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## Language teaching theories and approaches pdf

Mobile listed below are short summaries of some of the most popular second language teaching methods of the last half century. For a more detailed analysis of the various methods, see *The Methods and Methods of Language Learning* Richards, J. and Rodgers, T (1986) CUP Cambridge. Direct method Teaching in this method takes place entirely in the target language. A learner is not allowed to use his or her mother tongue. Grammar rules are avoided and the emphasis is on good pronunciation. [More] Grammar translation Learning is largely done by translating into the target language and target language. Grammar rules must be remembered and long lists of vocabulary learned with heart. There is little or no emphasis on developing oral ability. [More] The theory behind this method is that learning a language means acquiring habits. There are many dialogues in every situation. The new language is the first to be heard and extensively drilled before being seen in its written form. [More] Structural approach This method sees the language as a set of grammatical rules that must be learned one by one in a specific order. For example, a verb must be introduced and practiced before the current constant tension, which uses to be an auxiliary officer. Suggestopedia The underlying theory of this method is that language can only be acquired if the learner is susceptible and has no spiritual blocks. Different methods recommend to students that language is simple - and in this way mental blocks of learning are removed. [More] Total Physical Response (TPR) TPR works, let the learner answer simple commands like Stand Up, Close Your Book, Go to the Window and Open It. The method emphasizes the importance of nervous understanding. [More] Communicative Language Teaching (CLT) The focus of this method is to enable the learner to communicate effectively and appropriately in different situations where he or she is likely to find himself. The content of CLT courses are features such as calling, insinuating, complaining or concepts such as expressing time, quantity, location. Silent Way This is called because the teacher's goal is to say as little as possible so that the learner can control what he wants to say. Mother tongue is not used. Community language learning This method seeks to establish strong personal connections between teacher and student, so there are no

blocks to learn. There is a lot of talk in his mother tongue that the teacher translates to repeat them. Immersion This largely corresponds to the situation we have in our school. ESL students have dipped in English throughout the school day and expect to study maths, science, humanities, etc. through the average target language, English. Immigrant pupils in local schools find themselves in a language immersion situation; refugee children from Bosnia German schools or Puerto Ricans in American schools. . Task-based language learning At the heart of teaching is the task, which is in itself interesting for learners. Learners use a language they already have to perform to complete a task, and the errors have been little corrected. (This is the main method of primary esl teaching at Frankfurt International School. The tasks are joined by a major topic that will be explored for several weeks. For example, in the ecology theme, students perform a number of tasks that end with the poster presentation to the rest of the class. Tasks include reading, searching the internet, listening to taped material, choosing important vocabulary to teach other students, etc.) Natural approach This approach, which is advertised by Professor S. Krashen, highlights the similarities between learning first and second languages. No errors have been corrected. Learning is carried out by the students' contact with a language that is understandable or comprehensible to them. Lexical syllabus This approach is based on computer analysis of the language, which defines the most common (and thus most useful) words in the language and their different uses. Sillabus generally teaches these words in order of their frequency, and a great deal of emphasis is placed on the use of authentic materials. See: Willis, D. (1990) Lexical syllabus. Collins Cobuild - Wikipedia review of language learning methodology never heard saying: There's more than one way to crack an egg? This is certainly the case for a flexible language teacher. They can skillfully knit out the challenges of teaching like Jackie Chan.They have blasted any random props that happen to be on the horizon, and come up with new ideas to drop the hat. Do you want to be so sleazy and flexible that you can overcome all the challenges that arise in the classroom? Do you want to be the teacher students they turn to if they really want to learn? Then you must be familiar with the tried and tested teaching approaches that have been under development ever since chalk was invented. In this post, we'll look at 10 of them. Use them right and be the best teacher you can be. But before we go into approaches, we first explore four different theoretical orientation teaching languages that support them and support them. How do different approaches differ? The approaches that are presented here are the general assumptions and philosophies that they are based on. In short, they are what they are because of a set of beliefs held by their proponents. Different teaching approaches in this post can be categorized into four theoretical orientations: structural, cognitive, psychological