

Appendix B Approaches and methods – an overview

	<i>Theory of language</i>	<i>Theory of learning</i>	<i>Objectives</i>	<i>Syllabus</i>
<i>Situational Language Teaching</i>	Language is a set of structures; related to situations.	Memorisation and habit formation.	To teach a practical command of the four basic skills. Automatic, accurate control of basic sentence patterns. Oral before written mastery.	A list of structures and vocabulary graded according to grammatical difficulty.
<i>Audiolingual</i>	Language is a system of rule-governed structures hierarchically arranged.	Habit formation; skills are learned more effectively if oral precedes written; analogy not analysis.	Control of the structures of sound, form and order, mastery over symbols of the language; goal; native-speaker mastery.	Graded syllabus of phonology, morphology and syntax. Contrastive analysis.
<i>Communicative</i>	Language is a system for the expression of meaning; primary function-interaction and communication.	Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.	Will include some/all of the following: structures functions, notions, themes, tasks. Ordering will be guided by learner needs.
<i>Total Physical Response</i>	Basically a structuralist, grammar based view of language.	L2 learning is the same as L1 learning; comprehension before production, is 'imprinted' through carrying out commands (right brain functioning) reduction of stress.	Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers.	Sentence-based syllabus with grammatical and lexical criteria being primary, but focus on meaning not form.
<i>The Silent Way</i>	Each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure are a key to the spirit of the language.	Processes of learning a second language are fundamentally different from L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial.	Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L2. Learner learn <i>how</i> to learn a language.	Basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.
<i>Community Language Learning</i>	Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence.	No specific objectives. Near native mastery is the goal.	No set syllabus. Course progression is topic-based; learners provide the topics. Syllabus emerges from learners' intention and the teacher's reformulations.
<i>The Natural Approach</i>	The essence of language is meaning. Vocabulary not grammar is the heart of language.	There are two ways of L2 language development 'acquisition' – a natural subconscious process, and 'learning' – a conscious process. Learning cannot lead to acquisition.	Designed to give beginners and intermediate learners basic communicative skills. Four broad areas; basic personal communicative skills (oral/written); academic learning skills (oral/written).	Based on a selection of communicative activities and topics derived from learner needs.
<i>Suggestopedia</i>	Rather conventional, although memorisation of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.	To deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding not memorisation.	Ten unit courses consisting of 1,200 word dialogues graded by vocabulary and grammar.

<i>Activity types</i>	<i>Learner roles</i>	<i>Teacher roles</i>	<i>Roles of materials</i>
Repetition, substitution drills; avoid translation and grammatical explanation; learners should never be allowed to make a mistake.	To listen and repeat, respond to questions and commands, learner has no control over content; later allowed to initiate statements and ask questions.	Acts as a model in presenting structures; orchestrates drill practice; corrects errors, tests progress.	Relies on textbook and visual aids; textbook contains tightly organised, structurally graded lessons.
Dialogues and drills, repetition and memorisation pattern practice.	Organisms that can be directed by skilled training techniques to produce correct responses.	Central and active teacher dominated method. Provides model, controls direction and pace.	Primarily teacher oriented. Tapes and visuals, language lab often used.
Engage learners in communication, involve processes such as information sharing, negotiation of meaning and interaction.	Learner as negotiator, interactor, giving as well as taking.	Facilitator of the communication process, participants tasks and texts, needs analyst, counsellor, process manager.	Primary role of promoting communicative language use; task-based materials; authentic.
Imperative drills to elicit physical actions.	Listener and performer, little influence over the content of learning.	Active and direct role 'the director of a stage play' with students as actors.	No basic text; materials and media have an important role later. Initially voice, action and gestures are sufficient.
Learner responses to commands, questions and visual cues. Activities encourage and shape oral responses without grammatical explanation or modelling by teacher.	Learning is a process of personal growth. Learners are responsible for their own learning and must develop independence autonomy and responsibility.	Teachers must a) teach b) test c) get out of the way. Remain impassive. Resist temptation to model, remodel, assist, direct exhort.	Unique materials: coloured rods, colour-coded pronunciation and vocabulary charts.
Combination of innovative and conventional. Translation, group work, recording, transcription, reflection and observation, listening, free conversation.	Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.	Counselling/parental analogy. Teacher provides a safe environment in which students can learn and grow.	No textbook, which would inhibit growth. Materials are developed as course progresses.
Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form.	Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication.	The teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose and orchestrate a rich mixture of classroom activities.	Materials come from realia rather than textbooks. Primary aim is to promote comprehension and communication.
Initiatives, question and answer, role play, listening exercises under deep relaxation.	Must maintain a passive state and allow the materials to work on them (rather than vice versa).	To create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention. Must exude authority and confidence.	Consists of texts, tapes, classroom fixtures and music. Texts should have force, literary quality and interesting characters.