## English language teaching methods and approaches

**Title of the resource:** General approaches information.

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

**Why is this resource useful?**

To understand the different teaching approaches, it is a main question to know that they are classified into four theoretical orientations.

**Description of the resource**

1. Structural: The language is reduced to a set of blocks. The learning guide is a series of rules that can be memorized and show students how to combine basic elements. Grammar textbooks are the principal resource to teach.
2. Cognitive: It´s centred on how a student learns English. As it is considered that language is a conscious, rational and information- processing event, these orientations are focused on beneficial techniques, strategies and sequencing for teaching English.
3. Psychological: It´s focused on learner motivation and predisposition, so it offers approaches about teacher- students dynamics or stress levels.
4. Functional/ Communicative: This orientation establishes that it is more important to emphasize the spoken language than the written one. This changes totally the types of activities and materials used to teach the foreign language. For example, it is commonly to develop question- answer real interactions.

After that, it must be considered that each activity may not fall neatly into one category. It may blend two or more of these categories. In fact, you might adopt one approach and add elements of other approach if you want to.

**Title of the resource:** Grammar-translation Approach

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=RCLM7ZXp2nc>

**Why is this resource useful?** The Grammar- translation Approach is best to read/write the target language and in foreign language could be useful to begin to learn English.

**Description of the resource**

This approach is the classic way of teaching language. It was used to teach a target language to native students in other languages and it was applied to English Foreign Language. It consists on giving rules and exceptions to these rules to students. In short,

grammar and vocabulary are memorized, regardless of the context.

**Title of the resource:** TheDirect Approach or Anti- grammatical Method.

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=KarBHbU2ULs>

**Why is this resource useful?** This method allows students to learn the language without memorizing and in a contextualized environment, this means to teach the language in a useful and real way.

**Description of the resource**

It´s a response to the Grammar- translation school and this time, the emphasis is on the spoken language and the development of oral skills instead of the written ones. Students learn grammar by the repeated exposure to spoken language. For example: pantomiming, flashcards, question- answer patterns or role playing. In this case, there is not grammar drills or analyses of written sentences, but there are words and structures to listen for becoming more familiar with. Besides, only the target language is used in class so, teacher explains concepts to students only in English.

**Title of the resource:** Reading approach.

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=6DSNjHfbMhs>

**Why is this resource useful?** Because it is oriented to one specific type of student.

**Description of the resource**

In this occasion, this approach is for a specific type of language learner: the student that never intends to interact with native speakers. An example could be an expert that wants to learn English only to understand foreign important researches. For this reason, he or she requires only the reading comprehension skill. In this sense, the grammar must be taught oriented to understanding a piece of reading. This approach has structural and functional orientation.

**Title of the resource:** Communicative Approach

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=fFKKkLkBcn0>

**Why is this resource useful?** To teach students who know the different ways of conjugating a verb but fail in constructing a coherent communicative message.

**Description of the resource**

This time, the approach is based on interactive activities, so, the teacher must give the students opportunities to give and receive meaningful communication. For example: to allow students to introduce themselves, to talk about their hobbies or about their life. On the whole, it means giving them a contextualized task that they can only complete by using the English language, feeling the same than a native speaker.

**Title of the resource:** Community Language Learning.

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=4e9nBLgp-Mw>

**Why is this resource useful?** It is useful to enhance cooperation and group work in a class.

**Description of the resource**

In this approach, the whole class learns together and the teacher is only a guide and a counsellor. In many cases, students must sit down in circle and decide what they want to talk about. If some student does not know how to say something, the teacher will act as a facilitator, so, he or she will say him or her how to say it. Each student intervention will be recorded and after that, used to be transcribed to learn things about the grammar, vocabulary or content that have been developed during the conversation.

**Title of the resource:** Functional- notional Approach.

**URL:** <https://www.fluentu.com/blog/educator/language-teaching-approaches/>

<https://www.youtube.com/watch?v=TzXY1m_UrJo>

**Why is this resource useful?** Students learn on base of their near context and the English language is structured fields that they know.

**Description of the resource**

It affirms that people talk because they need to communicate something, and they also communicate things through non-verbal communication. In addition, we speak with verbs, nouns pronouns, adjectives to express notions (concepts) and functions (to inform, persuade agree or request). The teacher must adapt the contents that he or she teaches to the age and notions they deal with. For example, to teach young kids, the teacher might focus on how to communicate with daddy and mommy or friends, it means, to teach them social phrases: please, may I borrow, thank you… To sump up, teach them on base of their near context.



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