

	Teaching and learning goals & areas of language and skills emphasized				Organization of the syllabus	Teacher and students' roles & interaction conditions.	Characteristics of teaching/learning process. Evaluation
	Listening	Speaking	Reading	Writing			
Grammar-Translation Method			√	√	<ul style="list-style-type: none"> The method uses a lexicon-grammatical and task based syllabus, since there is a strong focus on vocabulary and grammatical rules that are learned contextually from the texts to be translated. But it is primarily based on the grammatical points explicitly taught. 	<ul style="list-style-type: none"> The teacher is the authority in the classroom, the student does what s/he says so s/he can learn what the teacher knows. Most interaction is initiated from the teacher to the students. There is little student-student interaction. If students make errors or do not know the answer, the teacher gives it to them. 	<ul style="list-style-type: none"> Students study grammar deductively; through grammar rules and examples. Students memorize native-language equivalents for target-language vocabulary words. Meaning of the target language is made clear by translation. The language that is used in class is mostly the native language of the students. Written tests in which translation is asked for are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common. Oral production is not tested. Students are tested and evaluated on correctness, not on their progress. Errors therefore are badly tolerated.
	<ul style="list-style-type: none"> Analysis about the language, not the language itself A fundamental purpose of learning a foreign language is to be able to read literature written in it. So they can do this, students need to learn about the grammar rules and vocabulary of the target language. Students are taught to translate from one language to another. Students learn grammatical paradigms such as verb conjugations, tenses, lists of verbs and prepositions... Reading and writing are primary skills. Much less attention is given to speaking and listening. Vocabulary and grammar are emphasized. Pronunciation receives little, if any, attention. 						
Direct Method (Berlitz)	√	√	√	√	<ul style="list-style-type: none"> Based upon situations (i.e. one unit about language used at a bank, another about language used when going shopping) or topics (i.e. geography, money, weather) 	<ul style="list-style-type: none"> The teacher directs the class activities, but s/he and the students are more like partners in the teaching/learning process. Both teacher and student initiate the interaction, although it is often teacher-directed. Students converse with one another. The teacher, employing 	<ul style="list-style-type: none"> When teachers introduce new target language they demonstrate its meaning through the use of realia, pictures, or pantomime. The students need to associate meaning and target language directly without translation. Students speak in the target language and communicate as if in real situations.
	<ul style="list-style-type: none"> The purpose of language learning is communication. In order to do this, students should learn how to think in the target language. L2 is the only vehicular language in the classroom Although work on all four skills is done from the start, oral communication is seen as basic. 						

