

**METHOD FOR TEACHING
MODERN
LANGUAGES. ENGLISH
PART. FIRST BOOK**

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Method for Teaching Modern Languages. English Part. First Book by M. D. Berlitz

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*Extracto de una carta de Señor Don Enrique Dupuis de Lome,
Embajador de S. M. el Rey de España.*

"Tengo la mayor satisfacción en manifestar á Vds. que creo que el método que emplean para la enseñanza de los idiomas es el más racional, el más lógico, el más práctico y el que está llamado á dar mayores resultados.

El sistema Berlitz, estoy seguro, ha de producir una revolución en la enseñanza de las lenguas ; si la opinión de quien lo ha experimentado puede ser útil, creo que es llenar un deber darla, y por eso, próximo á dar por terminadas las lecciones de alemán que, con tanta satisfacción, he recibido, dirijo á Vds. esta carta y me suscribo su agradecido discípulo y seguro servidor."

Extrait d'une lettre de M. Edouard Herriot, professeur de Rhétorique au Lycée de Lyon, France.

"Je me suis vivement intéressé à la Méthode Berlitz. Je la trouve féconde, habilement progressive. Le passage du concret à l'abstrait, qui est le plus grand écueil de toute méthode naturelle, me paraît assez adroitement ménagé."

Extract from a Pamphlet Referring to Commercial Education, entitled "Our Colleges," by P. E. J. Hemelryk, Esq., J. P., Vice-President of Liverpool Chamber of Commerce, Chairman City of Liverpool School of Commerce.

"Our colleges should lay themselves out from modern languages and have them taught by modern professors by the latest methods, oral and conversational (such as that most excellent of systems, the Berlitz Method)."

M. D. BERLITZ

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MODERN LANGUAGES

ENGLISH PART

FIRST BOOK

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PREFACE

Fundamental Principles of the Berlitz Method.

1. — Direct association of Perception and Thought with the Foreign Speech and Sound.
2. — Constant and exclusive use of the Foreign Language.

Means of Attaining this End.

- I. — Teaching of the Concrete by Object Lessons.
- II. — Teaching of the Abstract by the Association of Ideas.
- III. — Teaching of Grammar by Examples and Ocular Demonstration.

The Berlitz Method is the systematized application of the psychological process which enables a child to learn its mother tongue; it is adapted, however, to the different stages of mental maturity reached by a youth or an adult.

In the Berlitz Method, translation as a means of acquiring a foreign language is entirely abandoned. From the first lesson, the student hears only the language he is studying. The reasons for this feature of the method are as follows:

1. In all translation-methods, most of the time is taken up by explanations in the student's mother tongue, while but few words are spoken in the language to be learned. It is evident that such a procedure is contrary to common sense.

2. He who is studying a foreign language by means of translation, neither gets hold of its spirit nor becomes accustomed to think in it; on the contrary, he has a tendency to base all he says upon what he would say in his mother tongue, and he cannot prevent his vernacular from invading the foreign idiom, thereby rendering the latter unintelligible or, at least, incorrect.

3. A knowledge of a foreign tongue, acquired by means of translation, is necessarily defective and incomplete; for there is by no means for every word of the one language, the exact equivalent in the other. Every language has its peculiarities, its idiomatic expressions and terms, which cannot possibly be rendered by translation. Furthermore, the ideas conveyed by an expression in one language are frequently not the same as those conveyed by the same words in the other.

These undeniable facts suffice to show clearly that all translation-methods are deficient, and prove that every language must be learned out of itself. This is also confirmed by the well-known experience of a traveller in a foreign country. He learns with little trouble and in a comparatively short time to speak the foreign language fluently, whilst the student at school, in spite of his wearisome work with grammar and translation exercises, vainly strives for years to obtain the same result.

Instruction by the Berlitz Method is to the student what the sojourn in a foreign land is to the traveller. He hears and speaks only the language he wishes to learn, as if he were in a foreign country. He has, however, the advantage that the language has been methodically and systematically arranged for him.

In order to make himself understood, the teacher in the Berlitz Method resorts at first to object lessons. The ex-

pressions of the foreign language are taught in direct association with perception; the student thus forms the habit of using the foreign tongue spontaneously and easily, as he does his mother tongue, and not in the roundabout way of translation. The difficulties of grammar, which frequently are created only by translation and the consequent comparison with the mother tongue, are greatly diminished. It is, for instance, just as easy for the student to learn "I you see" (French form) as it is "I see you" (English form). The difficulty appears only when the student compares the foreign expression with that of his mother tongue, in which the construction is different. It is also evident that the value of the various words and constructions is understood much more easily by means of the practical and striking examples of object lessons than by the abstract rules of theoretical grammar.

What cannot be taught by means of object lessons is elucidated by being placed in proper context; *i.e.*, the new words are used among previously learned expressions in such a manner that the meaning of the new becomes perfectly clear from its connection with what precedes and follows; this is in accordance with the established mathematical principle of finding the value of the unknown X through its relation with the known quantities A and B . In the more advanced lessons, new words may frequently be explained by simple definitions containing the vocabulary previously acquired.

The entire stock of words used in the book is given principally in the form of conversation between the teacher and the student; whilst in the arrangement of the lessons our aim has been to give the most necessary and the most useful first, so that if the student discontinues at any point, he will be able to turn what he has acquired to practical use.

Edition of 1918.

“Docendo discimus.” Experience has shown us that a number of expressions demanded too much reflection on the part of the student, who was thereby exposed to the danger of mentally having recourse to his mother tongue. We have, therefore, transferred certain matter to later stages, when the student's inclination to think in his mother tongue has almost disappeared and his “ear” has been formed to such a degree that he may be guided in a large measure by intuition.

We are convinced that this new arrangement of the lessons will make the method not only easier but also still more interesting and efficient.