and functional. Let's look at each perspective briefly. Structural approaches believe that language can be reduced to a collection of building blocks to be learned. There are rules called grammar and syntax that govern their combination Elements. These rules can be recalled in order to achieve a high level of language skills. Some proponents would even go so far as to say that there is a predetermined string in which language should be learned. Grammar textbooks are the most commonly used material in this category. The cognitive perspective of learning a language puts the learner at the heart of the slap. Cognitive approaches see the answer to questions like: How can you effectively learn a language? How do I make a set of vocabulary words memorable and include them in long-term memory? According to this approach, techniques, strategies and even a learner's guide are guided by and cannot be predetermined. Learning the language is a conscious, rational, information processing event. Language learning is seen here on issues such as learners' motivation and predisposition, location promotion for learning, teacher-student dynamics, stress levels, etc. Is the teacher supportive enough for the students? Does the classroom suck or inhibit language acquisition? Many of the reviews in this category are borrowed from counseling and social psychology. Functional approaches often emphasize the language written in the language and recognise that language is not a set of grammar rules, but a means of communication. This has a huge impact on the types of activities or on the materials used. Anything outside the meaningful transmission of information is just an unnecessary complication. Communicative approaches often eschew grammar textbooks in exchange for speaking exercises and question-and-answer interactions where students can feel what speaks the language of conversation is really like it. Now that we know the four major categories on which approaches are based, next we discuss approaches that can animate events in the classroom. Keep in mind that each activity may not belong to a single category properly. It may be mixed in two or more categories. In fact, you can adopt one approach and add elements of unrelated categories to it! Bottom line, don't become strict about how these approaches are used in the classroom, just be aware of what they are and how to make the most of them. You want to work from home? Maintain flexible hours? Are you going to have a positive impact? To be part of the community of empowerment and cooperation? Click here to join our team! 10 Tried, Tested and Reliable Language Teaching ApproachesYou will likely notice that approaches have some interesting relationships with each other. They overlap, support, complement and even conflict. It's safe to say that no approach can answer all teacher questions, so it's in your interest to be open-minded enough to try them all and start seeing which one works best, in what situation. They all have their own favors and disadvantages. It's yours, the teacher, to make the right approach to getting given to your unique classroom and student selection.1. Grammar-Translation ApproachThis is the scene: The teacher stands in front of the class, telling his students to turn his textbooks into chapter four, Verbs and Time Forms. He writes different ways to form verbs of the past on the board. It lists general rules, and this list is immediately followed – you have guessed – exceptions to the rules, the special cases that make grammar so exciting. It's a classic way of learning. It began as a method of teaching Latin and Greek and was generalized to teach any other language. The grammar-translation approach uses the pupils' mother tongue to teach the target language. If you are over 30, you have never learned a language through a textbook or have spent much of the night on the memorized list of 30 foreign language words, you have experienced a grammar-translation approach.Grammar and vocabulary are a reminder of the roar. Many written examples and exercises are given when the grammar rules are elegantly adhered to: The dog is black. Cats are cute. The approach has a strong structural basis and the emphasis is on the correct use of grammar, regardless of subject matter or context. The grammar-translation approach is best when the goal is for students to read/write the target language, as well as appreciate their literature.2. Direct ApproachOkay, turn on the grammar-translation approach in your head. What do you get? Better. We have a direct approach. This is the answer to grammar-translation school and this time, not in written form, the emphasis is on the spoken language and the development of oral skills. Grammar is not explicitly taught, but students learn inductively through repeated contact with the language of speech. Activities such as pantomime, word-picture connection, question-and-answer patterns, dialogues, and role-playing give students the opportunity to come up with their own rules. And good news for your students – there are no grammar exercises or analyses of written sentences. And by the way, only the target language is used in the classroom. It's a big deal. As a teacher, you do not use students' mother tongue to teach concepts. Therefore, listening and understanding will be at the heart of this approach. There are no vocabulary lists to remember, but there are many words and phrases to listen to and get more familiar with. All things considered, it would not be difficult to understand why Direct Approach is also called the Anti-Grammatical Method and Reform Method. 