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	<ul style="list-style-type: none"> Vocabulary is emphasized over grammar. Pronunciation receives attention right from the beginning of the course. 		<p>various techniques, tries to get students to self-correct whenever possible.</p>	<ul style="list-style-type: none"> Grammar is taught inductively; rules are figured out from examples and may never be given explicitly. Students practice vocabulary by using new words in complete sentences. Written and oral skills are evaluated. Evaluations imply students using the language and not demonstrating their knowledge about it. 								
<p>Audio-Lingual Method</p>	<table border="1" data-bbox="371 619 891 683"> <thead> <tr> <th>Listening 1st</th> <th>Speaking 2nd</th> <th>Reading 3rd</th> <th>Writing 4th</th> </tr> </thead> <tbody> <tr> <td colspan="4"> <ul style="list-style-type: none"> The purpose of language learning is communication. To achieve this, students need to over learn the target language so they can use it automatically without stopping to think. Skills are presented in their 'natural order': listening, speaking, reading, and writing and oral skills receive most of the attention. Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns (grammatical patterns: Subject + Verb; Subject + Verb + Direct Object) Pronunciation is taught from the beginning; student work on discriminating between members of minimal pairs. (i.e. words that differ in only one sound: ship/sheep) L2 is the only vehicular language in the classroom </td> </tr> </tbody> </table>	Listening 1 st	Speaking 2 nd	Reading 3 rd	Writing 4 th	<ul style="list-style-type: none"> The purpose of language learning is communication. To achieve this, students need to over learn the target language so they can use it automatically without stopping to think. Skills are presented in their 'natural order': listening, speaking, reading, and writing and oral skills receive most of the attention. Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns (grammatical patterns: Subject + Verb; Subject + Verb + Direct Object) Pronunciation is taught from the beginning; student work on discriminating between members of minimal pairs. (i.e. words that differ in only one sound: ship/sheep) L2 is the only vehicular language in the classroom 				<ul style="list-style-type: none"> The starting point is a structure-based syllabus, which contains the items of phonology, morphology and syntax of the language according to their order of presentation; order that is derived from a contrastive analysis of differences between the native tongue and the target language. In addition, a lexical syllabus of basic vocabulary items is usually specified. 	<ul style="list-style-type: none"> The teacher is responsible for providing the students a good model for imitation. Students are imitators of the model. They follow directions and respond as accurately and rapidly as possible. Most interactions are initiated by the teacher. There is student-student interaction in chain drills or when students participate in dialogues, but interaction is teacher-directed. Students' errors are to be avoided through the teacher's awareness of where the students have difficulties and restriction of what they are taught to say. 	<ul style="list-style-type: none"> New vocabulary and structural patters are presented through dialogues. Drills are conducted based upon the patterns presented in the dialogues. Students' accurate responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. The target language is used; not the students' native language. Evaluation is discrete-point in nature; as in distinguishing between words in a minimal pair or supplying an appropriate verb form in a sentence.
Listening 1 st	Speaking 2 nd	Reading 3 rd	Writing 4 th									
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Silent Way	Listening	Speaking	Reading	Writing	<ul style="list-style-type: none"> There is no fixed, linear, structural syllabus. The starting point is what the students know and is built up from one structure to the next. The syllabus develops according to learning needs. 	<ul style="list-style-type: none"> The teacher is a technician or engineer. He gives whatever help is necessary for the students to learn. The role of the students is to make use of what they know, to free themselves from obstacles that could distract them from the learning task. For much of the student-teacher interaction, the teacher is silent. Though, he listens, forces awareness and works on their production through nonverbal gestures. When he speaks, he gives cues, but does not model the language. Student-student interaction is desirable and encouraged by the teacher's silence. Errors are used as basis for deciding where further work is necessary. Whenever students make errors the teacher moves them to self-correct. If they are unable and peers cannot help, then the teacher supplies the correct answer. No praise and criticism are done. 	<ul style="list-style-type: none"> The language is introduced through a color chart that associates basic sounds of the students' native language to sounds of the target language. Later, these colors are used to learn spellings of sounds and reading and pronunciation of words. The teacher sets up meaningful situations (sometimes using rods) and gives minimal spoken cues so students construct and practice structures; one at a time. The teacher asks the students to describe their reactions to the lesson or what they have learned. The feelings of the students are an important issue. Negative feelings have to be dealt with so they don't interfere with learning. Explicit grammar rules may never be supplied. The native language is used at beginning levels and can be used to give instructions and help students improve, but meaning is made clear focusing on students' perceptions, not by translation. A formal test is never given, the teacher is constantly evaluating student's needs. One criterion of learning is whether the students are able to transfer what they have been learning to new
	√	1 st	√	√			
	<ul style="list-style-type: none"> Students should be able to use the language to express their thoughts, perceptions and feelings. To do this, they need to develop their inner criteria for correctness; developing independence from the teacher. All four skills are worked on from the beginning of the course, although students learn to read and write what they have already produced orally. Since sounds are so important, pronunciation is worked on from the beginning. 						

