

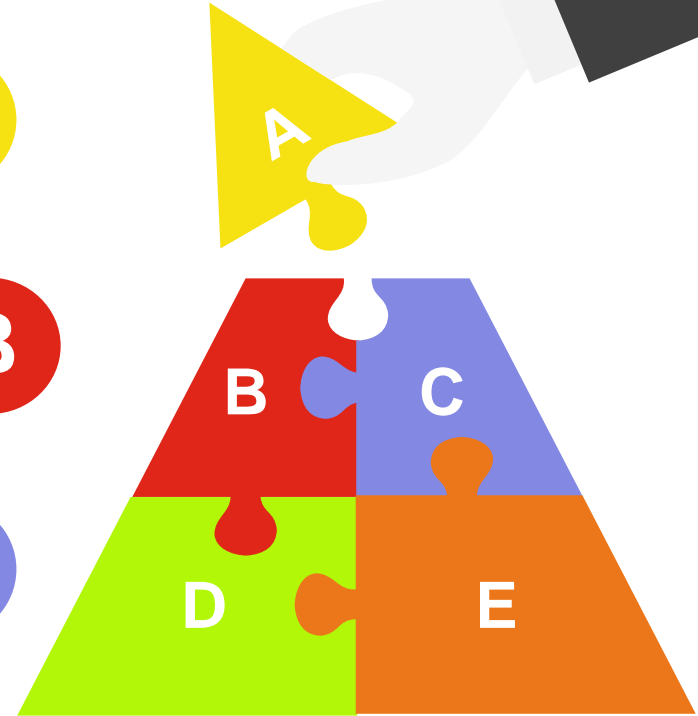
# TEACHING LOW-LEVEL STUDENTS

By Nantiya Unnahasuttiyanon and Suwimon Maliwan

**AN OVERVIEW OF  
APPROACHES AND METHODS  
IN TEACHING ENGLISH  
AS A FOREIGN LANGUAGE**

**INDIVIDUAL  
DIFFERENCES**

**HOW TO TEACH LOW  
LEVEL STUDENTS**





# APPROACHES AND METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

# Presentation Outline

**Approaches, methods,  
procedures, and  
techniques**



**A**

**Grammar Translation Method**  
**The Direct Method**



**B**

**The Natural Approach**  
**Audio-Lingual Method / Oral Situational**



**C**

**Total Physical Response**  
**Presentation, Practice, and Production**



**D**

**The Silent Way**  
**Suggestopedia**



**E**

**Community Language Learning**  
**Communicative Language Teaching**



**F**

**Content Based**  
**Task Based**



**G**

**Cooperative Learning**  
**Multiple Intelligences**





Approaches,  
methods, procedures,  
and techniques

01

An approach refers to the general assumptions about what language is and about how learning a language occurs (Richards and Rodgers, 1986).

- ❑ The theory of language
- ❑ The theory of learning.

An approach to language teaching describes:

**Approach**

- The nature of language,
- How knowledge of a language is acquired,
- And the conditions that promote language acquisition.

02

**A method is a practical implementation of an approach. It includes decisions about:**

- **The particular skills to be taught,**
- **The roles of the teacher and the learner in language teaching and learning,**
- **The appropriate procedures and techniques,**
- **The content to be taught,**
- **And the order in which the content will be presented.**

**Method**

- **syllabus organization**
- **choices of the materials**
- **the means to assess learners and evaluate teaching and learning**

03

Jeremy Harmer (2001) describes 'procedures' as "an ordered set of techniques." They are the step-by-step measures to execute a method.

*In the grammar-translation method: start by explaining the grammar rules and exemplifying these rules through sentences that the students then had to translate into their mother tongue.*

## Procedures

According to Harmer, a procedure is "smaller than a method and larger than a technique."

04

Techniques are parts and parcels of procedures.

*For instance, when using videos, teachers often use a technique called “silent viewing” which consists of playing the video without sound and asking students to figure out what the characters were saying.*

## Techniques

- actual moment-to-moment classroom steps that lead to a specified outcome.
- an exercise or just any activity that you have to do to complete a task.

