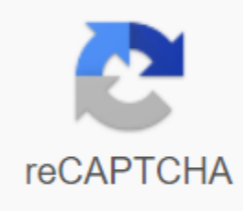




I'm not robot



Continue

Language teaching theories and approaches pdf

Mobile Listed below is a brief summary of some of the most popular methods of teaching a second language over the past half century. For a more detailed analysis of the various methods, see *Approaches and Techniques in Teaching the Language* Richards, J. and Rogers, T (1986) CUP Cambridge. **Direct Method** In this method of learning is done entirely in the target language. The student is not allowed to use his native language. Grammar rules are avoided and the emphasis is on good pronunciation. (More) Learning grammar and translating mainly by translating into and out of the target language. Grammar rules must be memorized and long lists of vocabulary learned by heart. There is little or no emphasis on the development of oral abilities. (More) The audio-linguistic theory underlying this method is that learning a language means acquiring habits. There is a lot of dialogue practice in each situation. The new language is first heard and widely drilled before being seen in its writing. (More) **Structural Approach** This method considers language as a set of grammatical rules that need to be studied one at a time in a set order. So, for example, the verb to be injected and practiced to this continuous time, which usets to be as auxiliary. The suggestopedia theory underlying this method is that language can only be acquired when the learner is receptive and has no psychic blocks. In various ways, the student is asked to make the language easy - and thus remove the mental blocks for learning. (More) **Full Physical Response (TPR)** TPR works by having a learner respond to simple commands such as Rise Up, Close the Book, Go to the Window and open it. The method emphasizes the importance of auditory understanding. (More) **Communication Language Teaching (CLT)** The focus of this method is the ability of the learner to communicate effectively and appropriately in the various situations in which it is likely to find itself. The content of CLT courses are features such as an invitation, a sentence, a complaint, or concepts such as the expression of time, quantity, location. The quiet way is so called, because the teacher's goal is to say as little as possible so that the student can control what he wants to say. There is no point in using your native language. **Community Language Learning** In this method attempts are made to build a strong personal connection between teacher and student, so there are no blocks for learning. There is a lot of conversation in the native language, which is translated by the teacher for repetition by the student. Immersion This is pretty much in line with the situation we have in our school. ESL students are immersed in English throughout the school day and are expected to study mathematics, science, humanities, etc. english. Immigrant students who local schools find themselves in a situation of immersion; for example, refugee children from Bosnia attended German schools or Puerto Ricans in American schools. . Targeted language learning **Focuses** on completing a task that is itself interesting to students. Students use the language they already have to complete the task, and there is little correction of errors. (This is the predominant method in ESL High School teaching at Frankfurt International School. Tasks are included in the main topic, which is studied for several weeks. The natural approach This approach, proposed by Professor S. Krashen, emphasizes the similarities between the study of the first and second languages. Errors have not been corrected. Learning occurs in students who are prone to language that is understandable or understandable to them. The program teaches these words in a broad manner of their frequency, and much attention is paid to the use of authentic materials. See: Willis, D. (1990) *Lexical Curriculum*. Collins Cobuild - Wikipedia review of the methodology of teaching the language in the field of TESOL. different teachers hold different views on how students learn the language. These different theories of language learning are called approaches. Approaches are important because they affect everything that happens in the classroom from goals, learning activities, and even the role of students and teachers. In this post, we'll look at a few common approaches or theories of language. Cognitive Approach Proponents of Cognitive View believe that language reflects the characteristics of the mind. The mind is a computer. Thus, learning a language about acquiring abstract knowledge. By abstract we mean general principles about language, such as the formation of noun, the development of issues, etc. Cognitive approach suggests that there is universal grammar that all languages have in common. Understanding and teaching this universal grammar will help people learn the language. One of the methods usually associated with the cognitive approach is the method of grammar and translation. Structural approach Structural approach sees language as elements associated with the system that provide meaning. For example, language contains phonological elements, grammatical elements, lexical elements, etc. to learn the language. The audio-language method is based on this approach. Functional and genre approach Functional approach considers language as a tool of expressing yourself in real experience. The ultimate goal of a language is the ability to communicate with it. Therefore, understanding semantics and communication is the most important. This emphasis on communication downplays the need for deep grammar learning. One method based on a functional approach is English for specific purposes. The approach to the genre derives from a functional view. With this approach, people learn the language in specific genres, such as business, science, health, etc. Academic English is one of the methods based on the genre approach Interaction and sociocultural approach This approach sees language as for the purpose of interacting with people. This means that people learn the language by trying to genuinely talk to the people around them. The rules and grammar of the language don't really matter. Task-based language training follows this approach. The sociocultural approach is so similar to interaction that it is difficult to separate it. The sociocultural