								contexts.
Suggestopedia	Listening	Speaking	Reading	Writing	<ul style="list-style-type: none"> The syllabus consists of dialogues that are graded by vocabulary and grammar. 	<ul style="list-style-type: none"> The teacher is the authority in the classroom. The students must trust and respect them. Indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable. The students must retain information. The students must feel secure so they can be spontaneous and less inhibited. The teacher initiates interactions with the whole group and individually. Initially the students can only respond nonverbally or with few target language words, but eventually they can respond more appropriately and even initiate interaction themselves. Errors are corrected gently, with the teacher using a soft voice. 	<ul style="list-style-type: none"> The classroom should be bright and cheerful. Posters displaying grammatical information are hung around to take advantage of students' peripheral learning. Students select target language names, new occupations and, with time, they create whole biographies. Negative learning environment is eliminated from the classroom. The classroom is often transformed into a stage where students take "roles" and new identities. Students work from texts containing dialogues with as much as 800 words. These have a translation and notes on vocabulary and grammar. Teaching happens in two different phases: 1. Receptive phase (the teacher reads the dialog twice, each time while a different concert plays; the first time the teacher matches her voice to the rhythm and pitch of the music and during the second concert the teacher reads at a normal speed. Then the students read the dialogue just before they go to sleep and again when they get up.) 2. Activation phase 	
	√	√	√	√				<ul style="list-style-type: none"> Teacher's goal is to accelerate the process by which a student learns to use a foreign language for everyday communication. In order to achieve this, they want to activate the 'paraconscious' part of the mind, just below the fully-conscious mind. Students learn culture of the target language alluding to everyday life of people who speak it and also through fine arts. Vocabulary is emphasized, along with speaking communicatively. Students also read and write in the target language.

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					<p>(the students gain facility through dramatizations, games, songs, and question-and-answer exercises)</p> <ul style="list-style-type: none"> Feelings are given a lot of attention, since they may be psychological barriers. Evaluation is not conducted through formal tests, but based on students' in-class performance. 		
Total Physical Response (TPR)	Listening	Speaking	Reading	Writing	<ul style="list-style-type: none"> The method uses a sentence-based syllabus with grammatical and lexical criteria in selecting the teaching items. 	<ul style="list-style-type: none"> The teacher is the director of all student behaviour. He interacts with the whole group and with individual students. The teacher should reduce the students' stress and anxiety and enhance their feelings of success. The students are imitators of the teacher's nonverbal model and whenever they're ready, they'll speak. When individual students start speaking, the roles will change and they will direct the teacher and the other students. Errors are expected and teachers should be tolerant of them, only correcting major ones and doing so with tact. As students get more advanced, teachers correct minor errors. 	<ul style="list-style-type: none"> Instruction is based upon the way children learn their native language. The first phase is modelling: he instructor issues commands and performs the actions with students. In the second phase students perform them alone. Then, the teacher recombines elements of the commands so students develop flexibility in understanding. After learning to respond to oral commands, the students learn to read and write them, but only after ten hours of instruction. When students start speaking, activities include skits and games. Students shouldn't feel pressured at any time. TPR is introduced in the native language, but then it is rarely used. Meaning is made clear through body movements. Evaluation is immediate, depending on action. Formal evaluations would imply
	1 st	√	√	√			

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						commanding individual students. As they become more advanced, their performance of skits is the basis for evaluation.
Content-based Instruction, Task-based Instruction and Participatory Approach	Listening	Speaking	Reading	Writing	<ul style="list-style-type: none"> The selection and sequence of language items arise from communicative needs, not predetermined syllabi. 	<ul style="list-style-type: none"> Language is learned most effectively when it is used as a medium to convey informational content that is meaningful to the students.
	√	√	√	√		
Communicative Approach	Listening	Speaking	Reading	Writing	<ul style="list-style-type: none"> Typically, a functional syllabus is used. Syllabuses are organised in units incorporating 	<ul style="list-style-type: none"> All activities are done with a communicative intent. Activities that are communicative have three features in common:
	√	√	√	√		

