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Assignment: Methods Chart

**Method**: The Natural Approach

**Summary**: When teaching with the Natural Approach, a teacher’s focus is on building vocabulary and language skills in the target language. Students receive their instruction solely in this target language in order to reinforce learning as it is used naturally. This method is also called “The Direct Method” of language instruction. The emphasis on speaking and listening skills, as opposed to reading and writing. This method is complemented by the strategy of total physical response (TPR).

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| Method | Advantages | Disadvantages | Historical Context | Example | Role of the teacher |
| Natural& Direct Method | * Requires no translation/

interpretation* Based on the natural language development of young children. It is good for beginners.
* Lower affective filter for students.
 | This method is not well suited to teach the structure of English that is used in the development of reading and writing skills. | Developed by Tracy Dale Terrell and Steven Krashen | Using realia and teaching colors and fruits at the same time.  | Teacher is integral and instruction is completely immersive in the target language. |

**Method**: Audio- Lingual

**Summary**: The Audio-Lingual Method of language instruction is similar to the Natural Approach. Students learn through full immersion in the target language. The teacher uses direct instruction to present language, such as a sentence frame, where new words are substituted in the sentence frame to reinforce the learned language (with repetition) and increase the repertoire of vocabulary that students know and can apply in a natural setting.

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| Method | Advantages | Disadvantages | Historical Context | Example | Role of the teacher |
| The Audio-Lingual Method | * Similar to the Natural Method, the Audio-Lingual Method does not require any interpretation or translation.
* Students can quickly learn oral communication in the target language.
 | Students do not learn the language in a way that allows them to understand and process the language fully. Students must rely on the samples that have been learned.  | This method was based on theories of Leonard Bloomfield, and Behaviorist, BF Skinner, that theorized language could be taught through repetition. This method was utilized during WWII to provide servicemen stationed throughout the world with basic communication skills in their posted country. (Wikipedia contributors, 2024) | Put the book in the bag. Repeat.Replace “book” with “pen”.Put the pen in the bag.Repeat. | Teacher leads all instruction and models the target language.  |

**Method**: Grammar Translation

**Summary**: The Grammar-Translation Method of English instruction is to emphasize reading and writing in the target language, with less focus on using language in communication. Teachers provide most of the instruction in the student’s home language while instructing students on the correct translation of the English text. There is great importance placed on error correction and a student’s ability to translate a text from the target language to the home language. The student has less opportunity to practice communicating with the target language in this setting.

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| Method | Advantages | Disadvantages | Historical Context | Example | Role of the teacher |
| Grammar -Translation Method | Students learn to read and write in the target language.This method reinforces and improves a student’s reading/writing in the home language. | Students do not learn to practice the language in a natural way. There is much focus on error correction; this method would not work well for students who are anxious or fearful to take risks.  | This method is also known as the Classical Method and evolved from the ancient practices of Greece for learning foreign languages.(The Grammar-Translation Method (nd.), essay) | Students are instructed and assessed based on their translation of texts from the target language to the home language or vice versa. | The teacher sets the tone for the classroom and also provides consistent error correction.  |

**Method**: Desuggestopedia

**Summary:** Desuggestopedia is a concept that focuses on creating an environment that is comfortable, relaxed, and conducive to learning. The teacher decorates the classroom with bright colors, posters, or other décor that makes the students feel welcome, and that the environment is positive. The premise of Desuggestopedia is that by lowering a student’s anxiety in the learning environment the student’s learning is optimized.

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| Method | Advantages | Disadvantages | Historical Context | Example | Role of the teacher |
| Desuggestopedia | Helps students to overcome psychological barriers to learning. | Not all students will respond to this type of environment or practice. Focus on the environment and less focus on the skill. Students must trust the method for it to be effective.  | Created in the 1960s by psychiatrist Georgi Lazanov(Desuggestopedia. (n.d.). essay).  | Playing relaxing music, lowering lights, having comfortable seats and chairs.  | The role of the teacher is to create the environment that is inviting and conducive to learning.  |

Works Cited

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