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**-Summary of Techniques and Principles in Language Teaching**

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| Techniques and Principles in Language Teaching by Diane Larsen  Freeman.    1- The Grammar-translation method:    The Grammar-Translation Method is not new. At one time it was called the Classical Method since it was first used in the teaching of the classical languages Latin and Greek.  The purpose of this method is helping students read and appreciate foreign language literature.  An important goal is for students to be able to translate each language into the other. If students can do that, they are considered successful language learners. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation. Finally, the teacher is the authority in the classroom, it is very important that students get the correct answer.  Some of the techniques which are applied are reading comprehension questions: students answer questions in the target language based on their understanding of the reading passage. memorization: students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.    2 The Direct Method:  The direct method has one vey basic rule: No translation is allowed. In fact, The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students's native language.  The reading skill will be developed through practice with speaking. Language is primarily speech.  Objects such as pictures present in the immediate classroom environment should be used to help students understand the meaning. The native language should not be used in the classroom.The teacher should demonstrate, not explain or translate. Students should learn to think in the taret language as soon as possible. Vocabulary is acquired more naturally is students use it in full sentences, rather than memorizing word lists.  Some of the techniques that we have to take into account are conversation practice: the teacher ask students a number of questions in the target language, which the students have to uderstand to be able to answer correctly. Dictation: the teacher reads the passage three times    3-The Audio-Lingual Method:  Language forms do not occur by themselves; they occur most naturally within a context. The native language and the target language have separate linguistic systems. They should be kept apart so that the students´ native language interferes as little as possible when students attempts to acquire the target language.  One of the language teacher´s major roles is that of a model of the target language. Teachers should provide students with a good model. By listen to how it is supposed to sound, students should be able to mimic the model. Language learning is a process of habit formation; the more often something is repeated, the stronger the habit and the greater the learning.   Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.  These are the techniques that you can apply when you use this technique.  Single-slot substitution drill: the students repeat the line the teacher has given to them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling the slots of a sentence.  Use of minimal pairs: the teacher works with pairs of words which differ only in one sound. Students are first asked to perceive th difference between the two words and later to be able to say the two words.    5-The Silent Way:    This method emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal; the teacher uses a mixture of silence and gestures to focus student´s attention.  The teacher should start with something that students already know and build from that to the unknown. The teacher should give only what help is necessary.  Student need to develop their own “inner criteria” for correctness, to trust and to be responsible for their own production in the target language. The teacher uses the students' errors as evidence of where the language is unclear to students and, hence, where to work.  Sound- color chart draws the students's attention and allows them to concentrate on the language, not on the teacher. Also, structured feedback is used to encourage to help another student when he or she is experiencing difficulty.    5- Desuggestopedia:  According to Lozanov, a relaxed but focused state is the optimum state for learning. In order to produce this relaxed state, suggestopedia suggests the use of music, a comfortable and relaxing environment.  The teacher is the authority in the classroom and in order to be successful students must trust and respect her. Students will retain information better from someone in whom they feel confident.  Errors are corrected gently, not in a direct, confrontational manner.  According to this method  these are the techniques that you can apply.   Role play which means that students are asked to pretend that they are someone else and to perform in the target language as if they were the person.    6- Community Language Learning:  This method advises teachers to consider their students as “whole persons” this means that teachers have to take into account not only their student's intellect, but also have some understanding of the relationship among students' feelings, physical reactions and desire to learn.  The teacher should be sensitive to students' level of confidence and students reflect upon what they have experienced.  Small groups activities believe students can learn from each other and can get more practice with the target language by working in small groups.    7- Total Physical Response:  Using this method, instructors give commands to students in the target language, and students respond with whole-body actions. This activity serves two purposes: it is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself.  Language learning is more effective when there is a funny environment and students will begin to speak when they are ready. Teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language.  Using commands as a technique is useful because students perform an action which was explained by the teacher and she or he can correct if the activity is correct.    8- Communicative Language Teaching:  Understanding occurs through active students interaction in the foreign language, teaching occurs by using authentic English texts, students not only learn the second language but they also learn strategies for understandings, importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons, using the new language in unrehearsed contexts creates learning opportunities outside the classroom.  The emphasis is on the process of communication rather than just mastery of language forms. Errors are tolerated and seen as a natural outcome of the development of communication skills.  The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meaning, and functions. They need to know that many different forms can often serve a variety of functions.  Some of the techniques which are applied in this method are: Authentic materials to native speakers of the target language. |