

2.3. Teaching Methods:

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students’ roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are sometimes but not always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Different methods can be used by teachers when it comes to teaching a language:

Teaching Method	Features
Grammar Translation Method (GTM)	<ul style="list-style-type: none"> • Classes are taught in the mother tongue, with little active use of the target language. • Much vocabulary is taught in the form of lists of isolated words. • Long, elaborate explanations of the complexities of grammar are given. • Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. • Reading of difficult classical texts is begun early. • Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis • Drills are used only in translating disconnected sentences from the target language into the mother tongue or memorizing. • Little or no attention is given to pronunciation.
Direct Method	<ul style="list-style-type: none"> • Classroom instruction was conducted exclusively in the target language. • Only everyday vocabulary and sentences were taught. • Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes. • Grammar was taught inductively. <ul style="list-style-type: none"> o New teaching points were taught through modeling and practice. • Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas. • Both speech and listening comprehension was taught • Correct pronunciation and grammar were emphasized • spontaneous use of the language, no translation between first and second languages
The Audio lingual Method	<ul style="list-style-type: none"> • New material is presented in dialogue form • There is dependence on mimicry, memorization of set phrases, and overlearning • Structures are sequenced by means of contrastive analysis and taught one at a time • Structural patterns are taught using repetitive drills

	<ul style="list-style-type: none"> • There is little or no grammatical explanation • Grammar is taught by inductive analogy rather than by deductive explanation • Vocabulary is strictly limited and learned in context. o There are much uses of tapes, language labs, and visual aids. • Great importance is attached to pronunciation. • Very little use of the mother tongue by teachers is permitted. • Successful responses are immediately reinforced. • There is a great effort to get students to produce error-free utterances. • There is a tendency to manipulate language and disregard content.
<p>Total Physical Response</p>	<ul style="list-style-type: none"> • Total Physical Response (TPR) emphasizes the use of physical movement in language learning. • Learners respond to commands given by the teacher through actions rather than speech. • The method is based on the idea that language learning mirrors the process of acquiring a first language. • TPR encourages a stress-free environment where learners can naturally absorb language. • It is particularly effective for teaching vocabulary and basic sentence structures. • TPR is often used with beginners and young learners but can also be adapted for all ages. • The teacher plays a crucial role in modeling commands and providing a supportive atmosphere. • TPR activities can be engaging and interactive, promoting active participation in the learning process.
<p>Silent Method</p>	<ul style="list-style-type: none"> • The teacher remains largely silent during the lesson, fostering student independence. • Color-coded rods known as Cuisenaire rods are used as teaching aids to visualize language structures and concepts. • Pronunciation is emphasized from the start, with learners focusing on accurate sounds and phonetic aspects of the language. • Discovery learning is encouraged, allowing students to uncover language patterns and rules through interaction with materials and peers. • The method is often implemented in small groups or with individual learners to facilitate personalized instruction. • Teachers may use gestures, cues, and minimal verbal prompts to guide learners without providing direct answers. • Errors are viewed as part of the learning process, and subtle feedback or opportunities for self-correction are provided instead of immediate correction. • The Silent Way promotes a student-centered approach, where learners are actively engaged and empowered in their language learning journey.

<p>Suggestopedia</p>	<ul style="list-style-type: none"> • Suggestopedia utilizes a relaxed, comfortable environment to reduce barriers to learning. • It incorporates music, art, and relaxation techniques to create a positive atmosphere conducive to learning. • Language materials are presented in a rich sensory context, engaging multiple senses for enhanced retention. • Learners are encouraged to adopt new identities or roles to overcome inhibitions and increase confidence. • Vocabulary and grammar are presented in carefully structured dialogues and texts. • Learners are exposed to language in both passive and active forms, allowing for subconscious absorption. • The method encourages learners to focus on meaning rather than form, promoting natural language acquisition. • Feedback is provided in a supportive, non-threatening manner to reinforce learning and boost confidence.
<p>Communicative Language Teaching</p>	<ul style="list-style-type: none"> • Overall goals: CLT suggests a focus on all of the components of communicative competence • Relationship of form and function: language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. • Fluency and accuracy: a focus on students “flow” of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques. • Focus on real-world context. Student is communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. • Autonomy and strategic involvement. Students are given opportunities to focus on their own learning process through raising their awareness of their own styles of learning and through the development of appropriate strategies for production and comprehension. • Teacher roles. The role of the teacher is a facilitator and a guide, not all knowing font of knowledge. • Student roles. Students in a CLT class are active participants in their own learning process

<p>Total Physical Response</p>	<p>Vs</p>	<p>Silent Method</p>
<ul style="list-style-type: none"> • Use of Language: TPR primarily focuses on vocabulary and basic sentence structures, using physical movement to reinforce language learning, while the Silent Way emphasizes pronunciation, language structure, and discovery learning. • Learning Environment: TPR creates a dynamic and interactive environment where learners respond physically to commands, promoting engagement and participation, while the Silent Way fosters a quiet atmosphere where students work independently or in small groups, exploring language patterns and rules. • Age and Level Suitability: TPR is often used with beginners and young learners due to its kinesthetic approach, but it can be adapted for learners of all ages and levels. On the other hand, the Silent Way is typically used with older learners and can be more challenging due to its emphasis on self-discovery and pronunciation. 		

- **Teacher Involvement:** In TPR, the teacher is actively involved in giving commands and providing guidance, while in the Silent Way, the teacher takes on a facilitative role, offering minimal verbal cues and corrections.
- **Approach to Errors:** TPR generally focuses less on error correction, as the emphasis is on understanding and responding to commands through physical actions. In contrast, the Silent Way views errors as a natural part of the learning process and provides opportunities for self-correction and discovery.

References used in this lecture

- Douglass, H. D. (2006). Principles in Language Teaching and Language Learning. San Francisco State University
- Gabriel D. M. (2001). Introduction to Didactics. Consejo de Formación en Educación, Buenos Aires
- Richard, J. C., & Rogers, T. S. Approaches and Methods in Language Teaching. Cambridge Language Teaching Library
- Schunk, D. H. (2008). Learning Theories: An Educational Perspectives (6st ed)
- Clark, L. H., & Starr, I. S. (1976). *Secondary School teaching methods*. Macmillan.
- Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action*. Prentice Hall International.