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**DIDACTICS   
TOPIC: METHODS / TEACHING BY PRINCIPLES**

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| **METHODS** | **OBJECTIVES** | **TYPES OF ACTIVITIES** | **TEACHER’S ROLE** | **LEARNER’S ROLE** | **THE ROLE OF MATERIALS** |
| *GRAMMAR TRANSLATION METHOD* | **-**The focus was on grammatical rules, memorization of vocabulary, translation of texts,  -Taught to gain reading proficiency, | **-**Written exercise, translation of texts, drills, reading of texts. | **-**The teacher is the guide, the center and an all-knowing font of knowledge. | **-** students are participants and collaborative. | **-**Enable the learners to accomplish the purposes, to gaining the reading proficiency. |
| *DIRECT METHOD* | **-**The Direct Method suggest that second language learning should be more like first language learning: no translation between first and second language. | **-**Oral communication skills were built up in a carefully trade progression organized around question-and-answer exchanges between teacher and students in small, intensive classes | -The teacher conducts the class. Encourages students to use the target language. | -Participants, cooperative and collaborative. Students use the target language. | -Enable the teaching of new points through modeling and practice and, the concrete vocabulary through demonstration, objects and pictures. |
| *AUDIOLINGUAL METHOD* | **-**This method focus on how to learn oral communication or teaching someone how to speak the language, | **-**Mimicry drills, pattern practices, use of tapes, language labs, memorization of set phrases, dialogues, | **-**The teacher is the monitor. | - students are active participants, collaborative and cooperative. | -Develop oral and listening skills. |
| *COMMUNITY LANGUAGE LEARNING* | **-**To facilitate learning in a context of valuing each individual in the group. | - Translation of phrase, dialogues, drills, repetitions, | -A counselor, to center his or her attention on the clients( the students) and their need | - Active participants and cooperative, they are also facilitators, | **-**Develop students autonomy (independence) in the target language |
| *SUGGESTOPEDIA* | -Capitalize on relaxed a state of mind for maximum retention of material, | -Presentation of vocabulary, readings, dialogues, role plays, drama, recitation. | **-** The teacher is the guide and monitor, | - students are participants an collaborative, | - Provide a relaxed state of mind for retention of materials |
| *THE SILENT WAY* | -This method advocates less learning “ by being told” and more learning by discovering for oneself facts and principles, | Solving problems activities | -The teacher is a stimulator but not a hand-holder, who is silent much of the time. | -Learners cooperate with each other in the process of solving language problems. | -Use of rods to introduce vocabulary ( adjectives, verbs and syntax). |
| *TOTAL PHYSICAL RESPONSE* | -This method suggests that language associated with series of simple actions will be easily retained by learners, | Listening activities accompanied by physical responses. | -The teacher is the instructor. | - The students are collaborative and the actors, | -Facilitate the  Language learning through actions, |
| *THE NATURAL APPROACH* | -The goal of this method was to build the basic personal communication skills necessary for everyday language situations | -Listening to lectures, speaking in a classroom context, writing a research paper, commands, games, skits, and small-group work, | -The teacher is the source of the learners input and the creator of an interesting and stimulating variety of classroom activities. | -Student are relaxed participants and collaborative. | -Development of listening comprehension skills. |
| *COMMUNICATIVE LANGUGE TEACHING* | -Suggests a focus on all the components (grammatical, discourse, functional, sociolinguistic, an strategic) of communicative competence, | Dialogues, drills, rehearsed exercises and discussion ( in the first language) of grammar rules. | **-**Facilitator and guide, not an all-knowing font of knowledge. The teacher is an empathetic “ coach” who values the students’ linguistic development. | -students are active participants in their own learning process. They are cooperative and collaborative. | **-**Engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. |