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	<p>whom. In order to achieve this, students need knowledge of linguistic forms, meanings and functions. They need to know that many forms can be used to perform a function and that a single form can serve different functions. They must learn how to choose the appropriate one depending on the social context and the role of the interlocutors. They must be able to manage the process of negotiating meaning.</p> <ul style="list-style-type: none"> • Students should develop strategies for understanding language as it is authentically used. • Language functions might be emphasized over forms, but forms are taken care of, since as students get more proficient more complex forms are introduced. • Students learn about cohesion and coherence at discourse level. • Students work on four skills from the beginning. 	<p>activities for listening, speaking, reading and writing, but not necessarily in this order.</p> <ul style="list-style-type: none"> • Most of the syllabuses are organised around grammar points and link suitable vocabulary through topics. • Cross-cultural elements are also included in each unit: students have to learn about the culture of L2 as well. • Authentic material (vs. adapted material) is used so that students learn real, live language, even though sometimes texts are adapted to fit the grammar or vocabulary purpose of the unit. 	<p>promote communication. During activities s/he acts like an adviser, answering students' questions and monitoring their performance. Other times he may be a co-communicator engaging in the activity.</p> <ul style="list-style-type: none"> • Students are, above all, communicators. They are actively negotiating meaning – making themselves understood and understanding others- even when knowledge of target language is incomplete. Since the teacher's role is less dominant than in a teacher-centred method, students are responsible managers of their own learning. • Errors of form are tolerated during fluency-based activities and are seen as natural outcome of the development of communication skills. Errors may be return to later with accuracy-based activities. 	<p>information gap (when a person knows something that another person doesn't), choice (on what to say and how to say it) and feedback (information the speaker receives from the listener as to know if the purpose of communication was met).</p> <ul style="list-style-type: none"> • Cultural nonverbal behaviour might receive attention. • Activities are often carried out by students in small groups, but also pairs, triads and whole group. • Tasks are used as teaching strategies and they consist of a goal, input and activity or activities related to the goal and the input. • Judicious use of native language is permitted, but the teacher should use the target language also. • The teacher informally and constantly evaluates the students' accuracy and fluency. For more formal evaluation, test with communicative functions would be used. 								
<p>Callan Method</p>	<table border="1" data-bbox="371 1110 880 1177"> <tr> <td>Listening</td> <td>Speaking</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> </table> <ul style="list-style-type: none"> • The method aims to get students to speak, holding their attention and stimulating their memory. • The students should not learn about the language, but how to use it. • Gives priority to conversation; speaking and listening skills and memory through a 	Listening	Speaking	Reading	Writing	√	√	√	√	<ul style="list-style-type: none"> • The Method is a rigorous structured program of instruction divided into twelve stages. • The syllabus contains a list of grammar and vocabulary items formed around a question-answer format. 	<ul style="list-style-type: none"> • The teacher is the executor of the method. Everything is laid out and they are not allowed to omit, complement or change a single sentence. • The student is a passive receptor and has no control over the content of learning; they should never interrupt 	<ul style="list-style-type: none"> • The classroom is decorated with motivational slogans and pieces of advice. • The teacher asks students a series of questions which the students must answer. In the first two blocks the teacher has a constant dialogue with the students using the formula
Listening	Speaking	Reading	Writing									
√	√	√	√									

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	<p>practical approach. The objective is that students gain confidence and start speaking in English from the very beginning.</p> <ul style="list-style-type: none"> • Grammar and vocabulary are acquired in a practical way through repetition. A lot of attention is paid to pronunciation. 		<p>the lesson with any questions.</p> <ul style="list-style-type: none"> • The interaction is teacher-directed and the initiation of interaction comes from the teacher. • Interaction between students takes place at the beginning and end of the class when they ask each other questions. • Teachers should not allow the students to get away with the tiniest mistake. 	<p>answer-answer-question-answer at a very high speed, with an average of 50 questions per hour. That way the student has no time to translate into their mother tongue and assimilates the new content through repetition.</p> <ul style="list-style-type: none"> • Lessons consist of three blocks: 1) Listen and speak, 2) Repeat and retain and 3) Read and write. • New vocabulary and grammatical structures are presented in the native language. Translation is thought to simplify and speed up the learning process. • The teacher monitors progress through speed and accuracy, but evaluation is done through dictations and stage exams; both corrected by the students.
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References:

Larsen-Freeman, Diane. (2000). Techniques and Principles in Language Teaching. Oxford University Press.

Grammar-translation method: <http://www.slideshare.net/FatenMallat/the-grammar-translation-method>

Audiolingual method: <http://mail.udgvirtual.udg.mx/biblioteca/bitstream/123456789/1435/1/TheAudiolingual>

Suggestopedia: <http://www.slideshare.net/DennyDixie/suggestopedia-10226238>

TPR: http://www2.vobs.at/ludescher/total_physical_response.htm

Callan method: http://www.phil.muni.cz/plonedata/wkaa/BSE/BSE_2003-29_Scan/BSE_29_10.pdf; http://is.muni.cz/th/199218/ff_m/Thesis_final_opravena.pdf