

Introduction to the methods of teaching and learning

In the early twentieth century, language teaching became a major area of innovation as linguists and psychologists worked to create more effective and theoretically grounded methods. Changes in teaching approaches have always reflected shifts in language-learning goals, theories of language, and global needs—such as wartime communication, immigration, globalization, and the spread of English.

Historically, Latin dominated education as the main foreign language. When Latin stopped being a spoken language, it was taught mainly to develop intellectual skills, using strict grammar study, memorization, and translation. Modern European languages were later taught in the same way: through grammar rules, vocabulary lists, and sentence translation, with little focus on speaking or real communication. By the nineteenth century, this became the standard approach and evolved into what is known as the **Grammar-Translation Method**.

1-The Grammar-Translation Method

Introduction:

The Grammar-Translation Method is a traditional language teaching approach that has been used for many years. Originally known as the *Classical Method*, it was first used to teach Latin and Greek. In the 20th century, it focused on helping students read and appreciate foreign literature, understand grammar (both in the target and native languages), and develop intellectual skills, even if students never used the language for communication.

Classroom Experience:

In a high-intermediate English class in Colombia, the teacher gives students a **literary passage by Mark Twain**. Students read the text silently, then **translate each sentence into Spanish** while the teacher provides the correct meanings of new words. Vocabulary is written on the board with **direct Spanish equivalents**, and students are told to **memorize** them.

The teacher explains a **grammar rule** (e.g., separable and inseparable phrasal verbs), writes the rule on the board, and gives examples. Students complete **written exercises** by filling in blanks and classifying verbs. The teacher **corrects errors immediately** by giving the correct answers. The teacher provides correct answers and explanations, acting as the main authority.

Students finish the lesson by answering **written comprehension questions** and are assigned homework to **translate the full text and study grammar rules**. There is **no pair work or speaking activity**

Underlying Principles

| Observation | Principle |
|-------------------------------|---|
| Focus on literary texts | Language learning is for reading and appreciating literature. |
| Translation activities | Success is measured by accurate translation between languages. |
| Use of native language | Communicative ability in the target language is not essential. |
| Written comprehension tasks | Emphasis is on reading and writing over speaking and listening. |
| Teacher gives correct answers | The teacher is the authority; correctness is prioritized. |
| Vocabulary translation | Every word has a native language equivalent. |
| Use of cognates | Learning is aided by similarities between L1 and L2. |
| Explicit grammar instruction | Understanding grammar rules is essential. |
| Rule-based practice | Deductive grammar teaching is effective. |
| Memorization | Language learning is a mental discipline. |
| Rule articulation | Students should consciously understand grammar rules. |

1. What are the goals of teachers who use the Grammar-Translation Method?

- To enable students to **read and understand literature** in the target language.
- To **develop students' minds** through mental discipline.
- To build knowledge of **grammar rules** and **vocabulary**.

2. What is the role of the teacher? What is the role of the students?

- The **teacher is the authority** and source of knowledge.
- Students follow the teacher's **lead** and focus on mastering what she presents.

3. What are some characteristics of the teaching/learning process?

- Focus on **translation exercises** between native and target language.
- Heavy use of **deductive grammar teaching** (rules → examples → practice).
- Emphasis on **memorization** (grammar rules, vocabulary, paradigms).
- Use of **literary texts** for cultural content.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Interaction is **mostly teacher to students**.
- There is **little student-student interaction** and minimal student initiation.

5. How are the feelings of the students dealt with?

- Not addressed in this method. There are **no specific principles** related to affective factors or student emotions.

6. How is the language viewed? How is culture viewed?

- Language is seen as a **system of rules**, best represented through **literature**.
- **Literary language** is valued more than spoken language.
- Culture is viewed as **literature and fine arts**, not daily life or communication practices.

7. What areas of language are emphasized? What language skills are emphasized?

- **Vocabulary and grammar** are the main focus areas.
- Emphasis on **reading and writing**.
- Very little attention to **speaking, listening, or pronunciation**.

8. What is the role of the students' native language?

- The **native language is used extensively** in class.
- Meaning is clarified through **translation into the native language**.

9. How is evaluation accomplished?

- Through **written tests** involving:
 - Translation exercises.
 - Grammar rule application.
 - Cultural questions related to literature.

10. How does the teacher respond to student errors?

- The teacher **corrects errors directly**.
- Providing the **correct answer is prioritized**.

2-The Direct Method

Introduction

The Direct Method emerged from nineteenth-century reform efforts that sought to make second language learning resemble natural first-language acquisition. Early reformers such as François Gouin attempted to develop a methodology based on observing how children learn languages. Throughout history, various educators tried to replicate naturalistic learning conditions; for example, in the sixteenth century Montaigne was raised by a guardian who spoke only Latin, a practice intended to promote native-like fluency.

In the nineteenth century, L. Sauveur (1826–1907) promoted intensive oral interaction in the target language using questions to present and elicit new forms. His Natural Method rejected translation and supported conveying meaning through demonstration and action. F. Franke later justified a monolingual classroom on psychological grounds, advocating direct association between forms and meanings and encouraging spontaneous use of the target language. Pronunciation received systematic attention, new vocabulary was introduced through mime and pictures, and known words served as the basis for learning new ones.

These principles formed the foundation of the **Direct Method**, the most widely known natural method.

Introduced in France and Germany and popularized in the United States through Sauveur and Maximilian Berlitz, the approach became associated with successful commercial language schools. The Berlitz Method, although not labeled “Direct Method” by Berlitz himself, embodied its core principles.

Classroom Experience

In a small English class, the teacher enters the room and speaks **only in English**. She holds up a **cup**, points to it, and says, “*This is a cup.*” Students repeat. She then asks, “*Is this a cup or a book?*” Students answer orally. No translation is used.

The teacher introduces **everyday vocabulary** using **pictures, objects, and gestures**. She asks a series of **graded questions**, encouraging students to respond in full sentences. When a student makes a mistake, the teacher **immediately corrects it by modeling the correct form**, and the student repeats.

Next, the teacher gives several examples of a sentence pattern (e.g., “*I am walking / I am sitting*”). Students notice the pattern and use it in new sentences without being given a grammar rule. The lesson focuses entirely on **listening, speaking, and pronunciation**, with **no reading or writing**.

