

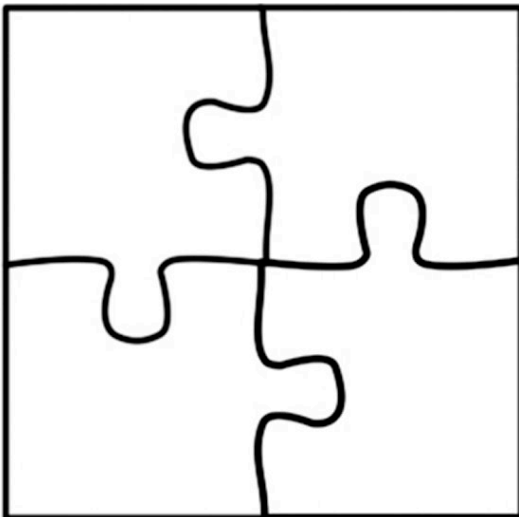
1. Write down 4 possible teaching and learning goals for an ESL course and select the one(s) you'd use for your own approach:

-
-
-
-

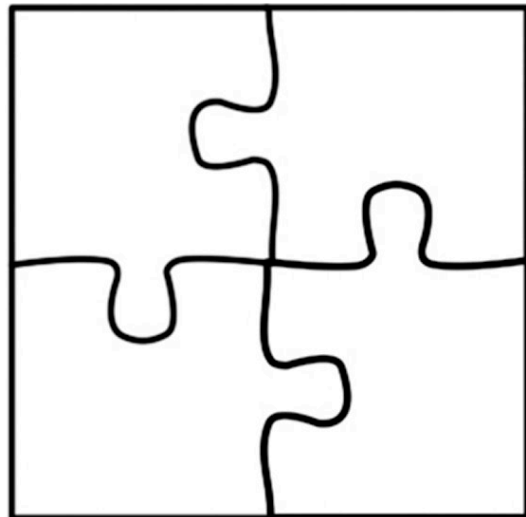
2. The following are macro and micro skills that refer to language proficiency. Place them in the right category.

| | | |
|---------------|-------------------------|----------|
| Speaking | Listening comprehension | Grammar |
| Pronunciation | | Writing |
| Vocabulary | Reading comprehension | Spelling |

Macro skills (Language skills)



Micro skills (Areas of language)



3. Write down 4 possible examples of syllabus organizations and select the one(s) you'd use for your own approach:

-
-
-
-

4. Write down 4 possible examples of teacher's roles and select the one(s) that would apply for your own approach:

-
-
-
-

5. Write down 4 possible examples of student's roles and select the one(s) that would apply for your own approach:

-
-
-
-

6. Write down 4 possible examples of assessment tools and select the one(s) you'd use for your own approach:

-
-
-
-

7. Write down 2 possible options for TL practice and select the one(s) you'd use for your own approach:

-
-

8. Write down 4 possible options for kinds of material to use in class and select the one(s) you'd use for your own approach:

-
-
-
-

Teaching principles and methodologies module. Day 3.

Dimensions of methodologies

Nature of language

form ←-----→ **function**

Nature of learning

analytic ←-----→ **experiential**

Goals of SL learning

accuracy ←-----→ **communication**

Type of syllabus

system ←-----→ **skills**

segregated ←-----→ **integrated**

Roles of teachers and learners' material

cognitive ←-----→ **affective**

transmissive ←-----→ **dialogic**

Teaching procedures

deductive ←-----→ **inductive**

bilingual ←-----→ **monolingual**