# Grammar Translation vs. Direct Method

## **The Grammar Translation Method:**

- 1. Maintains close association between the foreign language and the mother tongue**
- 2. Lays emphasis on speech**
- 3. Follows the adult's natural way of learning a language**
- 4. Teaches the language by 'rule' and not by 'use'**
- 5. Teaches formal grammar from the very beginning**

## **The Direct Method:**

- 1. Avoids close association between the second or foreign language and the mother tongue**
- 2. Lays emphasis on speech**
- 3. Follows the child's natural way of learning a language**
- 4. Teaches the language by 'use' and not by 'rule'**
- 5. Does not favor the teaching of formal grammar at the early stage**

# THE NATURAL APPROACH

- + Krashen and Terrell
- + Emphasis on exposure rather than practice
- + Designed to develop basic communication skills - both oral and written

*1. Basic personal communication skills: oral (e.g., listening to announcements in public places)*

*2. Basic personal communication skills: written (e.g., reading and writing personal letters)*

*3. Academic learning skills: oral (e.g., listening to a lecture)*

*4. Academic learning skills: written (e.g., taking notes in class)*

# SIMILARITIES

Natural  
method

- **Develop basic communication skills**
- **Students listen to teacher**
- **Teacher uses pictures and occasional native language**
- **Just above current level of proficiency**
- **Low affective filter**

Direct  
method

# AUDIOLINGUALISM (U.S.)

Skills are sequenced (L, Sp, R, Wr)

Grammar is sequenced;  
rules taught indirectly

Accurate pronunciation  
is emphasized early

Mimicry and memorization  
reflect that language  
learning is habit formation

Vocabulary is very limited  
initially

Begin lessons with  
dialogues

Effort is made to prevent  
errors

Language manipulated  
with minimal attention to  
meaning or context



# ORAL-SITUATIONAL APPROACH (U.K.)

**Spoken language is primary**



**Lg. is practiced orally before any**  
reading or writing occurs



**Only the target language**  
should be used

**The most useful and general**  
vocabulary is taught



**Grammar is sequenced:**  
simple to complex



**New vocabulary and grammar**  
are introduced and practiced  
**in situations**  
(post office, bank, dinner table, etc.)





Teaches  
language  
through physical  
(motor) activity.

Reduces learner  
stress and creates  
a positive mood  
by involving  
game-like  
movements

Establishes  
a memory  
connection

Grammar is  
taught  
inductively  
Learners primary  
role is listeners  
and performers

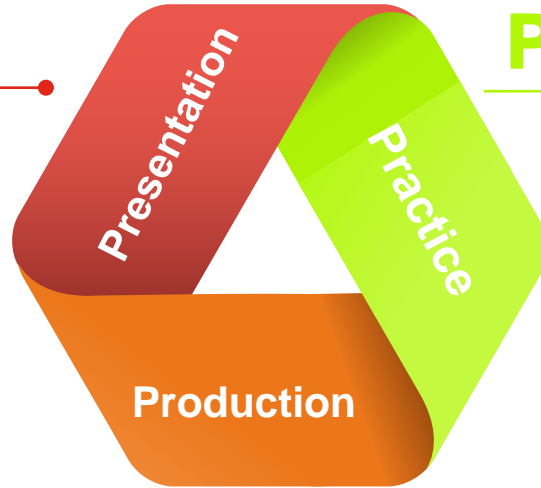
**Total Physical Response**

# Presentation, Practice, and Production

A variation on Audio-lingualism, often referred to as PPP

## **Presentation**

Teacher introduces a situation which contextualizes the language to be taught.



## **Practice**

Students practice the target language using accurate reproduction techniques.

## **Production**

Students use the target language and make sentences of their own.