Underlying Principles

| Observation | Principle |
|--|--|
| Children learn languages naturally through exposure and interaction. | Second language learning should mirror first language acquisition. |
| Meaning is conveyed through actions, objects, and demonstrations. | Direct association between forms and meanings is essential. |
| No translation is used. | A monolingual classroom fosters immersion and natural learning. |
| Grammar is learned from examples. | Learners induce rules through inductive learning . |
| Oral practice precedes reading and writing. | Speaking and listening develop first, following natural acquisition order. |
| Teacher prompts students through questions. | Interaction and spontaneous production develop communicative ability. |

1. What are the goals of teachers who use the Direct Method?

- To develop **oral communication skills** in the target language
- To enable learners to think and speak directly in the foreign language
- To promote spontaneous, natural use of the language
- To build accurate pronunciation and grammatical control through meaningful use

2. What is the role of the teacher? What is the role of the students?

Teacher:

- Primary model of the target language
- Uses actions, demonstrations, objects, and pictures to convey meaning
- Leads graded oral practice through questioning
- Manages the pace, sequence, and flow of interaction
- Corrects errors immediately to prevent fossilization

Students:

- Active participants in oral exchanges
- Respond to questions and imitate correct models
- Build vocabulary through observation and association
- Induce grammatical rules from examples rather than through explanation

3. What are some characteristics of the teaching/learning process?

- Lessons conducted fully in the target language
- Use of everyday vocabulary and practical sentences
- Introduction of new content orally before reading or writing
- Grammar taught inductively
- Question-and-answer practice central to classroom interaction
- Use of pictures, objects, mime, and demonstration to illustrate meaning
- Frequent corrective feedback
- Small, intensive classes resembling natural interaction

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Teacher and students engage in continuous oral interaction
- Teacher questions; students respond and ask questions in return
- Student-student interaction occurs within structured oral practice
- Communication remains within the target language at all times

5. How are the feelings of the students dealt with?

- Positive atmosphere created through active participation and meaningful content
- Students gain confidence through natural communication rather than translation
- Clear modeling and immediate correction reduce confusion
- Pace is adjusted to the learners' needs to avoid frustration

6. How is the language viewed? How is culture viewed?

Language:

- A set of meaningful sounds, words, and structures learned through use
- Best acquired through direct association with objects, actions, and ideas
- Grammar is an underlying system discovered by learners through exposure

Culture:

- Implicitly included through examples, expressions, and everyday contexts
- Not taught explicitly but experienced through the target language environment

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on:
 - Speaking
 - Listening comprehension
 - Pronunciation accuracy

- Everyday vocabulary
- Reading and writing are introduced later, after oral foundation is established
- Grammar accuracy results from inductive exposure rather than explicit teaching

8. What is the role of the students' native language?

- The native language is **not used** in instruction
- Translation is avoided entirely
- Meaning is conveyed through demonstration, pictures, mime, and context

9. How is evaluation accomplished?

- Continuous assessment through students' oral performance
- Accuracy, fluency, and correct pronunciation monitored in real time
- Correctness of responses during question-and-answer exchanges used as evidence of progress
- No formal grammar tests in early stages

10. How does the teacher respond to student errors?

- Immediate correction to prevent reinforcement of incorrect forms
- Teacher models the correct form naturally
- Errors are addressed through repetition, demonstration, or rephrasing
- Mistakes are not imitated or allowed to pass unnoticed

3-The Silent Way

Introduction

The Silent Way is a language teaching method developed by Caleb Gattegno (1911–1988). Gattegno was well known for his use of Cuisenaire rods and his Words in Color reading program, where sounds were represented by colors. The Silent Way reflects his belief that learning is most effective when learners discover language rather than receive it through teacher explanation.

A Silent Way lesson usually begins with pronunciation work, then moves to controlled sentence patterns, vocabulary, and finally freer production. The method draws on a structural and lexical syllabus, similar to Audiolingualism and Situational Language Teaching, but with a different classroom philosophy: **the teacher is silent as much as possible, and learners produce language through discovery and problem-solving.**

The method became popular in the United States and was used in Peace Corps and Foreign Service language programs. Its distinctive features include the teacher's minimal modeling, extensive learner production, and the use of visual materials such as color-coded charts and Cuisenaire rods.

Classroom Experience

In a beginner English class, the teacher stands beside a **color-coded Fidel chart** and points to several colors. Students pronounce the sounds while the teacher remains **mostly silent**, modeling a sound only once when necessary. When a student mispronounces a sound, the teacher points again to the chart, prompting the student to **self-correct**.

Next, the teacher places **Cuisenaire rods** on the table to represent people and objects. Without speaking, she rearranges the rods and gestures. Students produce sentences such as "*The red rod is longer than the blue one.*" When an error occurs, the teacher uses **gestures or facial expressions**, encouraging students to notice and correct themselves.

As the lesson continues, students **build new sentence patterns** by combining old and new elements. They interact with each other to test ideas, while the teacher observes and intervenes only through **nonverbal cues**. There is **no translation and very little teacher talk**, and learners rely on their **inner criteria** to monitor accuracy.

Underlying Principles

| Observation | Principle |
|--|---|
| Learners discover patterns rather than receive explanations. | Learning is facilitated through creative discovery , not repetition. |
| Use of physical tools like rods and charts. | Learning is aided by visual/physical mediators . |
| Students must figure out meaning or structure. | Learning improves through problem-solving and cognitive depth . |
| Limited teacher repetition. | Silence increases concentration, alertness, and memory . |
| Use of charts to connect symbols, sounds, and meanings. | Associative mediation enhances retention and recall . |
| Students build hypotheses and test them. | Learners develop independence, autonomy, and inner criteria . |

1. What are the goals of teachers who use the Silent Way?

- To help learners become **independent, autonomous, and responsible** users of the language.
- To develop learners' **awareness** so they can discover the structure of the language.
- To encourage **self-reliance, problem-solving, and creativity** in learning.

2. What is the role of the teacher? What is the role of the students?

Teacher:

- Acts as a **facilitator, guide, and resource**, not a lecturer.
- Uses silence, gestures, and visual tools to prompt learner production.
- Creates situations where learners must solve linguistic problems.
- Serves as **designer, observer, and “energy source”** rather than source of answers.

Students:

- Active problem-solvers who discover language rules.
- Use inner criteria to self-correct.
- Collaborate, test hypotheses, and build on previous knowledge.

3. What are some characteristics of the teaching/learning process?

- Teacher provides minimal models; learners do most of the talking.
- Extensive use of Cuisenaire rods and color-coded charts.
- Learners practice pronunciation, form sentences, and expand patterns.
- Activities progress from **guided to freer use**.
- Silence is used strategically to push students to produce language.
- Learners generalize rules from examples rather than receiving explanations.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Interaction is primarily **teacher-guided but learner-centered**.
- Students interact frequently with one another to test ideas.
- Teacher communicates mostly through nonverbal cues.
- Students initiate much of the language and correct themselves or peers.

