

## Introduction / History

### Paradigm of Trends

- **Traditional Theory:**
  - **Grammar Translation Method:**
  - **Pre-scientific era:** Teachers were left on their own before the teaching era
- **Structural Theory:** Linguists who try to describe language. They identified the bits and pieces
  - **Discrete-point Testing:** Measuring the bits and pieces which measured/tested one and ONLY one thing.
  - **Audio-Lingual Method:** Mimic and memorize. Activities consist largely of drills. Learning is habit.
  - **Psychometric-structuralist Period:** Multiple choice was the method of testing
- **Transformational Generative Grammar Theory:** Connected with the work of Noam Chomsky (Universal Grammar). Phrase structure rules and “deep structure, surface structure.”
  - **Integrative Procedures:** Integrate/combines the 4 skills of language. For example dictations (which involves listening, writing and sometimes reading)
  - **Cognitive Code:** Learning by analyzing. The idea that when you are in a classroom you can explain rules to your students.
  - **Integrative-Sociolinguistic Period:** When there was a lot more international travel/study forced students/teachers to understand the target language. This is why the integrative skills became so important. International education pushed this period.
- **Sociolinguistic Theory:**
- *There are rules of use without which the rules of usage would be useless,” (Hymes) —> Everything depends on context*
  - **Pragmatic/Eclectic Method:** Disagrees with the “one size fits all” theory. Teachers have to understand all different types of needs and ways of teaching/learning
  - **Pragmatic Procedure:** Speech acts (apologizing, asking). Getting things done with language.
- **Discourse Analysis Theory:**
  - **Notional/Functional Theory:**
  - **Functional Testing:**
  - **Direct Performance Testing:** A.K.A. Language for Specific Purpose testing. One where learners use 1 of the 4 skills. For example = English for aviation/medical tests.
- **How we assess language must change as language changes**