

Methods

1. The Grammar-Translation Method

1. The basic principle of this system is, as its name suggests, learning about a language through finding equivalents in the students' own language and the foreign language being learned. It is, in effect, a system of translation.
2. The emphasis is on the direct associations the student makes between objects and concepts and the corresponding words in the target language.
3. Learning a language consists of being able to read and translate a text into and out of the target language.
4. Communicating in the language was not a goal, so classes were taught primarily in the student's native language, and the teacher made no effort to emphasize the correct pronunciation of the language.
5. The focus is on accuracy and not fluency.
6. Learners do not play any active role and there is little learner-learner interaction.
7. The grammar is taught systematically (following a sequencing grammar syllabus) through explicit extensive and elaborated teaching of grammatical rules.
8. Much time was spent in learning about the language, not the language itself.
9. Learners should memorize vocabulary in the form of isolated word lists. Vocabulary in the target language is learned through translation from the native language

2. The Direct Method

1. It is based on the assumption that learners can learn second and foreign languages the way they learned their first language.
2. Learners should memorize vocabulary in the form of isolated word lists.
3. The use of the native language, as in the grammar-translation method, is avoided; the use of the target language is emphasized at all times.
4. Grammar is learned through induction.
5. The primary goals are for students to think and speak the language; thus, no use of the native language is allowed.
6. Teachers employ objects, visuals, and realia to make the input comprehensible.
7. Interaction among students and with the teacher is fostered, although it is limited to mostly asking and responding to questions.
8. Students develop good speaking and listening skills but still demonstrate poor grammar and writing skills.

3. Audio-Lingual Method (ALM)

1. Learners should memorize vocabulary in the form of isolated word lists. Vocabulary in the target language is learned through translation from the native language.
2. In the audio-lingual method, the emphasis was on the memorization of a series of dialogues and the rote practice of language structures.
3. The basic premises on which the method was based were that language is speech, not writing, and language is a set of habits.
4. It was believed that much practice of the dialogues would develop oral language proficiency.
5. The use of the native language was avoided.
6. Students were required to listen to audiotapes and repeat dialogues that captured aspects of daily living.
7. Students were required to participate in a number of practice drills designed to help them memorize the structures and be able to plug other words into the structure.
8. The belief was that students, through much practice, would form a “habit” and be able to speak the language when needed.
9. Grammar is taught inductively.
10. Vocabulary is taught in context.

4. The Silent Way

1. the Silent Way requires that the teachers remain silent much of the time.
2. It's based on the belief that students are initiators of learning and capable of independently acquiring language, students are responsible for their own learning.
3. The teacher models once and the students are then given the opportunity to work together to try to reproduce what has been modeled.
4. Color-coded sound charts, cue cards (pic + name), and plastic rods are used to visually represent parts of words or sentences and prompt speaking and writing activities.
5. It puts a great emphasis on correct pronunciation from the very beginning.

6. The teacher explains concepts in the target language to force students to listen carefully and try to figure out what is being said.
7. Mistakes are accepted as part of the learning process and learners are free to take initiative without feeling embarrassed or self-conscious.
8. They make use of echoing which correcting through repeating what the students said but in a correct form.
9. The Silent Way is a fairly complex method that requires the teacher to receive extensive training in the use of the methodology. It can be easy for teachers to feel like they are losing control of the class if things start to get noisy or chaotic.

6. Total Physical Response (TPR)

1. This method is based on the principle that people learn better when they are involved physically as well as mentally.
2. It is based upon the way that children learn their mother tongue, first, they simply react to statements and orders such as “give me the ball” and eventually reproduce they reproduce the language.
3. Students are required to respond nonverbally (physically) to a series of commands.
4. The teacher starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action.
5. In TPR, teachers can employ pictures, objects, and realia for students to manipulate as they respond nonverbally.
6. The emphasis in TPR is on listening comprehension until oral proficiency is developed.

7. The Natural Approach

1. The main goal of this method is to develop immediate communicative competency. For this reason, most, if not all, classroom activities are designed to encourage communication.
2. the entire class period be devoted to communication activities rather than to explanation of grammatical aspects of language.

3. The students are provided with the opportunity to *acquire* language rather than forcing them to learn it.
4. Much opportunity for listening/speaking (when ready) is afforded to students.
5. Teaching grammar for the sake of grammar instruction is not effective. However, clarifying it in context, and using advanced organizers to tie it in with communicative activities, does have some value.
6. students would be allowed to respond in their native language.
7. The natural approach bases language acquisition on the natural order of native language development.
8. The emphasis is on listening comprehension, so if students respond in their native language, they demonstrate comprehension.
9. The use of visuals (graphs, charts, pictures, objects, realia), gestures, demonstrations, and motherese/parentese (slower speech, simpler language repetition, rephrasing, clear enunciation) is required.

8. The Communicative Approach

1. Real communication and interaction is not only the objective in learning but also the means through which it takes place.
2. Instead of focusing on the acquisition of grammar and vocabulary (grammatical/linguistic competence), the Communicative Approach aimed at developing the learner's competence to communicate in the target language (communicative competence), with an enhanced focus on real-life situations.
3. The skills are often worked with simultaneously in what is known as integrated-skills.
4. The communicative approach is based on the need for an "information gap" as a means to encourage meaningful communication.
5. The task cannot be completed individually; partners must work together to successfully complete the assigned task.
6. Classroom activities must be varied and must include interactive language games, information-sharing activities, social interactions, the need for impromptu responses, and the use of authentic materials, such as the newspaper for oral discussions on current events.

Some of the most common activities include role plays, information gap activities (learners to talk to each other and find out missing information they need to perform a certain task), and Open-ended discussions and debates.

7. The communicative approach embraces the principle of “learning by doing,” encouraging the use of English from the beginning of instruction.
8. Grammar is taught inductively.
9. Fluency and accuracy are interrelated, but fluency should be stressed more to develop communicative skills.
10. Error corrections are infrequent (even when corrected, they are done in a subtle way).