5. How are the feelings of the students dealt with?

- Feelings are approached indirectly through **supportive learning conditions**.
- Learners' independence reduces anxiety by eliminating constant correction.
- The method encourages confidence through successful self-discovery.
- Emotional engagement arises from problem-solving, not affective techniques.

6. How is the language viewed? How is culture viewed?

Language:

- A system of **relationships**, patterns, and rules to be discovered.
- Best learned through building awareness and forming hypotheses.
- Emphasizes **functional vocabulary** (pronouns, numbers, comparison, temporal terms).

Culture:

- Not a central focus; implicit through language use rather than explicit teaching.

7. What areas of language are emphasized? What language skills are emphasized?

- Strong focus on **pronunciation, structure**, and **functional vocabulary**.
- Early emphasis on the imperative structure, numbers, location words, comparisons.
- Skills prioritized:
 - Speaking
 - Pronunciation
 - Listening
- Reading and writing follow after oral control is established.

8. What is the role of the students' native language?

- Very limited use.
- Sometimes used at the beginning with native-language Fidel charts to establish sound–color relationships.
- Avoids translation; rods and charts provide meaning visually.

9. How is evaluation accomplished?

- Evaluation is continuous and based on:
 - Learners' ability to self-correct.
 - Their autonomy and responsible participation.
 - Their success in solving linguistic problems.
- No traditional tests in early stages.

10. How does the teacher respond to student errors?

- Avoids overt correction.
- Uses cues—gestures, facial expressions, pointing—to guide students to correct themselves.
- Learners rely on their **inner criteria** rather than teacher-provided answers.

4-The Total Physical Response (TPR) Method

Introduction:

Total Physical Response (TPR) is a language teaching method developed by **James Asher** in the 1960s. It is based on the theory that second language learning should follow the natural process of first language acquisition, where comprehension precedes production. TPR emphasizes listening comprehension and physical movement, reducing learner stress and encouraging natural language acquisition. Learners respond to verbal input through physical actions before being required to speak.

Classroom Experience:

The teacher stands in front of the class with colorful flashcards showing actions like “stand up,” “sit down,” “clap,” and “jump.” She demonstrates each action while saying the phrase aloud. Students respond by performing the action without speaking.

Commands gradually become more complex, for example, “Pick up the book and put it on the table.” Students correct themselves if they make mistakes, guided by gestures or facial expressions. Later, students give commands to each other.

Simple objects like balls or blocks are introduced. The teacher moves the objects silently, and students produce short sentences such as “The red ball is on the table.” Games, role-play, and skits are used to practice reading, writing, and speaking, keeping the class fun and low-stress.

Throughout the lesson, the teacher models actions and controls the pace, while students first imitate and later take active roles. Speaking is delayed until students feel ready, and errors are tolerated or corrected unobtrusively. No translation is used; students rely on observation, action, and meaningful input to learn.

Underlying Principles

| Observation | Principle |
|----------------------|---|
| Comprehension first | Understanding precedes speaking. |
| Physical movement | Memory is enhanced through motor activity. |
| Stress-free learning | Low anxiety improves language acquisition. |
| Natural acquisition | Language learning mirrors first language development. |
| Delayed production | Speaking should not be forced prematurely. |
| Meaningful input | Commands provide clear, contextualized meaning. |

1. What are the goals of teachers who use Total Physical Response?

- To make language learning enjoyable and stress-free
- To develop listening comprehension before oral production
- To encourage long-term language learning beyond the beginner level

2. What is the role of the teacher? What is the role of the students?

• Teacher:

- Directs student behavior through commands
- Models actions and controls language input
 - **Students:**
- Act as listeners and performers
- Initially imitate actions, later take more active roles

3. What are some characteristics of the teaching/learning process?

- Use of commands as the main teaching technique
- Physical actions used to demonstrate comprehension
- Gradual progression from simple to complex language
- Integration of games, skits, reading, and writing at later stages

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Interaction begins as teacher → student through commands
- Students respond nonverbally at first
- Later, students interact by giving commands to peers

5. How are the feelings of the students dealt with?

- Anxiety is reduced by not forcing speech
- Learning is made enjoyable and playful
- Students feel confident because errors are tolerated

6. How is the language viewed? How is culture viewed?

- **Language:** Viewed primarily as spoken language learned through listening and action
- **Culture:** Seen as the lifestyle and behavior of native speakers

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on vocabulary and grammatical structures in imperative forms
- Listening and speaking are prioritized
- Reading and writing are introduced later

8. What is the role of the students' native language?

- The native language may be used initially for instructions
- Gradually reduced as the target language becomes dominant

9. How is evaluation accomplished?

- Informal evaluation based on students' ability to follow commands
- Advanced students may be evaluated through skits and role-plays

10. How does the teacher respond to student errors?

- Errors are tolerated, especially in early stages
- Major errors are corrected unobtrusively
- Minor errors are addressed gradually as learners progress

5. The Oral Approach & Situational Language Teaching (SLT)

Introduction

The Oral Approach and Situational Language Teaching (SLT) were developed by British applied linguists from the 1920s to the 1960s. Although the names are no longer commonly used, the methods profoundly shaped English language teaching, especially EFL materials produced in the UK. The approach was strongly influenced by Harold Palmer and A. S. Hornby, who aimed to create a scientific, linguistically informed basis for teaching spoken English.

The Oral Approach emphasized careful vocabulary selection based on frequency, structural grading of grammar, and the systematic teaching of sentence patterns. SLT, which became widely used into the 1980s, added the principle of introducing and practicing language within meaningful classroom situations. Textbooks such as *Streamline English*, *Access to English*, *Kernel Lessons Plus*, and Alexander's *New Concept English* embodied this approach.

Perhaps its most enduring contribution is the PPP model (Presentation–Practice–Production), used globally in teacher training and still evident in many textbooks.

Classroom Experience

The teacher introduces new language using real objects, pictures, and actions—for example, showing a pen and saying, “This is a pen.” Students repeat the sentence chorally and individually, practicing pronunciation and structure.

Next, the teacher conducts substitution drills: “This is a pen. This is a book,” and asks students controlled questions like “What is this?” Students answer using the model structures, avoiding errors.

Vocabulary and grammar progress from simple to complex. After oral mastery, students engage in limited freer practice, forming new sentences with previously learned structures. Reading and writing activities are introduced only after students can use the language accurately in speech. The teacher models, guides, and monitors, while students listen, repeat, imitate, and respond under controlled conditions.

Key Features of the Method

- Language teaching begins with **speech**, and oral mastery precedes reading and writing.
- The **target language** is used exclusively in the classroom.

