

LANGUAGE TEACHING METHODS.

1-The Direct Method.

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

الطريقة المباشرة :

- . فيها يتم التدريس كاملا باللغة المستهدفة .
- . لا يسمح للمتعلم استخدام لغته الام .
- . لا يتم التطرق للقواعد بل يتم التركيز على النطق السليم .

2-Grammar-translation Learning.

is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. In this method, Translation takes place from English into native language. The focus is on written literary texts.

طريقة القواعد النحوية و الترجمة :

- . تكون بالترجمة من و الى اللغة المستهدفة .
- . يتم تدريس القواعد فيها للحفظ و التطبيق .
- . لا يتم التركيز على التحدث كثيرا .
- . التركيز في هذه الطريقة يكون على ادب اللغة المستهدفة .

3-Audio-lingual method.

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

طريقة الاستماع و التحدث :

- . قامت هذه الطريقة على نظرية : ان تعلم اللغة عباره عن اكتساب عادات .
- . فيها تدريب على المحادثات .
- . اللغة المستهدفة هي المستخدمة و يتم استخدام التحدث بها والاستماع قبل الكتابة .

4-The structural approach.

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

الطريقة البنائية :

- . تعلم اللغة عن طريق تعلم القواعد النحوية في ترتيب معين .

5-Suggestopedia.

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

التدريس بطريقة الإيحاء:

في النظرية : يتعلم المتعلم اللغة عندما يستقبلها بدون معوقات ذهنية .
و هنا : يوحى للمتعلمين ان تعلم اللغة سهل بالتالي يزول أي معوق.

6-Total Physical Response (TPR).

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

طريقة التجاوب الجسدي الكلي:

تؤكد على أهمية استيعاب المسموع .
و تكون بالاستجابة لأوامر بسيطة .

7-Communicative language teaching (CLT).

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

التدريس بالتواصل:

التركيز هنا على إتاحة الفرصة للمتعلم ليتعلم كيفية التواصل الجيد في بعض المواقف : بوضعه في مواقف مشابهه .
تبعاً لذلك منهج هذه الطريقة عباره عن مواقف أو أدوار ، و مفاهيم لاستخدامها في هذه المواقف .

8-The Silent Way.

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

الطريقة الصامتة:

لا تستخدم اللغة الام .
سميت بالصامتة لان المعلم فيها لا يتكلم كثيراً ، فيكون التركيز على كلام المتعلم .

9-The Natural Approach.

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

الطريقة الفطرية :

يوجد تشابه في تعلم اللغة الثانية مع تعلم اللغة الأولى.

لا يوجد تصحيح للأخطاء.

تكون بتعرض المتعلمين للغة .

10-The Lexical Syllabus.

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

المناهج المعجمية (مفردات):

تعلم **المفردات المفيدة** و المستخدمة بكثرة في اللغة .

تركز على الكلمات الأصلية .

11-Community Language Learning.

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

لغة المجتمع :

بناء روابط شخصية بين المعلم و المتعلم للتخلص مما يعيق التعلم .

استخدام اللغة الام بكثرة .

12-Immersion

This corresponds to a great extent to the situation we have at our schools. ESL students are immersed in the English language for the whole of the school day and expected to learn group subjects such as mathematics, sciences, humanities etc. through the medium of the target language, English. English Medium students who attend institutions find themselves in an immersion situation.

الغمر:

الغمر يكون بالتواجد في مكان يتحدث اللغة المراد تعلمها .

13-Task-based language learning.

The focus of the teaching is on the completion of a task which is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. This is the predominant method that can be adopted for ESL teaching and learning process effectively. The tasks area subsumed in a major topic that is studied for a number of weeks. In the topic of ecology, for example, students are engaged in a number of tasks culminating in a poster presentation to the rest of the class. The tasks include reading, searching the internet, listening to taped material, selecting important vocabulary to teach other students etc.

التعلم القائم على المهمة:

يقوم على إتمام المهمات المطلوبة .
قليل من تصحيح الأخطاء .

Quiz

1. First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect.

A-PPP

B-TTT

C-SSS

2. Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus.

A-the communicative approach

B-the audiolingual method

C-the grammar-translation method

3. Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.

A-the Silent Way

B-the communicative approach

C-immersion

4. The teacher only uses English, but the students can use English or their first language. The teacher does not correct mistakes when his students speak English. Students can start speaking English when they are ready.

A-the natural approach

B-task-based learning

C-the lexical syllabus

5. The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.

A-the communicative approach

B-the audiolingual method

C-total physical response

6. ESL students at the school take part in class and school activities with native English students their own age.

A-task-based learning

B-community language learning

C-submersion

7. First, students learn how to say words properly. Next, they learn to read and write. They use colour charts and rods to help with the pronunciation of sounds. Teacher talking time is minimal.

A-community language learning

B-the Silent Way

C-the colour method

8. The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

A-the direct approach

B-total physical response:

C-the natural approach

9. First the teacher finds a way for the students to engage with a subject emotionally. Then students focus on studying the construction of the target language. Then learners activate what they learned through engaging activities.

A-ESA

B-the natural approach

C-the audiolingual method

10. The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.

A-the inductive approach

B-the deductive approach

C-the reductive approach