**GOALS OF TEACHERS**

**GTM**

          To be able to read literature written in L2

          To read literature ss need to learn grammar rules and vocabulary of L2

          Studying a foreign language provides good mental exercise

**DM**

          Learning how to use  L2 to communicate

          Ss shoulld learn to think in L2

**ALM**

          Ss should be able to use L2 communicatively

          Ss should overlearn L2 (learning L2 automatically) throught habit formation in accordance with L2

**SILENT WAY**

          Using the language for self expression(thoughts,feelings and perceptions) throught developing indepence from t. and developing own inner criteria for correctness

          t. gives only what ss need to promote their learning.

**DESUGGESTOPEDIA**

          t. hope to accelerate the process in which ss learn to use L2 for everyday communication

          desuggest the psychological barriers

          employ techniques to activate paraconscious part of the mind at subconscious level

**CLL**

          How to use L2 communicatively

          Learn about learning ,take responsibility for it

          Learn to learn from each other(group cooperation)

          These should be done in smooth,gentle way if both sides(t-s)treat each other as whole persons.

**TPR**

          Reduce the stres over ss

          Encourage ss to proceed their study beyond beginning level

**CLT**

          Enable ss to communicate in L2

          Manage the process of negotiating meaning

          Choose appropriate functions

          Provide social contex to perform functions

**ROLES OF TEACHERS & STUDENTS**

**GTM**

          T .s authority

          Ss do what t. says(pasive)

**DM**

          T. directs the class activities(director)

          ss. make active role than in gtm, t-ss are like partners

**ALM**

          t. is orchestra leader(director and controlling ss’ lang. behaviour). Provides good model for imitation

          ss are imitators of t’s model,followers of t’s directions,responding accurately and rapidly

**SILENT WAY**

          T is technician or engineer(relying on what ss already know),t. respects ss’ autonomy

          Ss make use of what they already know,free themselves of any obstacles interfering with their attention,actively engage in exploring the language

**DESUGGESTOPEDIA**

          t. is authority(infantilization)as in parents autority to children

          ss trust and respect the t, in this way ss feel more secure and spontaneous and less inhabited

**CLL**

          t. is primary conselor(support ss to overcome the negative feelings and master L2).t is behind ss in class,he is also human computer(for pronunciation)

          5 stages from dependency to interdependency with the t. stages  I,II,III t. focusses on language and support the learning process

In stage IV t focusses on accuracy beceuse ss feel secure and human comp does corrections,and in stage V ss become interdependent wiith the t. in learning process now that they are autonomous learners.

**TPR**

          T. is director os ss’ behaviour initially

          Ss are nonverbal imitators of t’s directions,they speak only when they are ready

**CLT**

          T is communication facillator(establishing situations which will promote communication),Adviser(answering ss’ questions and monitoring their their performance)co-communicator(taking part in the communication activity along with ss)

          Ss are communicators,actvely engage in negotiating meaning,responsible for their own learning

**CHARACTERISTIC OF TEACHING & LEARNING PROCESS**

**GTM**

          Translation from L1-L2 or vice versa

          Studying grammar deductively(stating rules explicitly,memorising them and applying the rules to examples)

          Memorise vocabulary

**DM**

          Association of meaning and L2 directly

          T’s demonstration of meanings throught the use of relia,picture and pantomime

          No translation,ss speak in L2

          Syllabus on situations or topics

          Grammar taught inductively (from examples given)

          Vocabulary is learned throught using new words in complete sentences

**ALM**

          New vocabulary and structural pattern(grammar) presented throught dialogues

          Drills based upon the patterns in the dialogue

          Positive reinforcement from the t.

          No explicit grammar rules which are to be drawn from examples(inductive)

          Culture is contextualized in the dialouges

          Oral work,reading and writin tasks

**SILENT WAY**

          Start learning L2 throught basic building blocks-sounds

          Relying on what ss already know;association between L1 and L2

          Sound color chart colours later used to spell(color-coded Fidel chart) and pronounce words (color-coded word chart)

          Ss practice on L2 autonomously by exploring and making choices

          Errors are evidence of what should be worked on next time

**DESUGGESTOPEDIA**

          Bright and cheerful classroom

          Posters containing L2 foster peripheral learning

          Long dialogues introduced(receptive phase) t reads out the dialog according to rhythm of the song(active)by which both hemispheres of the brain are activated

          No homework

          (activitation phase) ss do activities where they learn about the language

**CLL**

          Ss tell what they want to say in L1 and t. translates them into L2 in chunks

          These are recorded

          The conversation is transcripted on the board and various activities are done on this text

          Ss are asked how they feel and t. finds an opportinuty to understand them

          Six elements are required for nondefensive learning. These are;

Security,agression(self-expression,active involvement of ss)attention,reflection,retention,discrimination of L1 and L2

**TPR**

          The first phase t. model some commands and only some ss perform them with t.

