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|  | **The Grammar -Translation Method** | **The Direct Method** | **The Audio-Lingual Method** | **The Silent Way** |
| **1. Goals** | Read literature in L2. Develop mind. Learn grammar, vocabulary & culture. | Communication. Think in L2.Direct association in L2 without translation. | Communication. Automaticity by forming new habits and overcoming the old habits of L1. | Self-expression of Ss; independence from T. Develop own inner criteria. |
| **2. Role of the teacher/student** | Traditional. T is the authority Ss learn from the T. | T directs but T & Ss are partners. | T-centered. T provides model of L2 for imitation. Ss are imitators. | T as facilitator, resource, provides what Ss need. T works with S,S works on L2 |
| **3. Teaching/Learning Process?** | Translation. Deductive study of grammar. Memorize vocabulary & grammar rules | Associate L2 and meaning directly in real context. Use L2 only. Inductive grammar. Syllabus based on topics/ situations. Vocabulary in sentences/demonstration. | New grammar and vocabulary through dialogues. Repetition / backward build-up / chain / substitution / transformation /question-answer. Inductive grammar. Habit formation. | Ss guided to discover the structure of L2. Initial focus on accurate pronunciation.Colors for sounds. Rods. Ss gain autonomy in L2. |
| **4. Nature of student / teacher interaction** | T to S. | Both initiate interaction. Some S/S interaction. | T-directed. S/S in drills. | T active, but mostly silent. S/S interaction encouraged. |
| **5. How are students’ feelings dealt with?** | N.A. | N.A. | N.A. | Positive feelings encouraged, also S/S cooperation. Relaxed, enjoyable environ. |
| **6. View of language/ culture?** | Literary language, not spoken language. Culture is literature & the fine arts | Spoken language over written. Culture is the history/geography & daily life | Language as system of patterns /units. Simple to complex. Culture is behavior & lifestyle. | Language expresses the spirit of a culture. |
| **7. What language skills are emphasized?** | Vocabulary/grammar/reading & writing, very little speaking & listening | Vocabulary over grammar. Focus on communication. Pronunciation. | Minimum vocabulary. Structure is important. Listen-speak-read-write. Pronunciation. | Pronunciation & intonation. Structure. Oral before writing/reading. |
| **8. Role of the native language?** | L1 in classroom. Two-way translation. | Not used. | L1 habits interfere with L2. Avoid L1. | Used to form sounds in L2 and for feedback. Otherwise not used. |
| **9. How does evaluation occur?** | Written translations. Apply grammar rules. | Use of language (interview).Oral & written skills. | Discrete point testing for accuracy. | Continuous observation. Ss develop their own criteria. Progress , not perfection. |
| **10. Treatment of errors?** | Errors are always corrected.T supplies correct answer. | Self-correction. | Avoid errors by overlearning. | Errors are natural & give clues. Self-correction ; peer correction. |
| **11. Associated with whom?** | Moses | Francois Gouin,Charles Berlitz | Charles Fries | Caleb Gattegno |

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|  | **Desuggestopedia** | **Community Language Learning** | **Total Physical Response** | **Communicative Language Teaching** |
| **1. Goals** | Everyday Communication. Tap Ss mental powers by desuggesting barriers to learning. | Communication. Promote nondefensive learning. T & Ss treat each other as whole persons. | Communication. Ss enjoy learning. Learning L1= learning L2. | Communication in social context. Appropriacy. Functional competence. Negotiation of meaning. |
| **2. Role of the teacher/student?** | S must trust and respect T is authority. Ss adopt childlike roles once they feel secure. | Counselor/client. As S assumes more responsibility , becomes independent of T. | Director. T provides model of L2 for imitation. Later role reversal. | Facilitator. Manager of learning activities. Promotes communication among Ss. |
| **3. Teaching/Learning Process** | Relaxing atmosphere, music, activate whole brain + peripheral learning. Reception then activation phase. Role play. | Security, aggression, attention, reflection, retention, discrimination.Ss initiate speech in L1,T supplies L2. | Comprehension before production. Modelling by T followed by performance. | Ss learn to communicate / use L2 by negotiating meaning in real context. Activities include information gap, choice, feedback. Authentic materials. |
| **4. Nature of student /teacher interaction?** | T/S and S/S interaction from beginning. | Changes over time. Importance placed on cooperative relationship between T/S and S/S. | T speaks, Ss respond nonverbally. Later, Ss verbalize. | T arranges tasks for communication. S/S interaction. Group/pair work. |
| **5. How are students’ feelings dealt with?** | Focus on confidence and sense of security via suggestions. Psychological barriers are desuggested. | S viewed as whole person, no separation of intellect and feelings. T "understands” Ss. | Ss have fun in a nonstressful situation.Low anxiety learning. | Ss are motivated to learn thru usefulness of language functions. Motivated by encouraging purposeful communication. |
| **6. View of language /culture?** | Communication as a 2-phase process: language + extra- linguistic factors. Culture is everyday life & fine arts.  | Language for communication & developing critical thinking. Culture integrated with language. | Spoken over written.Culture is the lifestyle of the people who speak L2. | Language in social context, for communication. Forms, meanings and functions. Culture is everyday lifestyle.  |
| **7. What skills are emphasized?** | Vocabulary. Explicit but minimal grammar. Language use, not linguistic form. Speaking-reading-writing. | Ss determine syllabus by what they what to say. Understanding & speaking, then reading & writing. | Grammar and vocabulary (initially via imperatives). Comprehension precedes production. | Function over form. Discourse and sociolinguistic competence + all 4 skills. |