3. Reading methodThis is a very specific approach for certain types of language learn. The type of student that most appreciates this method probably never intends to communicate with the native language of the target language. He may be a PhD student in psychology who studies German to understand experts in his field. Or he could be a culinary student whose only desire is to make a lot of delicious food and understand French in his book of gastronomy. Such a student requires only one language proficiency: reading. So you're giving up pronunciation and dialogue. Vocabulary words are learned in context. The little grammar you teach must be directed towards understanding the reading piece. You have to teach elements such as bandages that nest phrases and sentences together, and denial that changes the meaning of a sentence to 180 degrees. The reading method uses language learning as a higher purpose tool. This approach has both structural and functional foundations.4. Audiolingual ApproachThis approach is also known as the Army Method. At the height of the events of World War II, the military had to learn the languages of both allies and enemies as they swept through the fields of Europe and Asia. Proponents believe that language can be reduced to a set of basic sounds. Combine them and you've spoken words. These words, when phonetically merged, become phrases error and later sentences. Unlike the reading method, the audio-language approach to the speech form gives a greater priority than in writing. Classes are usually kept using the target language. Activities such as role-playing are dialogues are drilled by students until they get pronunciation and rhythm right. And because Audiolingualism borrows psychology from a behavioral school, languages are taught through a strengthening system. One word like Good! Pat behind, clap the class, the star of his paper has some reinforcements to use. (Side note: How do we know if something is strengthening? Answer: If it makes students feel good about themselves or about the situation, then this is one.) Errors on the other hand, are quickly but gently corrected. The ultimate goal is to design linguistic speech habits through the right repetitions.5. Communicative approach What would be useful for your students if they knew all the different ways of conjugating the verb, but not conveying a coherent message? Communication is essentially a linguistic rationale, and a communicative approach seeks to develop these skills that allow students to communicate meaningfully with each other. Interactive activities are a hallmark of this approach. As a teacher, it is your responsibility to give students as many opportunities as possible to provide meaningful communication. For example, you might let students introduce themselves, share their hobbies using the target language. Instead of simply fulfilling a language, you give them a task that can only be filled in by using the target language. The difference between statements that are shared in the virtue of performance and storytelling, and the statements in the textbooks, is that the former is much more meaningful to your students. They are fit for purpose and in context – not a list of inconsistencies in sentences grammar rule. Authentic materials are used so often. A poster touting a concert or flyer about some huge sale of the mall may be fertile ground for learning. In a communicative approach, students experience the language of the target group, as experienced by native speakers people.6. Quiet way Imagine a teacher who speaks as little as possible. You better believe it's more than a fantasy. Proponents of this alternative approach believe that teaching too much can sometimes stand up to learning. It is claimed that students learn best when they discover, rather than simply repeat what the teacher said. The quiet way uses silence as a teaching tool. Your students may feel that you give them silent treatment if you do not keep things friendly and explain the process to them. You're really encouraging them to talk to themselves. You encourage learners to be independent, discover and identify the language themselves. Learning the target language is therefore considered to be a creative problem-solving process – a gripping cognitive challenge. So how do you teach in silence? Well, because you talk as little as possible, you have to employ a lot of gestures and facial expressions to communicate with your students. You can also use requisites. Commonly used as a prop option is Cuisenaire Rods-rods of different color and length. For example, in English class, you can pick up each rod and say a rod. Pick another one, aim for it and say the rod. Continue to repeat until students realize that the rod refers to objects in front of them. Then pick the green and say green rod. With economical words, point to something else green and say green. Continue to repeat until students receive this green reference color.7. Community language learningThis is called community language learning because the class learns together as a single entity. I'm not listening to the same lecture, but communicating in the target language. The role of teacher is the role of counselor, guide, encourager. Here's what can happen to an innovative CLL class: Students sit around. Since the approach is learner-driven, there is no set lesson of the day. Students decide what they want to talk about. Someone might say, Guys, why don't we talk about the weather? The student then addresses the teacher (who stands outside the circle) and asks for a translation