          The second phase these ss perform the same commands to show they have understood along with the other ss in class

          T recombines the commands to create flexibility in ss’ comprehension

          Ss read and write the commands

          Ss give commands thenselves when they are ready to speak

**CLL**

          Communicative activities have 3 characteristics: information gap,choice,feedback

          Authentiic materials are used to give ss opportinuties to develop strategies for understanding language as it is actually used

          Classroom activities are conducted in small groups to increase the frequency of ss’ finding opportinuty to communicate

**S-T & S-S INTERACTION**

**GTM**

          Mostly t-s

          Little s-s interaction and initiation

**DM**

          Generally t-s, s-t(but t. directed)

          S-s in conservation form

**ALM**

          S-t interaction(mostly and t initiated)

          S-s interaction (in chain drills or when ss take diff. Roles in the dialog but t. directed)

**SILENT WAY**

          T is silent but he is stil active,attentively listening ss,working on the production of ss through nonverbal gestures and finally speaking is for giving clues not to model L2

          S-s verbal interaction,ss learn from each other,ss are encouraged

**DESUGGESTOPEDIA**

          S-t interaction is t. initiiated at first t-ss then t-s,s initiated when they have more control of L2

          S-s interaction in the activity of throwing a ball to each other

**CLL**

          T-s centered atmosphere with both decision markers in the class

          S-t and s-ss, ss learn from each other in a cooperation but not competition manner

**TPR**

          T-ss and t-s ,initially t speaking and ss perform nonverbally,later role reversal

          S-s and s-ss(issuing commands) they perform aactions together and learn by watching each othher

**CLL**

          t-s and t-ss,t. is presenter when working with linguistic accuracy,facillator of the activities,not always interract with ss,

          s-s and s-ss,pais triads,small groups,whole group

**DEALING WITH SS’ FEELINGS**

**GTM**

            No pinciples

**DM**

          No pinciples

**ALM**

          No principles

**SILENT WAY**

          T. observes ss

          Ss have opportinuty to Express their feelings throught feedback sessions at the and of the lesson

          T. takes what ss say into consiideration

          T. helps to overcome negative feelings of ss

          Ss’ cooperation with each other enables to create a relaxed  and enjoyable lning athm.

**DESUGGESTOPEDIA**

          Ss should relaxed and confident

          Not much effort to learn it should come easilly and naturally

          Negative feelings and barriers should be eliminated

          Choosing new identities makes ss feel more secure and more open to learning

**CLL**

          T. should be responsive to ss’ feelings(counselling learning)

          T. invites ss to comment on how they feel and listens them attentively

          Ss’ security is also important

**TPR**

          İt is important to relieve anxiety throught making the learning process enjoyable

          Ss should not be forced to speak which will create anxiety

          Perfection is not expected whenss speak

          Feeling of success and low anxiety trigger lning.

**CLT**

          Ss will feel they do smt.useful with the language by learning to communicate

          Ss are given opportinuties to Express themselves

          Ss’ security provided throught cooperative interaction with each other and the t.

**VİEW OF LANGUAGE**

**GTM**

          Literary language is superior to spoken language

**DM**

          Ss study common everyday language in L2

          NO USE OF L1 in classroom

          Primary speech

**ALM**

          Every language has it’s own unique system

          L1 and L2 should not interfere with each other

          Everyday speech is emphasized

          Level of complexity is graded, beginners are exposed to simple patterns

**SILENT WAY**

          Every language has a common point with another but has its own unique reality

**DESUGGESTOPEDIA**

          Language+linguistic message comprise communicaion.

          Language is first plane of two plane process of communication

          2nd plane is factors which influence the linguistic message(dresses,nonverbal behaviour)

**CLL**

          Language for communication

          Learning persons says Curan

          With a supportive manner ss develop creative and critical thinking.