- **Structures are taught situationally**, using realia, visuals, actions, and context.
- **Vocabulary is selected scientifically**, based on frequency and usefulness.
- **Grammar is graded**, with simple structures preceding complex ones.
- **Accuracy** is paramount; errors are to be avoided through controlled practice.
- **Drills, substitution tables, and model sentences** form the core of practice.
- **PPP (Presentation–Practice–Production)** reflects the methodological foundation of SLT.
- The approach depends on a **structured syllabus + visual aids + teacher-led procedures**.

Underlying Principles

| Observation | Principle |
|--|--|
| Learning occurs through repetition, memorization, and accurate use. | Language learning is habit formation . |
| Students learn structures by hearing and using them, not by explanation. | Inductive learning strengthens retention. |
| Situations clarify meaning without translation. | Meaning is learned through context and use , not explanation. |
| Learners imitate model sentences and practice patterns. | Accurate production grows from controlled practice . |
| Vocabulary and structures are selected and graded. | A scientific syllabus improves learning efficiency. |
| Speech precedes literacy. | Oral mastery is the foundation of reading and writing. |

1. What are the goals of teachers who use SLT?

- To develop an accurate, practical command of the spoken language as a foundation for reading and writing.
- To ensure learners master basic **structures, patterns, and core vocabulary**.
- To build automaticity through **habit formation**, repetition, and situational practice.
- To enable students to use learned structures appropriately in real-life contexts.

2. What is the role of the teacher? What is the role of the students?

Teacher Role

- Presents new language within clear, meaningful situations.
- Models correct pronunciation and structure.
- Conducts drills, guides repetition, and elicits accurate responses.
- Controls the pace, checks accuracy, organizes review, and adjusts to learner needs.
- Functions as a **highly active leader**, “a conductor,” manipulating student output.

Student Role

- Listens, repeats, imitates, and responds to teacher cues.
- Practices structures in controlled patterns before producing them freely.
- Avoids errors through guided practice.
- Later initiates limited interactions (e.g., asking questions) but always within taught structures.

3. What are some characteristics of the teaching/learning process?

- New language is presented through **situations**, not translation or explanation.
- Meaning is conveyed visually using **objects, pictures, realia, actions, and mime**.
- Students engage in **choral repetition**, substitution drills, Q–A exchanges, and pattern practice.
- Grammar and vocabulary are **graded**, not randomly selected.
- Reading and writing follow oral mastery.

- Lessons progress from **presentation** → **controlled practice** → **freer production**.
- The teacher closely controls the learning environment to avoid errors.

6. The Audiolingual Method

Introduction

The Audiolingual Method (ALM) developed in the United States during the 1940s–1960s as a response to shifting academic, political, and military needs. Before World War II, language teaching in the US relied on modified Direct Method techniques, reading-based approaches, or reading-oral hybrids (Darian 1972). Materials lacked systematic treatment of grammar and vocabulary, which were introduced unpredictably by textbook writers. No clear consensus existed on what beginning, intermediate, or advanced learners should study.

World War II dramatically changed this situation. To train interpreters and translators in languages such as German, French, Italian, Chinese, Japanese, and Malay, the US government launched the **Army Specialized Training Program (ASTP)** in 1942. Based on Bloomfield's *informant method*, native-speaker informants supplied vocabulary, phrases, and model sentences, while linguists guided elicitation and analysis. Intensive drilling (10 hours daily, 6 days a week) produced rapid results in small groups of highly motivated adult learners. Although the ASTP lasted only two years, it attracted widespread attention.

After the war, American linguists remained influential in English language teaching at home and abroad. The University of Michigan's English Language Institute (est. 1939), led by Charles Fries, applied **structural linguistics** to language teaching through systematic attention to pronunciation, pattern drilling, and grammatical structure. Pattern practice became central: “drill, drill, and more drill,” with only enough vocabulary to support drills (Hockett 1959).

Throughout the 1950s, several institutions—including Georgetown University, American University, and the University of Texas—developed structural, aural-oral materials. The American Council of Learned Societies produced widely used “general form” materials combining pronunciation, morphology, grammar, and drills (1953–1956). Structural linguistics and **contrastive analysis** dominated American applied linguistics, and comparing English with other languages became a major industry.

By the late 1950s, the launch of the Russian satellite (1957) prompted renewed urgency in language teaching. The **National Defense Education Act (1958)** funded teacher training, linguistic study, and new pedagogical materials. When structural linguistics was combined with **behaviorist psychology**, the result was **Audiolingualism**, a term coined by Nelson Brooks (1964). It claimed to make language teaching scientific, efficient, and predictable through stimulus–response–reinforcement learning.

Audiolingual materials shaped language teaching in North America for decades, influencing series such as English 900 and the Lado English Series. Although criticized in the late 1960s, drills, repetition, and pattern-based practice remain widely used. Contemporary examples (e.g., AUA Thai courses, 2012) continue to apply audiolingual principles of focused practice, tonal accuracy, and pattern mastery.

Classroom Experience

The teacher models a short dialog, pronouncing each word clearly with correct stress and intonation. Students repeat chorally, then individually, practicing pronunciation, grammar, and rhythm.

Next, the teacher leads substitution drills: for example, “I eat an apple” → “You eat a banana.” Students respond quickly and accurately, while errors are corrected immediately to prevent bad habits. Dialogs are memorized and practiced repeatedly.

Lessons follow a sequence: listening → speaking → (later) reading → writing. Early focus is on accurate patterns, not meaning. Positive reinforcement is given for correct responses. Vocabulary is added gradually

after students master core structures. The teacher controls the pace and provides constant models, while students listen, imitate, and respond until the patterns become automatic.

Underlying Principles

| Observation | Principle |
|--|--|
| Learning occurs through stimulus → response → reinforcement. | Language learning is habit formation. |
| Students imitate and repeat accurately modeled structures. | Learning is inductive and based on pattern practice. |
| Early emphasis is on phonology and basic structures. | Mastery develops from smallest units to larger structures. |
| Speech precedes reading and writing. | Oral skills form the foundation of literacy. |
| Errors must be avoided and corrected immediately. | Negative habits can interfere with learning if reinforced. |
| Differences between L1 and L2 predict difficulty. | Contrastive analysis helps prevent errors. |

1. What are the goals of teachers who use the Audiolingual Method?

- To develop **accurate, automatic control** of the target language's basic structures.
- To form **habits of correct pronunciation, grammar, and pattern use**.
- To build **oral proficiency**, particularly listening and speaking.
- To enable learners to respond correctly and quickly to linguistic stimuli.
- To reduce L1 interference by reinforcing correct L2 patterns through repetition.

