Good afternoon everyone, we are Group 1 and let’s about approaches to teaching reading.   
  
There are, at least four distinctive approaches to the teaching of L2 reading: grammar-translation, comprehension questions, skills and strategies, and extensive reading. After brief descriptions of these approaches, current issues in L2 reading instruction will also be addressed.

Let’s start with

**Grammar-Translation Approach**

It is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.

In foreign language teaching environments (in contrast to second language teaching environments), oral use of a foreign language can be of less importance than a reading knowledge of that language.

In such cases, teaching the foreign language and teaching the reading of that language are often synonymous.

The first language is maintained as the reference system in the learning of the second language. Translation from one language to another plays a certain part in language learning. Next slide please.

**So how do we apply this approach in teaching reading?**

As a means of studying the foreign language, students may be taught to read texts written in the foreign language by translating them into the native language. A grammar-translation approach to the teaching of foreign language reading often takes the following form in the classroom:

* The teacher reads aloud a short passage in the foreign language while the students follow along in their textbooks. The teacher then reads the passage sentence by sentence, and the students read each sentence aloud after the teacher.
* This rereading is followed by an oral word-by-word, sentence-by-sentence translation by students. Meaning is taken at the sentence level with less attention paid to the meaning of the text as a whole. Meaning is also constructed via the native language, not directly from the foreign language.

**The method has two main goals:**

* to enable students to read and translate literature written in the target language, and
* to further students’ general intellectual development. Let’s proceed to the next approach

(In the Grammar-Translation Method, comparison between two languages helps students to have a better understanding of the meaning of abstract words and complicated sentences.)

Grammar-translation also suits cultures where the teacher is one who knows, but is not necessarily someone who has been trained to transmit that knowledge. Let’s proceed to the next approach

**Not Included  
Characteristics** of the approach:

* Stressed the literacy development (GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases (i.e., different words for different tenses) more effectively than a verbal teaching method.)
* Classes are taught in the mother tongue (with little use if the target language)
* Little or no attention is given to pronunciation.
* Reading of difficult texts is begun early.
* Long, elaborate explanations of the intricacies of grammar are given. (Systematic study of grammatical rules plays an important role in fostering students’ ability of producing grammatically correct sentences)
* Class activities or learning games are rarely necessary, often the only drills are exercises of translating text to another language directly.
* Teacher-centered (teachers who are not fluent in English, but fluent in the other language that the students primarily use, can teach English using this approach, as the emphasis is not on the spoken word but on translations.)

**Advantages**:

**For students**

* Students can learn vocabulary not only in the target language but also in their mother tongue.
* Reading and writing skills are excelled.
* It activates students´ memory.
* Learn the language without contact with native speakers. (the best method when starting to learn a new language) i personally like this approach since if i wanted to learn a new language i want to self-study the grammar first. I get very shy, and counter-productive when im learning with a native speaker of the target language. This works the best for me as a basic level of learning.

**For teachers**

* the method is easiest for teachers to use since does not require the teacher to be fluent in the target language.

**Disadvantages:**

* Poor listening and speaking.
* Lacks comprehension. Only able to translate word for word (Overemphasis on translation can never emancipate the learners from dependence on the first language.)
* Unnatural and Inaccurate Pronunciation
* GTM is not interactive and engaging for students**.**
* Extensive Memorization (Memorizing grammar rules and bilingual word lists does not motivate students to actively communicate in the target language.)
* Very little student-teacher interaction.
* Can't communicate with a native speaker of the TL (since in the Grammar-Translation Method, the texts are mostly taken form literary works. The language learned often doesn’t meet the practical needs of the learners.)

**As a student what approach do you want your teacher to use in teaching you writing. What do you think is the best approach to learn writing, para sa inyo as a feloow student pud**

**GTM principles:**

"The ability of communicating in the target language is not the goal"

* the students can ask the question in their native language and the teacher can answer in their native language and vice versa.

"Deductive application of rules"

* it is important for students to learn about the forms (grammar rules) of the TL
* grammar rules are presented with examples
* students are asked to apply the rules inti the examples given.

"Teacher's authority"

* it is important for students to get the correct answers.
* If the students answer incorrectly, the teachers will provide the correct answer.

"Memorization"

* Students are asked to memorize new words, grammatical rules, verb conjugation.

"Fill-in-the-blanks"

* Teachers give students with words missing
* Students should fill the blanks with new vocab or a particular grammar type.

"Use words in sentences."

* Students are asked to construct a sentence with the new word they learn from the text.
* This technique can show whether the students really understand the new word.

"Composition"

* Students are asked to write a composition using the TL
* The topic is based on some aspect of the reading passage.

**Demo/ Lesson Proper:**

**Adjectives**

Good morning class, before we start our lesson for today, who can remember what we tackled last meeting? Hmm? Anyone? Yes Avah.

"We have tackled about nouns mam"

And what is noun? Gabi?

"A noun is a person, place, physical “thing” or an idea."

Yess that's right. Who can give me an example? Just a quick review. Yes david?

"David!" very clever.

"A book." Correct. Book is a thing.

"Rizal park." Okay good.

It is good that everyone still remember nouns no? So today we're gonna discuss another part of the speech. Which is adjectives. and its types.

An adjective is defined as a word used to modify a noun. Ibig-sabihin ang adjectives kay mga pulong nga gigamit sa paghulagway sa nombre (noun), sa pronombre (pronouns), oh di kaha subject.

Ang adjective naay functions. What are its functions? Unsa may buhat sa adjectives?.

It allows us to describe color, tastes, shapes, sizes and a multitude of otherqualities. Sama sakong giingon ganiha. Ang adjective ang ga describe sa mga butang nga atong gakakita.

Pananglitan. "My hair is curly." Akong buhok kulot. Ang subject ana kay hair. Samtang ang adjective kay kulot. Kuha? Ngano man curly ang adjective? Tama kay ginadescrive niya ang subject ng hair.

Another example. "This book is thick" oh asa man ang subject?

Very good. Who can give me another example?

We have three types of adjectives.

Descriptive

* Give me an example that can describe a person

Now let's try to fill in the blanks

1. Ericka is \_\_\_\_\_\_
2. The ball is \_\_\_\_\_\_(shape)
3. The sky is \_\_\_\_\_\_\_(color)

Quantitative

Answers the questions "how much" and "how many"

For example.

1. I have three pens.
2. Jane has one dog.
3. Monika uses two erasers.

Demonstrative

* It describes "which" noun or pronoun you are referring to. It include the adjectives:

That used to refer to a singular noun far from you

Thoseused to refer to a plural noun far from you

This used to refer to a singular noun close to you

These used to refer to a plural noun close to you.

Since everyone pretty much unferstood the lesson. I wikl give an assignment.