| **8. Role of L1?** | L1 used in translation of dialogues. As course proceeds, L1 reduced. | Used in the beginning, less in later stages. | After introduction, it’s not used anymore. | Generally not used. |
| **9. How does evaluation occur?** | In-class performance.Not formal tests. | Integrative tests. Not discrete-point. Self-evaluation. | By observation. | Communicative tests. Fluency and accuracy. |
| **10. Treatment of errors?** | Corrected gently, with T’s speaking softly. | Non-threatening. Correction by modelling. | Unobtrusive correction.Only major errors first, then minor errors. | No error correction unless errors interfere with communication. |
| **11. Associated with whom?** | Georgi Lozanov | Charles Curran | James Asher | Various. |
|  | **Content-based****Instruction** | **Task-based****Instruction** | **Participatory****Approach** | **Learning Strategy****Training** |
| **1. Goals** | L2 teaching thru subjectmatter content. L2 is a means,not a goal. Communicativecompetence requires not onlyfluency in speaking, but also the ability to read, discuss,write about other content. | L2 learning thru problem-solving negotiation in L2. | Help Ss to understand thesocial, historical, cultural forces affect their lives & help them gain controlover their lives. | Teaching learning strategies to let Ss improve theirlearning effectiveness. |
| **2. Role of the teacher/student?** | T supplies missing L2. Ss usetheir previous experience. | T controls activities. SS workin groups. T – class, S - Snegotiation.  | T leads the class in discussingproblems, Ss learn to see themselves as social & politicalbeings.  | T is the model, guide &Ss are independent, self-regulated learners. |
| **3. Teaching/Learning Process** | Ss work with meaningfulauthentic material & tasks.Purposeful tasks.  | Information-gap activities,opinion –gap activities,Reasoning –gap activities.Focus is on meaning. Comprehensible input.Purpose and outcome ofactivities are clear. | Context-specific problem-posingdiscussions are made. Ss findsolutions to the problems bydiscussion. Linguistic form islearned thru usage in context. | T models the use of thestrategies & Ss practice &use it in different situations.Self-assessment contributesto learner autonomy. |
| **4. Nature of student /teacher interaction?** | T controls tasks, Ss usecognitive skills in tasks. | T doesn’t simplify L2. Authentic use of L2.  | T are co-learners, askingquestion about Ss lives.  | T controls the activities, but ademocratic atmosphere.T to Ss & Ss to T. |
| **5. How are students’ feelings dealt with?** | Ss are motivated to learn,study enthusiastically. Motivated. | Feedback on success. | Ss are motivated by theirpersonal involvement. | T encourages Ss to guess, usetheir cognitive skills and givesfeedback on success. Ss’ s prior knowledge & experiencesare valued and built upon. |
| **6. View of language /culture?** | Language is learned whenused as a medium to conveyinformational content ofinterest to Ss. | Real world language use.Language study is Languageuse.  | Education occurs withina particular context. Itrelates to Ss real needs. | Language learning is aconscious process. |
| **7. What skills are emphasized?** | Vocabulary in context. Readingdiscussion, writing. | All 4 skills. Minimum grammarCognitive skills. | Problem solving thru 4 skills. | Learning strategies  |
| **8. Role of L1?** | Generally not used. | Not used. | Not used. | Not used. |
| **9. How does evaluation occur?** | Cloze tests, writing passages. | Tasks are evaluated. | Ss evaluate their own learning & direct it themselves. | Ss evaluate their own success,they modify it to meet theirneeds & share with classmates.  |
| **10. Treatment of errors?** | Non-threatening. | Corrected by reformulation or recasts. | Errors are corrected by Ssthemselves with negotiation &self check. | Not corrected if not interferewith meaning.  |
|  | **Cooperative** **(Collaborative)** **Learning** | **Multiple****Intelligences** |  |  |
| **1. Goals** | Ss learn from each other.They also work on thesocial skill of encouragingothers. | **1)Logical/mathematical:** puzzles/games/presentations/classifications/categorizations |  |  |
| **2. Role of the teacher/student?** | T is an organizer.Ss work togethercooperatively. Each S is given a role in group. Noleadership. | **2) Visual/spatial:** charts/ grids / videos/ drawing. |  |  |
| **3. Teaching/Learning Process** | T gives the rules & monitors the activities. There is muchtalking in the groups. | **3) Body/kinesthetic:** hands-on activities / fieldtrips / pantomime. |  |  |
| **4. Nature of student /teacher interaction?** | T tells what to do and lets Ss do it themselves. | **4) Musical/rhythmic:** singing /playing music / jazz chants |  |  |
| **5. How are students’ feelings dealt with?** | Ss are encouraged to thinkin terms of ‘positive inter-dependence’’. A positive &cheerful atmosphere.  | **5) Interpersonal:** pair work /project work / group problem-solving.  |  |  |
| **6. View of language /culture?** | Cooperative learning teacheslanguage for both academic& social purposes. | **6) Intrapersonal:** self-evalu-ation / journal keeping / optionsfor homework.  |  |  |
| **7. What skills are emphasized?** | Negotiation of meaning, responsibility andaccountability for each other’s learning.  | **7) Verbal/linguistic**: note-taking / story telling / debates. |  |  |
| **8. Role of L1?** | Not used. |  |  |  |
| **9. How does evaluation occur?** | Ss are individually tested, buttheir scores are added to the scores of the members of their groups. |  |  |  |
| **10. Treatment of errors?** | If errors are made, Ss studyon the same subjectuntil it is learned. |  |  |  |
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