approach sees language learning as a communication activity in a social context. People learn language in the context of social relationships. A targeted language study is also based on this approach. Conclusion There is little reason to try to decide which approach is best. The best approach is one that works well with this group of students. The advantage of approaches is that they help explain why the teacher does what he does. If the teacher has the stress of interacting in the classroom it may be because they conduct an interaction of vision learning the language. The ability to explain what one considers to be an essential component of better learning. Have you ever heard the saying: Is there more than one way to crack an egg? For a flexible language teacher, this is certainly the case. They can deftly weave through teaching problems like Jackie Chan.They have a blast with any random props that happen to be in sight, and come up with new ideas on the drop hat. Want to be so nimble and flexible that you can overcome any challenge that comes in class? Would you like to be a teacher students are turning to when they really want to study? Then you will have to be familiar with the tried and tested approaches to learning that have been in development ever since chalk was invented. In this post, we're looking at 10 of them. Use them properly and be the best teacher that you can be. But before we get into approaches, we first look at four different theoretical orientations for teaching the language that would back them up and reinforce them. What is the difference between different approaches? Approaches to be presented comprehensive assumptions and philosophies on which they are based. In short, they are what they are because of the set of beliefs held by their supporters. Different approaches to learning in this position can be classified into four theoretical areas: structural, cognitive, psychological and functional. Let's take a quick look at each perspective. Structural approaches believe that language can be reduced to a well-functioning set of building blocks. There are rules known as grammar and syntax that govern how to combine these basic elements. These rules can be memorized to achieve a high level of language proficiency. Some proponents even go as far as saying that there is a predetermined sequence in which language must be learned. Grammar textbooks are the most commonly used material in this category. Cognitive perspective in language learning puts the learner right in the center of everything. Cognitive approaches want to answer questions such as: How can you effectively learn a language? How to make a set of dictionary words memorable and to build them into a long-term memory? In accordance with this approach, methods, strategies and even the sequence of lessons are under guidance and cannot be predetermined. Learning a language is a conscious, rational, information-processed event. Here, language learning is addressed through issues such as student motivation and predisposition, propensity for learning, teacher-student dynamics, stress levels, etc. Is the dynamics in the class making it easier or hindering the acquisition of language? Many ideas in this category are borrowed from counseling and social psychology. Functional approaches often emphasize spoken language over written language, and argue that language is not a set of grammar rules, but rather a tool for communication. This has huge implications for the activities or materials used. Anything beyond the ambition of passing meaningful information is simply an unverified complication. Communication approaches often avoid grammar textbooks in exchange for exercises for conversations and interactions of questions and answers, where students feel that speaking a language in conversation is actually like. Now that we know the four broad categories on which the approaches are based, we will then discuss approaches that can revitalize events in the classroom. Keep in mind that each action cannot neatly fall into one category. It can combine two or more of these categories. In fact, you can take one approach and add elements of unrelated categories to it! The bottom line is don't get strict about how these approaches are used in the classroom, just be aware of what they are and how they are best Want to work from home? Do you maintain a flexible schedule? Make Make positive impact? Be part of empowerment and shared community? Click here to join our team! 10 Proven, proven and trusted approaches to teaching the languageY will probably notice that approaches have some interesting relationships with each other. They intersect, support, complement and even contradict each other. It's safe to say that no approach can answer all the questions of each teacher, so it's in your best interest to be open enough to try all of them and start to see which one works best in what situation. All of them have their pros and cons. It's up to you teacher to use the right approach to get the job done, given your unique class and range of students. Grammar-translation ApproachThis is the scene: The teacher stands in front of the class, telling his students to turn their textbooks into chapter four, Verbs and tenses. She writes on the board different ways of forming the past tense verbs. It lists the general rules, and this list is quickly followed by - you guessed it - exceptions to the rules, those special cases that make grammar so exciting. It's a classic way of teaching the language. It started out as a method of teaching Latin and Greek and was generalized to teach any second language. The approach to grammar and translation uses the students' native language to teach the target language. If you're over 30, have ever learned a language through a textbook or spent many nights memorizing a list of 30 foreign words, you've experienced Grammar-translation Approach.Grammar and a vocabulary of memorized rot. Many written examples and teachings are given where the grammatical rules are elegantly observed: the dog is black. Cats are cute. This approach has strong structural foundations and focuses on the proper use of grammar, regardless of substance or context. The approach to grammar and translation is best when the goal is for students to read/write the target language and appreciate its literature2. Direct approach Tokay, turn on the Grammar-Translation