, develop communicative

competence, and foster learner autonomy. It is seen as a more engaging and effective way to learn a language compared to traditional methods that emphasize rote memorization and grammar drills. While TBL offers numerous benefits, it also presents challenges. Careful task design is crucial to ensure that tasks are appropriate for the learners' level and interests. Furthermore, teachers need to be well-prepared to provide support and feedback effectively. Despite these challenges, TBL remains a valuable and widely used approach in language teaching.

12.2. HISTORICAL BACKGROUND OF TBL

Task-Based Language Teaching (TBLT) didn't emerge from a vacuum. It's best understood as building on previous language teaching methodologies while also reacting against perceived shortcomings. Some key influences include:

- a. **Communicative Language Teaching (CLT):** TBLT is considered by many to be a natural evolution of CLT. CLT emphasized authentic communication and meaningful interaction, and TBLT takes this a step further by using tasks as the central unit of planning and instruction. However, some argue that CLT sometimes lacked a clear framework for syllabus design, which TBLT addresses more directly.
- b. **Focus on the Learner:** Like CLT, TBLT places the learner and their needs at the center. It acknowledges that learners learn best when they are actively engaged and using the language for a real purpose.
- c. **Cognitive Psychology:** TBLT principles align with cognitive theories of learning. The idea that learners develop language through active problem-solving and meaning-making is consistent with cognitive approaches.

12.7. CONCLUSION

By implementing TBLT in the classroom, teachers can create a more engaging, effective, and learner-centered learning environment. Remember to carefully select and design tasks that are appropriate for the learners' level, interests, and needs.

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CHAPTER 13

UNDERSTANDING THE LEXICAL APPROACH IN LANGUAGE LEARNING

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13.1. INTRODUCTION TO LEXICAL APPROACH

The lexical approach in language learning has gained significant attention in the field of applied linguistics, as it emphasizes the pivotal role that lexis, or vocabulary, plays in the acquisition and mastery of a target language. At the heart of this approach is the notion that language is not merely a collection of grammatical rules, but rather a vast repository of meaningful chunks or units that can be combined to create coherent discourse (Qoura et al., 2018). The lexical approach differentiates between the traditional concept of vocabulary and the more comprehensive notion of lexis. Vocabulary refers to individual words, while lexis encompasses a wide range of multi-word expressions, collocations, and formulaic sequences that are essential for fluent and natural communication (Qoura et al., 2018). The significance of these lexical units has been highlighted in both first and second language acquisition research, as they are believed to play a crucial role in the development of language proficiency. One of the key tenets of the lexical approach is the idea that language is primarily acquired through exposure to and engagement with these lexical units, rather than through the explicit teaching of grammatical structures. This shift in emphasis challenges the traditional focus on grammar-based instruction and calls for a more holistic approach to language learning, one that prioritizes the

acquisition of lexical knowledge and the development of fluency in the target language.

The lexical approach has also informed the development of corpus-based language learning programs, which leverage large databases of authentic language data to expose learners to a wide range of lexical units and their patterns of usage. These programs have been shown to have a positive impact on the development of learners' writing skills and their overall self-confidence in the target language. While the lexical approach has gained significant traction in language learning, it is not without its challenges. Some learners may find the task of corpus analysis and the recognition of lexical patterns to be daunting, and there is an ongoing debate about the most effective instructional strategies for integrating lexical knowledge into language learning curricula.

This chapter explores the theoretical foundations of the Lexical Approach, its key principles, and the impact of lexical competence on language acquisition. It will also discuss how the approach aligns with modern research on second language acquisition (SLA) and cognitive linguistics.

13.2. THEORETICAL FOUNDATIONS OF THE LEXICAL APPROACH

The lexical approach is grounded in several key theoretical perspectives that have influenced its development and implementation in language learning contexts. One of the fundamental theories underlying the lexical approach is the cognitive theory of language acquisition, which emphasizes the role of input processing and the construction of mental representations of language. This theory suggests that language learners acquire vocabulary and lexical patterns through exposure to and engagement with meaningful language, rather than through explicit rule-based instruction.

can produce language more naturally and effortlessly, just like native speakers.

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