2. What is the role of the teacher? What is the role of the students?

Teacher Role

- Provides a **perfect model** of the target language.
- Directs drilling, controls tempo, and ensures accurate responses.
- Gives immediate reinforcement (positive or corrective).
- Manages lesson sequencing and prevents errors.
- Functions as the **central authority**, similar to a drill sergeant or conductor.

Student Role

- Listens, imitates, and repeats language patterns.
- Responds quickly and accurately to teacher cues.
- Practices dialogs, drills, and memorized sequences.
- Accepts correction and avoids guessing or creative production too early.
- Gradually gains independence only after habits are established.

3. What are some characteristics of the teaching/learning process?

- Lessons begin with **dialog presentation** or model sentences.
- Students practice patterns through **mechanical, meaningful, and communicative drills**, though mostly mechanical in early stages.
- **Choral repetition** precedes individual responses.
- **Pronunciation, stress, and intonation** receive systematic practice.
- **Structural sequencing** determines content order.
- **Reading and writing** appear only after oral mastery.
- Correct responses receive positive reinforcement; errors receive immediate correction.
- The teacher uses **contrastive analysis** to anticipate and prevent difficulties.

7-Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL)

Introduction:

CBI and CLIL are approaches to second-language teaching in which content subjects (e.g., history, geography, psychology) provide the vehicle for language learning.

- **CBI (common in North America):** Often begins from content goals and uses English as the medium for learning subject matter.
- **CLIL (common in Europe):** Encouraged by EU policy to promote multilingualism; may originate from either the content or language class. Supports “1+2 languages” and aims to preserve local languages while promoting English as a lingua franca.

Both approaches emerged from the rise of English-medium instruction and Communicative Language Teaching (CLT).

Classroom Experience:

The teacher introduces a science topic, for example, “The Water Cycle,” using pictures, diagrams, and realia. New vocabulary and sentence frames are pre-taught to help students understand the content.

Students work in pairs or small groups to complete a task, such as labeling a diagram, discussing steps, or creating a mini-poster. The teacher circulates, scaffolding language, prompting discussion, and guiding comprehension without translating everything into the native language.

All four skills are integrated: students read short texts, write simple notes, listen to explanations, and speak to present ideas. Collaboration is encouraged, and students support each other while practicing academic language. Feedback is provided through questions, prompts, or corrections during tasks. Real-world materials and authentic tasks make learning meaningful and engaging.

Underlying Principles:

| Observation | Principle |
|------------------------|--|
| Content as vehicle | Language learning occurs through meaningful subject matter. |
| Integrated skills | Reading, writing, listening, and speaking are taught together. |
| Lexis focus | Subject-specific vocabulary is central for academic learning. |
| Grammar as support | Grammar is taught as needed to convey content. |
| Comprehension emphasis | Teachers adjust input and provide scaffolding. |
| Collaboration | Learners develop autonomy and work together. |
| Authentic tasks | Learning is contextualized through real-world projects. |
| Prior knowledge | Activating existing knowledge supports learning. |
| Feedback & dialogue | Corrective feedback and dialogic interaction aid accuracy and understanding. |

1. What are the goals of teachers using CBI/CLIL?

- To enable students to learn subject content through the target language.
- To develop learners' language skills in meaningful contexts.
- To build academic skills, intercultural competence, and autonomy.

2. What is the role of the teacher? What is the role of the students?

- Teachers adapt content, scaffold learning, coordinate with other teachers, and facilitate interaction.

- Students actively participate, collaborate, interpret input, and engage with both content and language.

3. What are some characteristics of the teaching/learning process?

- Emphasis on content as the medium for language learning.
- Use of authentic, project-based, and task-based activities.
- Integration of skills and development of critical thinking.
- Flexibility and adaptation to learners' needs and levels.

4. What is the nature of student–teacher interaction? What is the nature of student–student interaction?

- Interaction is both teacher–student (guidance, scaffolding) and student–student (collaboration, discussion).
- Students often negotiate meaning and support each other in learning tasks.

5. How are the feelings of the students dealt with?

- Teachers provide scaffolding, support, and a safe environment for risk-taking.
- Learner autonomy and confidence are encouraged through meaningful engagement.

6. How is the language viewed? How is culture viewed?

- Language is a tool for accessing content and academic knowledge.
- Focus on disciplinary discourse and subject-specific vocabulary.
- Culture is viewed through authentic content materials and intercultural exploration.

7. What areas of language are emphasized? What language skills are emphasized?

- Subject-specific vocabulary, academic discourse, and communication skills.
- Emphasis on all four skills: reading, writing, listening, speaking.
- CLIL also focuses on cognitive and intercultural skills.

8. What is the role of the students' native language?

- May be used strategically (CLIL primary) to aid comprehension and scaffold learning.
- Translanguaging is encouraged where appropriate.

9. How is evaluation accomplished?

- Through assessment of content knowledge, language proficiency, and task completion.
- May include projects, presentations, writing tasks, and exams.

10. How does the teacher respond to student errors?

- Teachers provide corrective feedback and support comprehension.
- Emphasis on learning from errors within authentic content tasks.

8. Task-Based Language Teaching (TBLT)

Introduction:

Task-Based Language Teaching (TBLT) is an approach to language teaching in which **tasks** form the core unit of planning and instruction. A task is defined as a meaningful activity in which learners focus primarily on **communicating meaning** rather than practicing pre-selected language forms. TBLT developed from **Communicative Language Teaching (CLT)** and places strong emphasis on real-world communication, learner-centered instruction, and purposeful language use.

Unlike form-focused approaches such as the Audiolingual Method, TBLT encourages learners to use **all available language resources** to complete tasks. Language forms are not taught in isolation but emerge

naturally from task performance. Early applications include the **Malaysian Communicational Syllabus** and the **Bangalore Project**, which demonstrated the effectiveness of meaning-focused instruction.

Classroom Experience:

The teacher introduces a task, for example, planning a class trip, and activates prior knowledge while modeling useful language. Students work in pairs or small groups to complete the task, negotiating meaning, asking questions, and using any language they know to achieve their goal.

Once tasks are completed, students report their results to the class. The teacher then highlights useful language forms that appeared during the task and provides brief practice or feedback. All four skills—listening, speaking, reading, and writing—are integrated, but communication and meaning take priority over grammar. Errors are tolerated during the task and corrected afterward. The teacher facilitates learning while students actively construct knowledge and collaborate.