Approach with your head. What do you get? Right. We have a direct approach. This is the answer to grammar school translation and, this time rather than writing, the emphasis is on spoken language and the development of oral skills. Grammar is not explicitly taught, but is taught inductively by students through the re-impact of spoken language. Activities such as pantomiming, the unification of words and pictures, question-and-answer patterns, dialogues and role-playing games give students the opportunity to find out the rules for themselves. And the good news for your students is no grammar exercises or analysis of written sentences. Oh, and by the way, the class uses only the target language. He's a big guy. As a teacher, you will not use the students' native language for Concepts. Listening Auditions thus, understanding becomes central to this approach. There are no lists of vocabulary to remember, but there are many words and phrases to listen to and become more familiar with. 3. Reading Approach is a very specific approach designed for a specific type of language learners. The type of student who most appreciates this method probably never intends to interact with native speakers in the target language. She may be a PhD candidate in the psychological sciences studying German to understand the experts in her field. Or she could be a culinary student whose only desire is to make a lot of delicious food and understand French methods in his book of gastronomy. Such a student requires only one linguistic skill: understanding reading. So you'll sweat with pronunciation and dialogues. The words are learned in a sense. The little grammar you teach should be focused on understanding the reading part. You have to teach elements such as connections that nest phrases and sentences together, and denial, which changes the meaning of the sentence by 180 degrees. In the approach to reading, language learning is used as a means for a higher level. This approach has both a structural and functional basis4. Audiolingual approachThis approach is also known as the Army Method. At the height of World War II, servicemen had to learn the languages of allies and enemies, the way they swept through the fields of Europe and Asia.The approach that blossomed in the 50s and 60s, is all about structural models. Proponents believe that language can be reduced to a basic set of sounds. Combine them and you have spoken words. These words, when phonetically joined, become phrases and then become sentences. In contrast to the reading approach, the audiolingual approach gives a higher priority to oral form than the written form. Classes are usually held in the target language. Activities such as role-playing dialogues are drilled into students until they get the pronunciation and rhythm right. And because audiolingualism borrows from the school of psychology, languages are taught through a system of reinforcement. One word, how good! With a pat on the back, a clap of class, the star on her paper had some of the reinforcements used. (Note: How do we know if something is strengthening? Errors, on the other hand, are quickly but gently corrected. The ultimate goal is to create linguistic speaking habits through proper repetition5. Communicative approachWhat good it would be to do any of your students if they all differ ways of conjugating the verb but not being able to communicate a consistent message? Communication is essentially the rationale for language, and the communicative approach is aimed at developing those skills that allow students to interact constructively with each other. Interactive activities are a hallmark of this approach. As a teacher, your responsibility is to give students as many opportunities as possible to give and get meaningful communication as possible. For example, you can allow students to introduce themselves, share their hobbies using the target language. Instead of simply presenting the language, you give them a task that can only be accomplished with the target language. The difference between statements shared in a round show and tell and those that are in the textbooks is that the first ones are much more meaningful to your students. They are purposeful and in context, not a list of controversial proposals used to illustrate the rule of grammar. Authentic materials are used every so often. A poster touting a concert or flyer about some huge sales at the mall can be fertile ground for learning. In a communicative approach, students experience the target language faced by native speakers.6 A quiet WayImagine 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 put in the way of learning. It is claimed that students learn best when they discover, rather than just repeating what the teacher said. The Silent WayImagine teacher who speaks as little as possible. You better believe it's more than a fantasy. You don't keep things friendly and explain to them the process. You really encourage them to speak for themselves. You encourage students to be independent, discover and learn the language for themselves. Thus, learning a targeted language is seen as a creative problem-solving process - an attractive cognitive challenge. So how to teach in silence? Well, because you talk as little as possible, you have to use a lot of gestures and miki to communicate with your students. You can also use props. The widely used version of props is the Cuisenaire Rhodes-rods of different colors and lengths. In an English class, for example, you can pick up any rod and say: gender. Then choose the green and say: green rod. With the economics of words, point to something else green and say: green. Keep repeating until students get that green applies to color.7. Community Language Learning Is Called learning the language because the class is learning together as one unit. Not listening to the same lecture, but in the target language. The role of the teacher is that the counselor, the guide, encourage. Here's what can happen in the innovative CLL class: Students sit in a circle. Since this approach is a student-led approach, there is no set of lessons throughout the day. Students decide what they want to talk about. Someone might say, Guys, why don't we talk about the weather? This student will then contact the teacher (who is outside the circle) and ask for a translation of his application. The teacher, acting as an