of his or her statement. The teacher, who acts as an intermediary, gives him a translation and asks him to say it out loud. He's running his pronunciation at the same time. By listening to the teacher and the student, students are already learning about communication. If the teacher is satisfied that the first student received the pronunciation right, he or she will give his statement to the group again. (There is a recorder ready to record the first line of conversation.) After that, another student could watch the guide say: I had to wear three layers today. He then turns to the teacher for help. The process is repeated until the recorder is saved. This conversation is then transcribed and extracted from language lessons featuring grammar, vocabulary and subject-related content. In this approach, students work as a community— learn together and learn lessons. As a teacher, your role is to encourage them to open up, participate in the debate and contribute to the whole process.8. Functional noting approachFunctional noting approach recognizes language as purposeful communication. It is, we're talking, because we need to communicate something. Behind the sounds coming out of our mouths is purpose and meaning. In essence, we have verbs, nouns, pronouns, adjectives, etc. to express language functions and concepts. When we talk, we do so to inform, convince, insinuate, agree, question, request, evaluate and perform other functions. We do this to talk about concepts (concepts) such as time, events, action, place, technology, process, emotion, etc. So the teacher's first stop, when this approach is used, is to assess how students use the language. For example, if you teach very young children, you might want to teach them language skills to help them communicate with mommy and daddy or your friends. So you can teach them basic social phrases like thank you, please or if I can borrow. Dealing with business professionals would be fine. You may want to teach them official forms in language, how to delegate tasks, how to vocally evaluate a job well done. You can create role-playing scenarios where students feel basically in typical work situations. For example, in a market situation, you can teach functions such as questioning, expressing interest, or negotiating an agreement. The definitions concerned may be prices, quality or quantity. You can certainly teach grammar and sentence patterns, but they are always related to the purpose for which the language is used.9. Natural approachNatural approach takes its cues from how the first language is naturally learned by children. This process is then simulated teaching adults another language. Just as there's a quiet period when kids don't utter any obvious words, Natural Approach gives time for learners to just listen and absorb language. The production of correctly pronounced words and phrases comes later on the learning curve. The emergence of a speech is not a top priority. Understanding listening is a priority. So at the beginning of the process, students don't have to talk at all. They need to watch to read the situation, guess the meanings of words, make mistakes and do the right thing, just like babies! In addition, the natural approach sees the difference between learning and acquisition. Learning a language requires textbooks, grammar lessons, and rote memory. Language acquisition requires only language corrections, repair, and recall process. While other methods have teachers who With choral words written on the board, Natural Approach is a teacher bouncing the ball and repeatedly saying the ball. He also shows them pictures of different balls. He has a class to play the game object. Or he hides the object and says, Find the ball! The natural approach believes that the more students lose themselves in action, the better their handle is in language.10. Total Physical ResponseTotal Physical Response is an approach to language learning where gestures, activities and movements play an important role in learning the language. Remember when you were a kid and adults told you to do all sorts of things like catching a ball, take your doll or open your mouth? Well, TPR goes back to those good old days. TPR believes that when your students see movement and when they move themselves, their brains create more neural connections that make it more effective to acquire language. That's why, if you teach TPR, you are flailing your hands a lot, widening your eyes and moving your body. It's not a way that you can catch up with your exercise. It is to teach your students basic language skills. Having repeatedly demonstrated what a leap looks like, for example, you would ask students to perform this action themselves. Guess what, it not only encourages them, but also makes the word jump so memorable they will find it very hard to forget. The second pillar of this approach is that language learning should be stress-free. Pop quizzes and exams have fallen in exchange for fun activities like Simon says, where you ask students to perform actions such as close your eyes, raise your left hand or pick up a red ball. With TPR, it's like having an icebreaker all the time. Your class would be so much fun to spread the word. So these are the 10 approaches that could be guided by your teaching aspirations. Like I said, they overlap, and there's no method for a language teacher. You've got 10 roads to take now. My advice is to take them all, and have a blast during it. I hope that you will have a positive impact on what is described here. 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