Underlying Principles

| Observation | Principle |
|-------------------------------|--|
| Meaning is primary | Communication is more important than accuracy during tasks. |
| Tasks mirror real life | Language learning is more effective when it reflects real-world use. |
| Interaction promotes learning | Negotiation of meaning leads to language development. |
| Focus on form emerges | Grammar is noticed through meaningful use. |
| Learners construct knowledge | Learning is active and internal. |
| Scaffolding supports progress | Teachers and peers guide learners toward independence. |

1. What are the goals of teachers who use Task-Based Language Teaching?

- To develop learners' communicative competence
- To enable learners to use language meaningfully to achieve real-world goals
- To promote fluency alongside accuracy through task performance

2. What is the role of the teacher? What is the role of the students?

• Teacher:

- Selects and designs meaningful tasks
- Prepares learners for tasks and provides scaffolding
- Observes, monitors, and gives feedback
 - **Students:**
- Actively participate in tasks
- Use language to negotiate meaning
- Collaborate with peers to achieve task outcomes

3. What are some characteristics of the teaching/learning process?

- Tasks are used as the main learning activity
- Emphasis on communication rather than form
- Learners use multiple skills simultaneously
- Language forms are addressed after task completion
- Learning is experiential and interactive

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Teacher-student interaction is supportive and facilitative
- Student-student interaction is central and frequent
- Learners negotiate meaning, ask questions, and collaborate

5. How are the feelings of the students dealt with?

- Tasks increase motivation through meaningful engagement
- Learners feel less anxious because accuracy is not the immediate focus
- Confidence develops through successful task completion

6. How is the language viewed? How is culture viewed?

- **Language:** Viewed as a tool for making meaning and achieving communicative goals
- **Culture:** Reflected implicitly through authentic tasks and real-world contexts

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on vocabulary, especially lexical chunks
- Focus on spoken interaction
- Integration of listening, speaking, reading, and writing
- Grammar is addressed as needed

8. What is the role of the students' native language?

- The native language may be used strategically, especially at lower levels
- Primary emphasis remains on meaningful use of the target language

9. How is evaluation accomplished?

- Informal assessment through task performance
- Evaluation based on task completion, fluency, and effectiveness of communication
- Feedback may include reflection on language use

10. How does the teacher respond to student errors?

- Errors are tolerated during task performance
- Correction is delayed and focused on meaning-related issues
- Feedback is provided after tasks through discussion and modeling

9-Suggestopedia

Introduction:

Suggestopedia is a language teaching method developed by **Georgi Lozanov**. It is based on the belief that learning can be greatly accelerated when psychological barriers such as fear, stress, and negative expectations are removed. The method makes use of **relaxation, music, suggestion, and a positive learning environment** to tap into learners' subconscious abilities and enhance language acquisition.

Suggestopedia assumes that learners have unused mental reserves and that these can be activated through a calm, comfortable atmosphere. Language learning is seen as a holistic process involving not only cognitive but also emotional and artistic dimensions.

Classroom Experience: <https://youtu.be/3rkryRlty5M?si=9lH6krJXfQsxfr5>

The classroom is arranged comfortably with soft lighting and classical music playing. The teacher presents a dialogue aloud while students listen in a relaxed, focused state. Students then participate in role-plays, dramatizations, and games based on the dialogue. Large amounts of language input are provided, but learners are not pressured to speak or memorize immediately.

The teacher guides activities confidently while supporting students emotionally, using gentle correction and positive reinforcement. Students engage creatively with the language, interacting naturally with peers during collaborative tasks. Music, relaxation, and enjoyable activities reduce anxiety, allowing learners to absorb language subconsciously. Vocabulary, listening, and speaking are prioritized first, with reading and writing introduced later.

Underlying Principles

| Observation | Principle |
|--------------------------------|---|
| Relaxation aids learning | A calm mind absorbs language more effectively. |
| Suggestion influences learning | Positive expectations enhance acquisition. |
| Subconscious learning | Learners can absorb more than they consciously realize. |
| Whole-person learning | Emotions and imagination support cognition. |
| Music supports memory | Rhythm and melody aid retention. |
| Low anxiety | Reduced stress lowers psychological barriers to learning. |

1. What are the goals of teachers who use Suggestopedia?

- To accelerate language acquisition by engaging the subconscious
- To help learners use the target language confidently
- To remove fear and negative attitudes toward language learning

2. What is the role of the teacher? What is the role of the students?

• Teacher:

- Creates a relaxed, comfortable learning environment
- Presents language confidently and clearly
- Acts as an authority figure while remaining supportive

• Students:

- Participate actively in listening and creative activities
- Engage in role-plays, games, and dramatizations
- Learn without pressure or fear of making mistakes

3. What are some characteristics of the teaching/learning process?

- Use of music, art, and relaxation techniques
- Presentation of language through dialogues
- Emphasis on enjoyment and emotional involvement
- Activities designed to reduce conscious effort and anxiety
- Large amounts of language input

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Teacher-student interaction is supportive and encouraging
- Student-student interaction occurs through collaborative activities and role-plays
- Interaction is natural, creative, and stress-free

5. How are the feelings of the students dealt with?

- Student comfort and relaxation are prioritized
- Anxiety and fear are reduced through music and positive suggestion
- Learners are encouraged and supported emotionally

6. How is the language viewed? How is culture viewed?

- **Language:** Viewed as a holistic system involving meaning, sound, emotion, and imagination
- **Culture:** Integrated through music, art, literature, and everyday life of native speakers

7. What areas of language are emphasized? What language skills are emphasized?

- Strong emphasis on vocabulary development
- Integration of listening, speaking, reading, and writing
- Oral language is introduced before written forms

8. What is the role of the students' native language?

- Used in a limited way to clarify meaning
- The target language is emphasized to maximize exposure

9. How is evaluation accomplished?

- Evaluation is informal and non-threatening
- Assessment is integrated into creative activities
- Focus is on participation and general progress rather than accuracy

10. How does the teacher respond to student errors?

- Errors are corrected gently and unobtrusively
- Emphasis is on maintaining confidence and motivation
- Mistakes are viewed as a natural part of learning

9-Text-Based Instruction (TBI)

Introduction:

Text-Based Instruction (TBI) is an approach that emphasizes teaching students about the structures and grammatical features of spoken and written texts, linking these texts to social and cultural contexts, and providing guided practice to develop language skills for meaningful communication. Originally developed in Australia (Feez, 1998), TBI draws on genre theory and has influenced language teaching internationally, including in New Zealand, Singapore, Canada, and parts of Europe. Unlike Task-Based Language Teaching, which is motivated by creative-construction learning, TBI focuses on mastering the use of different text-types or genres in context. Examples of texts in daily life include casual conversations, phone calls, recounts of experiences, or discussions of personal problems.

