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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 subject  matter content. L2 is a means,  not a goal. Communicative  competence requires not only  fluency 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 the  social, historical, cultural  forces affect their lives &  help them gain control  over their lives. | | Teaching learning strategies  to let Ss improve their  learning effectiveness. |
| **2. Role of the teacher/student?** | | T supplies missing L2. Ss use  their previous experience. | | T controls activities. SS work  in groups. T – class, S - S  negotiation. | | T leads the class in discussing  problems, Ss learn to see  themselves as social & political  beings. | | T is the model, guide &  Ss are independent, self-  regulated learners. |
| **3. Teaching/Learning Process** | | Ss work with meaningful  authentic material & tasks.  Purposeful tasks. | | Information-gap activities,  opinion –gap activities,  Reasoning –gap activities.  Focus is on meaning.  Comprehensible input.  Purpose and outcome of  activities are clear. | | Context-specific problem-posing  discussions are made. Ss find  solutions to the problems by  discussion. Linguistic form is  learned thru usage in context. | | T models the use of the  strategies & Ss practice &  use it in different situations.  Self-assessment contributes  to learner autonomy. |
| **4. Nature of student /teacher interaction?** | | T controls tasks, Ss use  cognitive skills in tasks. | | T doesn’t simplify L2.  Authentic use of L2. | | T are co-learners, asking  question about Ss lives. | | T controls the activities, but a  democratic 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 their  personal involvement. | | T encourages Ss to guess, use  their cognitive skills and gives  feedback on success. Ss’ s  prior knowledge & experiences  are valued and built upon. |
| **6. View of language /culture?** | | Language is learned when  used as a medium to convey  informational content of  interest to Ss. | | Real world language use.  Language study is Language  use. | | Education occurs within  a particular context. It  relates to Ss real needs. | | Language learning is a  conscious process. |
| **7. What skills are emphasized?** | | Vocabulary in context. Reading  discussion, writing. | | All 4 skills. Minimum grammar  Cognitive 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 their  needs & share with classmates. |
| **10. Treatment of errors?** | | Non-threatening. | | Corrected by reformulation  or recasts. | | Errors are corrected by Ss  themselves with negotiation &  self check. | | Not corrected if not interfere  with meaning. |
|  | | **Cooperative**  **(Collaborative)**  **Learning** | | **Multiple**  **Intelligences** | |  | |  |
| **1. Goals** | | Ss learn from each other.  They also work on the  social skill of encouraging  others. | | **1)Logical/mathematical:**  puzzles/games/presentations/  classifications/categorizations | |  | |  |
| **2. Role of the teacher/student?** | | T is an organizer.  Ss work together  cooperatively. Each S is  given a role in group. No  leadership. | | **2) Visual/spatial:** charts/  grids / videos/ drawing. | |  | |  |
| **3. Teaching/Learning Process** | | T gives the rules & monitors  the activities. There is much  talking in the groups. | | **3) Body/kinesthetic:**  hands-on activities / field  trips / 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 think  in 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 teaches  language for both academic  & social purposes. | | **6) Intrapersonal:** self-evalu-  ation / journal keeping / options  for homework. | |  | |  |
| **7. What skills are emphasized?** | | Negotiation of meaning,  responsibility and  accountability 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, but  their scores are added to  the scores of the members of  their groups. | |  | |  | |  |
| **10. Treatment of errors?** | | If errors are made, Ss study  on the same subject  until it is learned. | |  | |  | |  |
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