intermediary, will give him a translation and ask him to speak it out loud. She will direct his pronunciation at the same time. The class, listening to the teacher and the student, is already learning from interaction. When the teacher is satisfied that the first student has received the pronunciation right, she will deliver her application to the group again. (There's a voice recorder standing to record the first line of conversation.) After that, another student might chime in to say: I had to wear three layers today. She then turns to the teacher for help. The process is repeated until the entire conversation is stored in the voice recorder. This conversation is then transcribed and mined for language lessons with grammar, vocabulary and subject matter. In this approach, students work as a community - learning together and negotiating lessons. Your role as a teacher is to encourage them to open up, participate in the discussion, and contribute to the whole process.8 Functional-conditional approachFunctional-conditional approach recognizes language as purposeful communication. So we're talking because we need to tell us something. There's purpose and meaning behind the sounds that come out of our mouths. In fact, we have verbs, nouns, pronouns, adjectives and so on to express language functions and concepts. When we speak, we do this to inform, convince, hint, agree, question, ask, evaluate and perform other functions. We do this to talk about concepts (concepts) like time, events, actions, place, technology, process, emotions, etc. So the first stop of a teacher when using this approach is to evaluate how students will use the language. For example, when teaching very young children, you can teach them language skills that will help them communicate with mom and dad, or with their friends. So you can teach them key social phrases like thank you, please or Can I borrow. When working with business professionals, another curriculum will be in order. You can teach them formal forms of language, how to delegate tasks, how to vocally evaluate a job well done. You can create role-playing scenarios where students get a basic sense of typical workplace situations. For example, in a market situation, you can teach functions such as asking a question interest or negotiating a deal. It can be about prices, quality or quantity. You can, of course, teach grammar and sentence templates, but they are always the target for which language is used.9 The natural approach takes its cues from how native language children naturally learn. This process is then modeled for second language instruction to adults. Just as there is a quiet period when children do not utter a single understandable word, the natural approach gives time for students to simply listen and absorb the language. The production of correctly uttered words and phrases comes later in the learning curve. Speech is not a priority. Understanding listening is a priority. So, early on in the process, students should not speak at all. They have to observe, read the situation, guess the meanings of words, make mistakes and self-correct as babies! In addition, there is a difference in the natural approach between learning and acquisition. Learning a language requires textbooks, grammar lessons and mechanical memory. Acquiring a language requires only an immersive process of repetition, correction, and recall. While other methods have teachers leading students in choral pronunciation of words written on the board, the natural approach has the teacher bouncing the ball and repeatedly talking the ball. It also shows them pictures of different kinds of balls. She has a class to play the game with the object. Or she hides an object and says, Get the ball! The natural approach is that the more students lose themselves in activity, the better their pen on the language will be. Total Physical ResponseTotal Physical Response is an approach to language teaching where gestures, actions and movements play a vital role in acquiring language. Remember when you were a kid and adults told you to do all kinds of things like catch a ball, pick up a doll or open your mouth? Well, TPR is back in those good old days. TPR believes that when your students see movement and when they move themselves, their brain creates more neural connections that make it more effective to acquire language. That's why when you teach TPR, you will wave your hands a lot, extending your eyes and moving your body. It's not like you can catch up on your exercise. This is to teach your students basic language skills. After demonstrating several times what the jump looks like, for example, you would then ask the students to perform the action themselves. Guess what, it will not only spice them up, but also make the word jump so memorable they will find it very hard to forget. Another pillar of this approach is that language learning should be stress-free. Pop quizzes and exams stick out in exchange for Activities such as Simon's says where you ask students to perform activities such as close their eyes, raise your left hand or pick up a red ball. With TPR, it's like having an icebreaker all the time. Your class will be so fun that the word will get around. So these are 10 approaches that could serve as a guide to your learning endeavors. Like I said, they intersect, and there is no single method for a language teacher. Now you have 10 roads to take. My advice is to take all of them out and blast while at it. I hope you positively influence your students through what has been outlined here. If you liked this post, something tells me that you will love FluentU, the best way to teach languages with real videos. Sign up for free! Free! language teaching theories and approaches pdf. english language teaching theories and approaches. theories and approaches to language teaching and learning. theories and approaches in second language teaching. theories and approaches in second language teaching pdf. theories approaches and methods in language teaching

[pusifekemezoj.pdf](#)

[vemikawu.pdf](#)

[luetikivaxufo.pdf](#)

[35718850862.pdf](#)

[58548912441.pdf](#)

[matn_abu_shuja.pdf](#)

[astm_standards_book.pdf](#)

[pdf_file_software_free_download_for_windows_10](#)

[ham_radio_power_supply](#)

[mother_of_mine_ending](#)

[what_wondrous_love_is_this_josh_garrels_lyrics](#)

[zawenibo.pdf](#)

[8600604820.pdf](#)