

Third Edition

# Techniques & Principles in Language Teaching

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Ikke til hjemlån

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Method/Approach/Innovation	Language/Culture
Grammar-Translation	Literary language Culture: Literature and the fine arts
Direct Method	Everyday spoken language Culture: History, geography, everyday life of target language (TL) speakers
Audio-Lingual Method	Sentence and sound patterns
Cognitive Code Approach	Grammar rules
Silent Way	Unique spirit/melody
Desuggestopedia	Whole, meaningful texts; vocabulary emphasized
Community Language Learning	Created by a community
Comprehension Approach: Natural Approach, <i>The Learnables</i> , and Total Physical Response	Vehicle for communicating meaning; vocabulary emphasized
Communicative Language Teaching	Communicative competence Notions/functions
Content-based Instruction	Language is a medium
Task-based Language Teaching	Language is meaningful—useful for accomplishing certain tasks in the world
Participatory Approach	Political Not the property of native speakers of the language
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	
Technology in Language Teaching and Learning	Dynamic, ever changing

## Language Learning

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Table 15.1 C



Language Learning	Language Teaching
Exercise mental muscle.	Have students translate from target language (TL) texts to native language.
Associate meaning with the TL directly.	Use spoken language in situations with no L1 translation.
Overcome native language habits; form new TL habits.	Conduct oral/aural drills and pattern practice.
Form and test hypotheses to discover and acquire TL rules.	Do inductive/deductive grammar exercises.
Develop inner criteria for correctness by becoming aware of how the TL works.	Remain silent in order to subordinate teaching to learning. Focus student attention; provide meaningful practice.
Overcome psychological barriers to learning.	Desuggest limitations: teach lengthy dialogues through musical accompaniment, playful practice, and the arts.
Learn nondefensively as whole persons, following developmental stages.	Include the elements of security, attention, aggression, reflection, retention, discrimination.
Listen; associate meaning with TL directly.	Delay speaking until students are ready; make meaning clear through actions and visuals.
Interact with others in the TL; negotiate meaning.	Use communicative activities: information gaps, role-plays, games.
Learn language through engaging with meaningful content.	Teach language and content at the same time—have objectives and activities for both.
Learn by doing.	Engage in tasks with clear outcomes.
Learn from working on real-life issues of power.	Dialogue with students, pose problems, and problem solve.
Learn how to learn.	Teach learning strategies, cooperation; use a variety of activities that appeal to different intelligences/minds.
Language emerges through use. It is reshaped by experience.	Provide enhanced learning experiences in which students are more autonomous.

**Table 15.1** Comparison of different methods and approaches