

CONTENTS

PREFACE		vii
CONTENTS		ix
CHAPTER 1	LANGUAGE TEACHING	1
1.1	History of Language Teaching	1
1.2	Approach, Method and Technique	6
1.3	English as a Foreign Language and English as a Second Language	16
2.1	Background of Grammar Translation Method	25
CHAPTER 2	GRAMMAR TRANSLATION METHOD AND DIRECT METHOD	25
2.2	Assumptions About Language and Language Learning	26
2.3	Principles of Grammar Translation Method	27
2.4	Procedures of Grammar Translation Method	28
2.5	Background of Direct Method	35
2.6	Basic Assumptions About Language	37
2.7	Basic Assumptions About Language Learning	39
2.8	Procedures of Direct Method	40
CHAPTER 3	AUDIO-LINGUAL METHOD	43
3.1	Background	43
3.2	Principles of Audio Lingual Method	45
3.3	Assumptions About Language	46

3.4	Assumptions About Language Learning	47
3.5	Teaching Skills	48
3.6	Types of Pattern Drills	50
CHAPTER 4	SILENT WAY	61
4.1	Background	61
4.2	Principles of Silent Way	64
4.3	Basic Assumptions About Language	65
4.4	Basic Assumptions About Language Learning	66
4.5	Procedures of Silent Way	68
4.6	Error Correction	72
CHAPTER 5	COMMUNITY LANGUAGE LEARNING	79
5.1	Background	79
5.2	The Principles of Cll	81
5.3	Assumption About Language	85
5.4	Assumption About Language Learning	86
5.5	Procedure of Cll	87
CHAPTER 6	SUGGESTOPEDIA	91
6.1	Background	91
6.2	Principles of Suggestopedia	93
6.3	Basic Assumptions About Language	96
6.4	Basic Assumptions About Language Learning	97
6.5	Procedures of Suggestopedia	98
CHAPTER 7	TOTAL PHYSICAL RESPONSE	103
7.1	Background	103
7.2	Principles of Total Physical Response	105
7.3	Basic Assumption About Language	106
7.4	Basic Assumption About Language Learning	107
7.5	Procedures and Techniques of Tpr	109
CHAPTER 8	COMMUNICATIVE LANGUAGE TEACHING	117
8.1	Background	117
8.2	Principles of Clt	119
8.3	Basic Assumptions About Language	122
8.4	Basic Assumptions About Language Learning	125

8.5	Some Misconceptions About Clt	126
8.6	Procedures of Teaching A Language Through Clt	128
9.1	Background	135
CHAPTER 9	NATURAL APPROACH	135
9.2	Assumptions About Language	139
9.3	Assumptions About Language Learning	139
9.4	Procedures of Natural Approach	144
10.1	Introduction	149
CHAPTER 10	TEACHING ACROSS AGE LEVELS	149
10.2	Teaching Children	151
10.3	Teaching Teenagers	152
10.4	Teaching Adults	154
REFERENCE		159

11 HISTORY OF LANGUAGE TEACHING

The history of language teaching presented in this book has been mostly adapted from Mackey (1975) and Richards and Rodgers (1986 and 2001). The development is presented chronologically so that the history of language teaching can be easily traced back from the past. Some ways of teaching foreign languages adapted from the book are not necessarily methods; they may be simply collections of some lessons of teaching experiences. Therefore, the presentation of the history of language teaching in this chapter does not imply the development of teaching methods.

Before The Nineteenth Century

The beginning of foreign language teaching might not be separated from the Roman Empire when the Romans studied Greek as their second language. They studied Greek by inviting Greek tutors or having Greek-speaking servants in the household. Finally, peoples in Europe began to learn another foreign language and think about language teaching methods. The first concern with language-teaching method in Europe had to do with teaching of Latin. The teaching of Latin began with expansion of the Roman Empire. As the empire expanded, people began to learn Latin until that language became the international language of the Western World, which was the language of church and state at that time. Soon, the language was