Classroom Experience:

The teacher introduces a text, such as a news article or a recount, and highlights its structure, vocabulary, and grammar. Students analyze the text to identify orientation, events, and resolution, guided by the teacher.

Next, students create their own spoken or written texts using models or authentic examples. They compare their work with the model, receive feedback, and revise accordingly. Discussions follow about how texts function in different social contexts, encouraging reflection on purpose and audience. Peer collaboration is emphasized throughout, with students gradually taking more independent control over text production.

Key Features of the Method:

- Focus on whole texts and their social context.
- Explicit teaching of linguistic and organizational features of text-types.
- Emphasis on understanding and producing different genres.
- Learners gradually move from guided practice to independent text production.
- Uses authentic or adapted texts as models for learning.

Underlying Principles:

| Observation | Principle |
|---|--|
| Texts occur in genres | Language patterns and norms vary by context; genres guide expectations. |
| Language is social | Texts are shaped by social context, and social interactions are shaped by language. |
| Texts have patterns | Each text-type has distinctive structure and linguistic features (e.g., recounts, procedures, reports, expositions). |
| Language reflects context | Spoken and written texts serve different functions and use different grammar and vocabulary. |
| Learning is facilitated by explicit knowledge | Conscious study of text structures, organization, and language features aids learning. |
| Learners collaborate | Students learn through guided practice, using models and peer comparison. |
| Teachers scaffold | Teachers guide text analysis, model creation, and assess progress. |
| Materials support learning | Authentic or adapted texts provide meaningful examples of real-world language use. |

1. What are the goals of teachers using TBI?

- To develop learners' ability to understand and produce texts appropriate to specific social contexts.
- To raise awareness of genre conventions and text organization.
- To scaffold learners toward independent language use.

2. What is the role of the teacher? What is the role of the students?

- Teacher: Designs syllabi, selects texts, models text deconstruction and construction, scaffolds learning, assesses progress.
- Students: Analyze, create, and revise texts; collaborate with peers; gradually assume independent control of text production.

3. What are some characteristics of the teaching/learning process?

- Focus on whole texts and genre-based learning.
- Explicit teaching of linguistic and structural features.
- Collaborative text creation and guided practice.
- Reflection on social contexts and communicative purpose.

4. What is the nature of student-teacher interaction? Student-student interaction?

- Interaction is collaborative: teacher guides, models, and provides feedback.
- Peer interaction occurs through text comparison, co-construction, and discussion.

5. How are the feelings of the students dealt with?

- Students' confidence and autonomy are supported through scaffolding and guided practice.

6. How is language viewed? How is culture viewed?

- Language is a social tool shaped by context and purpose.
- Culture is embedded in communicative practices, genres, and authentic texts.

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on reading, writing, speaking, and listening in context.
- Focus on discourse, grammar, vocabulary, and text organization.

8. What is the role of the students' native language?

- May be used for clarification, explanation, and comparison where appropriate.

9. How is evaluation accomplished?

- Through analysis and production of texts, peer and teacher feedback, and assessment of genre mastery.

10. How does the teacher respond to student errors?

- Errors are addressed constructively through modeling, feedback, and guided revision.

10-The Lexical Approach

Introduction:

The Lexical Approach is a language teaching approach developed in the 1990s (Lewis 1993, 1997, 2000a; Boers & Lindstromberg 2009). It is based on the view that the building blocks of language are not grammar or functions, but lexis—words and particularly multi-word combinations, known as "chunks." The approach emphasizes the role of lexical units in language structure, learning, and communication, focusing on chunks such as collocations and fixed phrases. While vocabulary in general remains important, the Lexical Approach primarily targets multi-word units for teaching and learning. Corpus-based studies and psycholinguistic research have influenced the understanding and teaching of lexical chunks.

Classroom Experience:

The teacher introduces authentic texts, such as news articles or emails, and highlights multi-word units (lexical chunks) like "make a decision" or "take into account." Students underline or note these chunks and compare their selections with peers or the teacher.

Next, students practice memory-enhancing activities, considering spelling, pronunciation, meaning, and associations for each chunk. Retelling tasks follow, where students summarize texts while using the same lexical units. Higher-level learners may explore corpora or concordancing tools to discover patterns independently. Vocabulary notebooks or e-journals are used to record and review chunks for retention.

The teacher guides, models, and provides feedback, while students actively notice, analyze, and use chunks in speaking, writing, and discussion. Interaction occurs both with the teacher and among peers, supporting awareness, autonomy, and practical language use.

Key Features of the Method:

- Language is viewed as primarily composed of lexical chunks rather than isolated grammar rules.
- Multi-word units (chunks) are central to learning and fluent communication.
- Frequent exposure to authentic texts and corpora is encouraged.
- Emphasis on noticing, recording, and using chunks in meaningful contexts.
- Activities aim to enhance recognition, understanding, and productive use of collocations and lexical phrases.
- Can be integrated with other approaches, such as Communicative Language Teaching.

Underlying Principles

| Observation | Principle |
|-----------------------------|--|
| Language consists of chunks | Multi-word lexical units are central to communication and fluency. |
| Frequent exposure | Repeated encounters with chunks facilitate learning. |
| Noticing chunks | Learners need to notice lexical patterns for input to become intake. |
| Memory-enhancing strategies | Using elaboration and visualization supports long-term retention. |
| Use of authentic texts | Realistic language input helps learners identify chunks naturally. |
| Learner autonomy | Learners analyze, classify, and generalize from language data. |

| | |
|--------------------------|--|
| Corpus-based learning | Data-driven approaches enable pattern recognition and discovery of collocations. |
| Integration with grammar | Grammar is still relevant, but chunks are emphasized in usage. |

1. What are the goals of teachers who use the Lexical Approach?

- To help students recognize, understand, and use lexical chunks in context.
- To develop learners' ability to process language fluently by using pre-formed multi-word units.
- To foster autonomy in language learning through corpus and text analysis.

2. What is the role of the teacher? What is the role of the students?

- **Teacher:** Language analyst, identifies important chunks, facilitates awareness activities, provides scaffolding, uses corpora and data-driven tasks.
- **Students:** Active learners, notice and record chunks, analyze corpora, practice usage, and monitor their own learning.

3. What are some characteristics of the teaching/learning process?

- Focus on lexical units, collocations, and fixed phrases rather than grammar rules.
- Activities for noticing, recording, and producing chunks.
- Use of authentic texts, corpus-based materials, and concordancing tools.
- Retelling and elaboration exercises to consolidate memory.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Teacher guides discovery, provides feedback, and models chunk usage.
- Students interact by comparing chunk selections, discussing usage, and peer-correcting.