**TPR**

          Oral modality is primary

**CLT**

          Lang. is for communication

          Linguistic competence is onlt one part of communicative competence

          Communicatice competence=linguistic competence+knowledge of functions(form+meaning+function)

          Social situation is also imp.

**VİEW OF CULTURE**

**GTM**

          Limited to literature and fine arts of L2

**DM**

          Consist history and geography of L2

          İnformation about daily lives of people speaking L2

**ALM**

          Everyday behaviour and lifestyleof L2 speakers

**SILENT WAY**

          Culture can not be seperated from the language

**DESUGGESTOPEDIA**

          Evertday life of people speaking L2 and the use of fine arts

**CLL**

          Culture is integral part of language

**TPR**

          Lifestyle of people who speak the language natively.

**CLL**

          Everyday lifestyle of people who speak the L2

**EMPHASIS LANGUAGE AREAS & SKILLS**

**GTM**

          Vocabulary and grammar

          Reading and writing,little attention to speaking and none to pronunciation

**DM**

          Vocabulary over grammar

          Reading,writing,speaking,listening from the start.but speaking(oral communication) and pronunciation is more imp.

**ALM**

          Vocabulary(minimum),sound systems and gramatical patterns emphasized,grammatical pattern # sentence

          Natural order of skills listening-speaking-reading-writing,oral/aural skills emphasized,writing based upon what they have practiced orally previously,pronunction is taught from beginning,practice on minimal pairs

**SILENT WAY**

          Sounds are basic to any language,pronunction from beginning,focus on the strucyure of L2,vocabulary is limited at first,no structural syllabus(develop according to learning needs)

          All four skills emphasized from beginning,production orally first and reading and writing

**DESUGGESTOPEDIA**

          Vocabulary emphasized,gammar explicit but minimum focus on using of L2 not on the language forms,paraconscious mind absorbs the structural rules of L2

          Speaking communicatively,reding L2 dialogues,writing imaginative compositions

**CLL**

          Grammar,vocabulary,pronunciation is emphasized based on the texts ss have created

          Speaking(aim) with the help of reading and writing(tools)

**TPR**

          Vocabulary and grammar are emphasized in imperatives which are single or multi-word chunks occuring frequently in L1

          Understanding follows production, spoken language=written language

**CLT**

          Language functions must be emphasized over forms. A variety of formsa re introduced for each function. Initially simple formsa re introduced and as the level of proficiency increases,functions are reintroduced along with more complex forms. Ss work with the language at suprasentential or discourse level. Ss learn about cohesion and coherence.for ex: first,next,finally are cohesive devices

          All four skills are worked on just from the beginning. Speaking negotiation of meaning. Meaning is deduced from context

**ROLE OF L1**

**GTM**

          Classroom language is mainly L1

          Meaning is made clear by translation into L1

**DM**

          No use of L1 in the classroom

**ALM**

          No use of L1

**SILENT WAY**

          Meaning is made clear by focussing ss’perceptions

          L1 is used to give instructions,help pronunciation,in feedback sessions

          T. builds upon what ss already know in L1 to introduce L2

**DESUGGESTOPEDIA**

          Translation to L1 to make ehe meaning clear

          L1 use when necessary

          T. uses L1 less and less as time goes by.

**CLL**

          L1 is used to build the feeling of security providing translations help ss create new language structures

          T.directions and feedback sessions are in L1

          Meaning made clear throught pantomime,picture and use of L2 synonyms

**TPR**

          İntroduction of tpr is in L1

          Classroom lang. is L2

**CLT**

          Limited use of L1(meaning should be clear)

          L2 is used in communication activities and classroom language

EVALUATION

GTM

          Throught written tests (translation L1-L2 or vice versa)

          Questions about target language

          Questions about applying grammar rules(in examples)

DM

          Ss are asked to use L2 orally(oral interview)or in written form(writing a paragraph)

ALM

          Dicrete point in nature

          Questions focus only on one point of the language at a time(minimal pair correct verb form)

SILENT WAY

          No formal tests

          Continuous assessment

          Ss ability to transfer what they have been studying to new contexts(one criterion)

          No phrase or no criticism

          Ss learn at different rates

          Steady prograss but not perfection

DESUGGESTOPEDIA

          No formal tests creating tense atmosphere based on ss’ performance in class

CLL

          İntegrative tests are administered

          Self-evaluation

TPR

          Formal evaluations based on performance of commands

CLT

          Accuracy + fluency is evaluated

          İnformal evaluation of ss’ performance when the t. İs adviser or co-communicator

          Integrative tests are administered for formal evaluation

**TEACHER’S RESONSE TO SS’ ERRORS**

GTM

          İt is important that ss should get the correct answer

          İncorrect answers are corrected by the teacher directly

DM

          Ss are directed to self correction(posing a choice)

