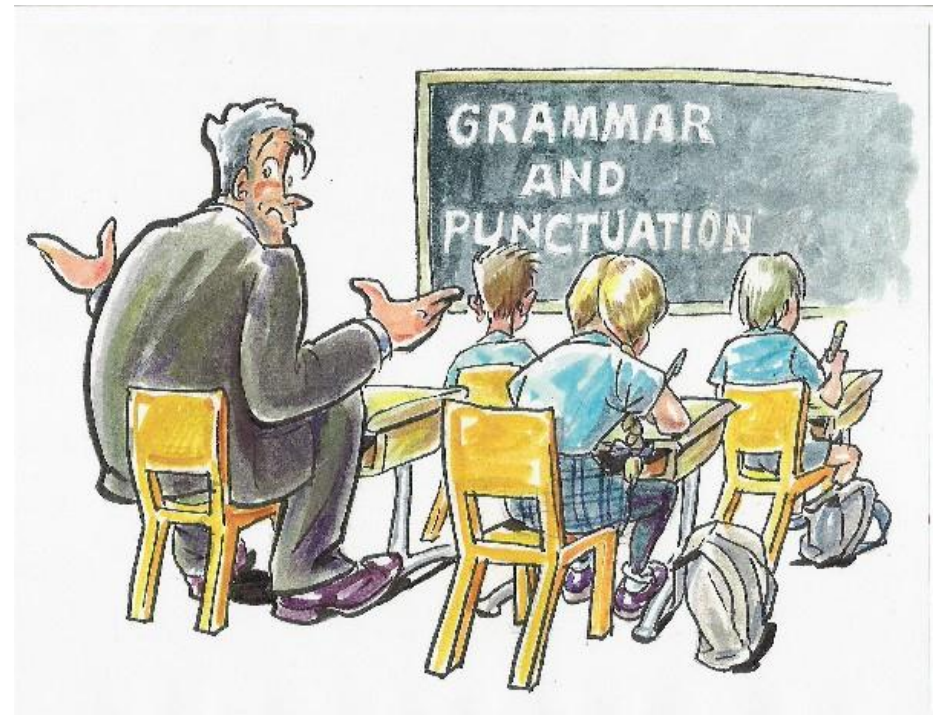


Teaching Methodologies and Approaches

The Grammar-Translation Approach

- *Used historically in teaching Greek and Latin.*
- *Not so well suited to teaching modern languages.*
- Classes are taught in the students' mother tongue
- Vocabulary is taught in the form of word lists.
- Elaborate explanations of grammar are always provided.
- Rules for putting words together
- Focus on form and inflection of words.
- Reading of difficult texts from start.
- Little attention paid to content
- Just exercises in grammatical analysis.
- Drills in translating sentences
- Little or no attention to pronunciation.



Teaching Methodologies and Approaches

The Direct Approach

- *Developed as a reaction to grammar-translation*
- *An attempt to use the target language more.*

- Lessons begin with a dialogue.
- Material is first presented orally with actions or pictures.
- The mother tongue is NEVER, NEVER used. There is no translation.
- Exercise = questions in the target language based on the dialogue
- Questions answered in the target language.
- Grammar is taught *inductively*.
- Verbs are used first and systematically conjugated only much later.
- Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically.
- Culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

Teaching Methodologies and Approaches

The Reading Approach

- *Selected for practical and academic reasons.*
- *For people for whom reading is the one usable skill in a foreign language.*
- First priority in studying the target language = reading ability
- Second priority = cultural and/or historical knowledge.
- Only the grammar necessary for reading comprehension is taught.
- Minimal attention is paid to pronunciation or gaining conversational skills.
- A great amount of reading is done in L2, both in and out of class.
- Vocabulary is strictly controlled for difficulty.
- Vocabulary is expanded as quickly as possible.
- Translation used again as a respectable classroom procedure related to comprehension of the written text.

Teaching Methodologies and Approaches

The Audiolingual Method

- *Based on the behaviorist psychology.*
- *Adapted much from the Direct Method.*
- New material is presented in the form of a dialogue.
- Important: mimicry, memorization of set phrases and over-learning.
- Structures are sequenced and taught one at a time.
- Structural patterns are taught using repetitive drills.
- Little or no grammatical explanations are provided.
- Listening, speaking, reading and writing are developed in order.
- Vocabulary is strictly limited and learned in context.
- Abundant use of language laboratories, tapes and visual aids.
- Great importance is given to precise native-like pronunciation.
- Use of the mother tongue is discouraged among the students.
- Successful responses are reinforced
- Great care is taken to prevent learner errors.

Teaching Methodologies and Approaches

Community Language Learning

- *Not based on the usual methods by which languages are taught.*
- *Based on counseling techniques and adapted to the problems a person encounters in the learning of foreign languages.*
- *Learner is not a student but as a client.*
- *Instructors are not considered teachers but trained in counseling*
- *Skills adapted to their roles as language counselors.*



Teaching Methodologies and Approaches

The Silent Way

Originated in the early 1970s - Caleb Gattegno.

The three basic tenets of the approach are

Learning is facilitated if the learner discovers rather than remembers or repeats

Learning is aided by physical objects.

Problem-solving is central to learning.

The teacher should be as silent as possible in order to encourage the learner to produce as much language as possible.

Highly structural approach, with language taught through sentences in a sequence based on grammatical complexity, described by some as a "building-block" approach.



Teaching Methodologies and Approaches

Total Physical Response

The Total Physical Response (TPR) method combines information and skills through the use of touch and movement. Leads to a high degree of motivation.

Imperatives are the main structures to transfer or communicate information.

The student is not forced to speak, but is allowed to begin to speak when they feel comfortable and confident in understanding and producing the utterances.



Teaching Methodologies and Approaches

Suggestopedia

*Developed in the 1970s by the Bulgarian educator Georgi Lozanov.
Still controversial, not a mainstream technique*

Based on the power of suggestion in learning

Relaxed but focused state is the optimum state for learning.

Makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship.

Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

Teaching Methodologies and Approaches

The Communicative Approach

Communicative language teaching is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language.



Emphasis on communication – not just speaking and listening

Use of authentic texts

Opportunities for learners to focus on the Learning Management process.

An attempt to link classroom language learning with language activities outside the classroom.

Communicative Approach Methods

- Balanced, logical Staging
- Purposeful TTT (Teacher Talking Time)
- Graded teacher language
- Careful application of Correction techniques
- Graded praise for students
- Classroom management applied to keep order, to ensure student participation, and to execute the lesson plan
- Appropriate voice projection and professional manner
- Eliciting well vs. Feeding

Communicative Approach Methods

- Effective concept checking
- Effective presentation of instructions
- Effective modeling
- Effective time management