5. How are the feelings of the students dealt with?

- Learners are encouraged to develop autonomy, which may enhance motivation and confidence.
- The method does not prescribe specific affective strategies.

6. How is the language viewed? How is culture viewed?

- Language is a system of lexical chunks rather than purely grammatical structures.
- Culture is implicit in authentic texts; focus is on functional language use rather than literary or traditional cultural content.

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on vocabulary, collocations, multi-word units, and discourse markers.
- Listening, reading, speaking, and writing are integrated through chunk practice.

8. What is the role of the students' native language?

- The native language is minimally used; focus is on exposure to authentic English chunks.
- Clarification occurs through context, examples, and guided corpus analysis.

9. How is evaluation accomplished?

- Through observation of chunk usage in speaking and writing tasks.
- Assessing ability to recognize, record, and apply chunks in context.
- Performance in retelling, corpus analysis exercises, and memory-based activities.

10. How does the teacher respond to student errors?

- Errors are addressed by modeling correct usage in context.
- Emphasis is on noticing patterns and developing automaticity rather than direct correction.

11-the Whole Language Approach

Introduction:

The Whole Language approach emerged in the 1980s in the US as a reaction to traditional “decoding” or phonics-based methods of teaching reading and writing. Initially aimed at first-language literacy, it later influenced second-language teaching. Whole Language emphasizes learning language as a whole, integrating reading, writing, listening, and speaking. Key features include:

- Focus on meaning and real communication rather than isolated skills.
- Use of authentic texts and literature for learning.

- Encouragement of learner autonomy, collaboration, and self-directed learning.
- Compatibility with Communicative Language Teaching (CLT) and the Natural Approach.

Classroom Experience:

Students participate in reading and writing workshops, where they read books and create original texts. They work on process writing, drafting, revising, and sharing with peers. Collaborative projects and comparing parallel texts allow students to explore language and meaning. Ungraded journals, portfolios, and student-made books encourage self-expression and reflection. Reading, writing, speaking, and listening are practiced together in meaningful, integrated tasks.

The teacher facilitates and guides learning, scaffolding projects while participating actively. Students choose texts and tasks, collaborate with peers, and evaluate their own work. Errors are treated as natural learning opportunities, and the classroom emphasizes positive attitudes, motivation, and risk-taking. Language is learned holistically through authentic materials, with culture embedded in texts and experiences.

Key Features of the Method:

- Learner-centered: Students make choices about reading and writing.
- Use of authentic materials: Literature, newspapers, student-created texts.
- Emphasis on real communication, personal expression, and collaboration.
- Integration of language skills rather than isolated skill instruction.
- Teacher acts as facilitator, guide, and participant rather than authority.

Underlying Principles:

| Observation | Principle |
|---------------------------|--|
| Language as whole | Language should be learned in context and integrated as reading, writing, listening, and speaking. |
| Authentic materials | Learning is driven by meaningful texts and real-world content. |
| Integration of skills | Language skills are interconnected, not isolated. |
| Learner-centered | Students are collaborators, selectors, evaluators, and self-directed learners. |
| Teacher as facilitator | Teachers support, guide, and participate in learning rather than just deliver knowledge. |
| Collaborative learning | Students scaffold and support each other in projects and tasks. |
| Emphasis on comprehension | Reading and writing focus on meaning-making, not rote decoding. |
| Process-oriented writing | Writing is an explorative and iterative process. |
| Risk-taking encouraged | Errors are viewed as learning opportunities. |

1. What are the goals of teachers using Whole Language?

- To help learners use language meaningfully and holistically.
- To integrate reading, writing, speaking, and listening.
- To encourage learner autonomy, collaboration, and personal expression.

2. What is the role of the teacher? What is the role of the students?

- Teachers: Facilitate, guide, scaffold, and participate in learning.
- Students: Collaborate, select learning materials, evaluate their own work, and take responsibility for learning.

3. What are some characteristics of the teaching/learning process?

- Emphasis on real communication and authentic materials.
- Process-oriented activities like writing workshops, projects, and parallel texts.
- Integration of skills in meaningful contexts.
- Flexible and responsive to learners' interests and needs.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

- Teacher-student: Supportive, guiding, participatory.
- Student-student: Collaborative, scaffolding, sharing knowledge.

5. How are the feelings of the students dealt with?

- Positive attitudes, risk-taking, and exploration are encouraged.
- Errors are treated as opportunities for learning, not failure.

6. How is the language viewed? How is culture viewed?

- Language is a holistic tool for authentic communication.
- Focus on meaning and use in real contexts rather than isolated rules.
- Culture is embedded in authentic texts and learner experiences.

7. What areas of language are emphasized? What language skills are emphasized?

- Emphasis on all four skills: reading, writing, listening, speaking.
- Focus on comprehension, expression, and meaningful use.
- Vocabulary and grammar are integrated into authentic language use rather than taught in isolation.

8. What is the role of the students' native language?

- May be used for scaffolding understanding in second-language contexts.
- Learners' prior knowledge and experiences are valued as resources.

9. How is evaluation accomplished?

- Through student portfolios, process writing, collaborative projects, and self- and peer-assessment.
- Focus on progress, creativity, and meaningful language use.

10. How does the teacher respond to student errors?

- Teachers provide guidance, feedback, and support.
- Errors are accepted as part of learning and exploration rather than punished.

12. Natural Approach

Developed by Krashen and Terrell, this method emphasizes comprehensible input and natural language acquisition.

Goals of Teachers:

- Develop communicative competence by providing comprehensible input.
- Allow students to acquire language naturally, without forcing production.

Role of Teacher and Students:

- **Teacher:** Provides rich input in the target language and creates a low-stress learning environment.
- **Students:** Engage with input at their own pace, focusing on understanding before speaking.

Teaching/Learning Process:

- Emphasizes listening and comprehension before speaking.
- Uses visuals, gestures, and context to make input comprehensible.

Student-Teacher/Student-Student Interaction:

- Interaction is encouraged but not forced, focusing on listening and observing first.

Student Feelings:

- A low-anxiety environment is prioritized to facilitate learning.

View of Language and Culture:

- Language is viewed as a tool for communication; culture is introduced naturally through context.

Language Areas and Skills Emphasized:

- Listening and reading are emphasized first, followed by speaking and writing.

Role of Students' Native Language:

- Limited use to encourage immersion in the target language.

Evaluation:

- Informal, based on comprehension and communicative ability.

Response to Student Errors:

- Errors are tolerated and seen as a natural part of the learning process.

Example Activity:

- The teacher tells a story using visuals and gestures, and students answer comprehension questions non-verbally.