# Language teaching methodologies

**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.

**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.

**Audio-lingual**

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. This approach to language learning was similar to another, earlier method called the [direct method](https://en.wikipedia.org/wiki/Direct_method_%28education%29).[[*citation needed*](https://en.wikipedia.org/wiki/Wikipedia%3ACitation_needed)] Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn’t focus on teaching [vocabulary](https://en.wikipedia.org/wiki/Vocabulary). Rather, the teacher drilled students in the use of [grammar](https://en.wikipedia.org/wiki/Grammar).

**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.

**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.

**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.

**Task-based language learning**

The focus of the teaching is on the completion of a task which in itself 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 in middle school ESL teaching at Frankfurt International School. The tasks are 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.)

Sources:  Willis, D. (1990) The Lexical Syllabus. Collins Cobuild

**Project work**

Project Work is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process, which enhances students’ knowledge and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelong learning and the challenges ahead.

See Thai version. Khajit Foythong (2006) Project Work in English.

**1. Oh we charge**

Oh we charge to the left, and we charge to the right,

And we walk and we walk, and we walk all night.

On the heel to the toe, and a haft way round.

On the heel to the toe, and a new friend’s found.

**2. Chinese boxing**

A big melon

Cut the left, cut the right

You take one half

I take another….**Ah….!!**

Huang Ho River

Comes from the heaven

Passing my house

I take them all…**Ah…!!**