ALM

          Every error should be corrected(by the t.)t. is aware and expects errors through contrastive analysis of L1 and L2

SILENT WAY

          Errors are natural

          T. uses errors to decide where further work is necessary

          Ss’ self correction(not much learning otherwise)

          Second comes peer correction

          T. correction at a last resort

DESUGGESTOPEDIA

          Errors are corrected by t. gently and in a soft voice

CLL

          T. response is in non-defensive manner

          T repetition without drawing attention to the mistake

TPR

          Errors are natural

          T. should tolerate them and correct only important ones

CLT

          Errors of form  tolerated during fluency activiities

          Natural and evidence of development of communication skills

          T. takes notes of errors during fluency activities and refers back to them with an accuracy based activity

TECHNIQUE

GTM

          Translation of a literary passage from L1- L2 or vice versa

          Reading comprehension questions

\*for information

\*for making inference(comprehension)

\*relate to their(ss) own experience

          Finding antonym-synonym

          Cognates memorization(for spelling and meaning)

          Grammar rules are presented with examples

\*exeptions stated directly and ss apply rules to examples

          Memorization of vocabulary and grammar rules

          Using words in sentences to show they understand the meaning

          Writing compositions in L2 on a given topic

DM

          Ss read aloud,t. uses gestures,pictures to make the meaning clear

          T ask questions and ss answer in full sentences to practice vocabulary and grammar rules in L2

          Ss also ask questions

          Ss’ self correction

          Ss are asked questions

          Fill-in the blank exercise

          Different from gtm: no explicit grammar rules and vocabulary items are in L2

          Dictation

          Map drawing according to instructions based on meaning

          Paragraph writing (situational or topic based)

ALM

          Dialog memorization through mimicry(sentence patterns and grammar points)

          Backward build up drill(expansion) used when there is a problem

          Repetition drill

          Single-slot substution drill

          Transformation drill

          Question and answer drill

          Use of minimal pairs

          Complete the dialogue

          Grammar game(supermarket and alphabet game)

SILENT WAY

          Sound color chart(ss produce sound combinations without repetition)

          T’s silence

          Peer correction

          Rods

          Self correction gestures

          Word chart(pronunciation)

          Fidel charts(spellings)

          Structured feedback(ss observe the day’s lesson and what they have learned)

DESUGGESTOPEDIA

          Creating an atmosphere(bright and colorful)

          Peripheral learning throught posters containing gramatical information

          T. is responsible to desuggest feeling of ss in two ways

\*direct-ss are conscious  ‘you will be successful’

\*indirect—are subconscious ex: the title of dialog ‘to want to is to be able to’

          Choosing a new identity

          Role play,pretending to be someone else performing L2

          First( active)concert-receptive phase

          Second(passive)concert-receptive phase

          Primary activation-active phase ss read out the dialog sadly,cheerfully

          Creative adaptation-learning the new material and using it spontaneously throught singing,dancing,dramatization(focus on communication but not on forms)

CLL

          Tape recording ss conservations(ss choose what to say and take the resposibility of their own learning.when it is replayed it is easierfor ss to associate meaning in L2 which is motivating)

          Transcription

          Reflection on experience(ss reflect on how they feel about learning themselves and their relationship with eac other) (feedback)

          Reflective listening(ss relax and listen to their own voices with their eyes closed or open;t. can read it or they mouth the words they hear)

          Human computer(t doesn’t correct ss’errors but rather he repeats the word)

          Small group tasks(ss make new sentences based on the text they have generated.they learn from each other. They get more practice with L2)

TPR

          Using commands to direct behaviour

          Role reversal(ss give commands and speak)

          Action sequence(a series of commands to perform a whole operation ex;writing a letter)

CLT

          Use of authentic materials(newspaper article,live radio or tv,broadcast at high levels,menu timetable at lower levels

          Scrambled sentences(for cohesion and coherence)

          Language games(information gap,choice,feedback)

          Picture strip story(problem solving task to promote communication) (hese are information gap,choice,feedback)

          Role play(opportinuty to practice communicating in different social context and roles(information gap,choice,feedback)