# THE SILENT WAY

**Caleb Gattegno: “to teach means to serve the learning process rather than to dominate it.”**

**Teacher begins with something the students already know.**

**Teacher points and gestures**

**Silence is a tool: the teacher only speaks when necessary**

**Students develop their own criteria for correctness**

**The elements of the language are introduced logically**

# Suggestopedia or Desuggestopedia

Created by  
Georgi Lozanov

classroom decoration,  
furniture, arrangement of  
classroom

Use of music

Teacher is  
authoritative figure

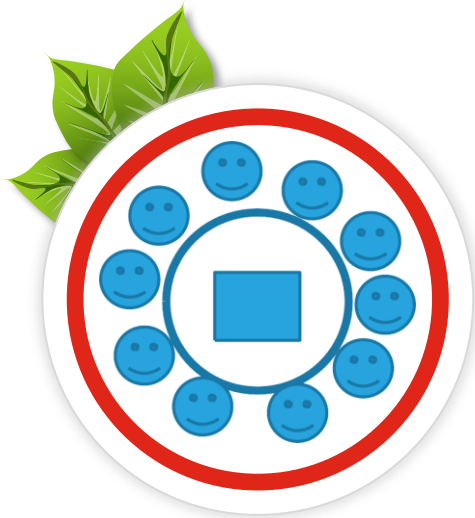
Varying tone and rhythm of  
material, dramatizing and  
emotionalizing gives meaning  
to linguistic material.



1. Introduction
2. Concert session
3. Elaboration
4. Production

# Community Language Learning

Charles Curran



Students and teachers work together in a team effort creating a supportive classroom community, which lowers anxiety for learners

Teachers support students in a threatening manner and must understand and be sensitive to students fears

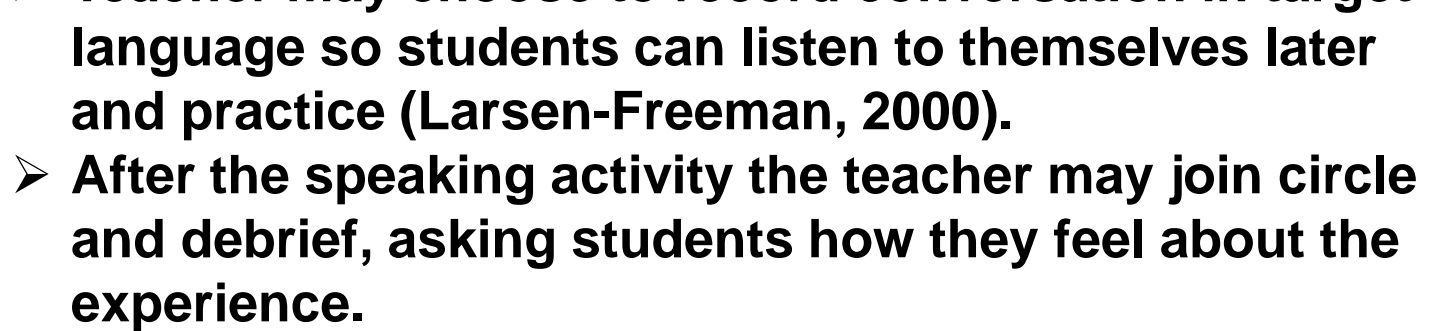
Language is for communication, so having conversations is important.



KNOWER

The diagram shows a central blue circle with a white square in the middle containing the text 'Tape recorder'. Surrounding this central circle are twelve smaller blue circles, each containing a simple smiley face. A line extends from the top of the central circle to a red oval at the top left of the slide containing the word 'KNOWER'.

## A classroom using Community Language Learning

- Students sitting in circle with teacher on the outside. Students chose topic of conversation and says something in first language which teacher translates into target language, which students then repeat. Students continue dialogue or conversation which teacher continues to translate (Brown & Lee, 2015).
  - Teacher may choose to record conversation in target language so students can listen to themselves later and practice (Larsen-Freeman, 2000).
  - After the speaking activity the teacher may join circle and debrief, asking students how they feel about the experience.
- 
- A decorative border at the bottom of the slide features a row of sharpened colored pencils in various colors including red, yellow, green, and purple.

# COMMUNICATIVE LANGUAGE TEACHING

Emphasizes fluency and meaning in concrete terms

01

a variety of conversational contexts

02

Students express opinions and ideas

03

Social context for communication in cooperative groups or pairs

04



Teacher is facilitator

05

Listening of authentic communication

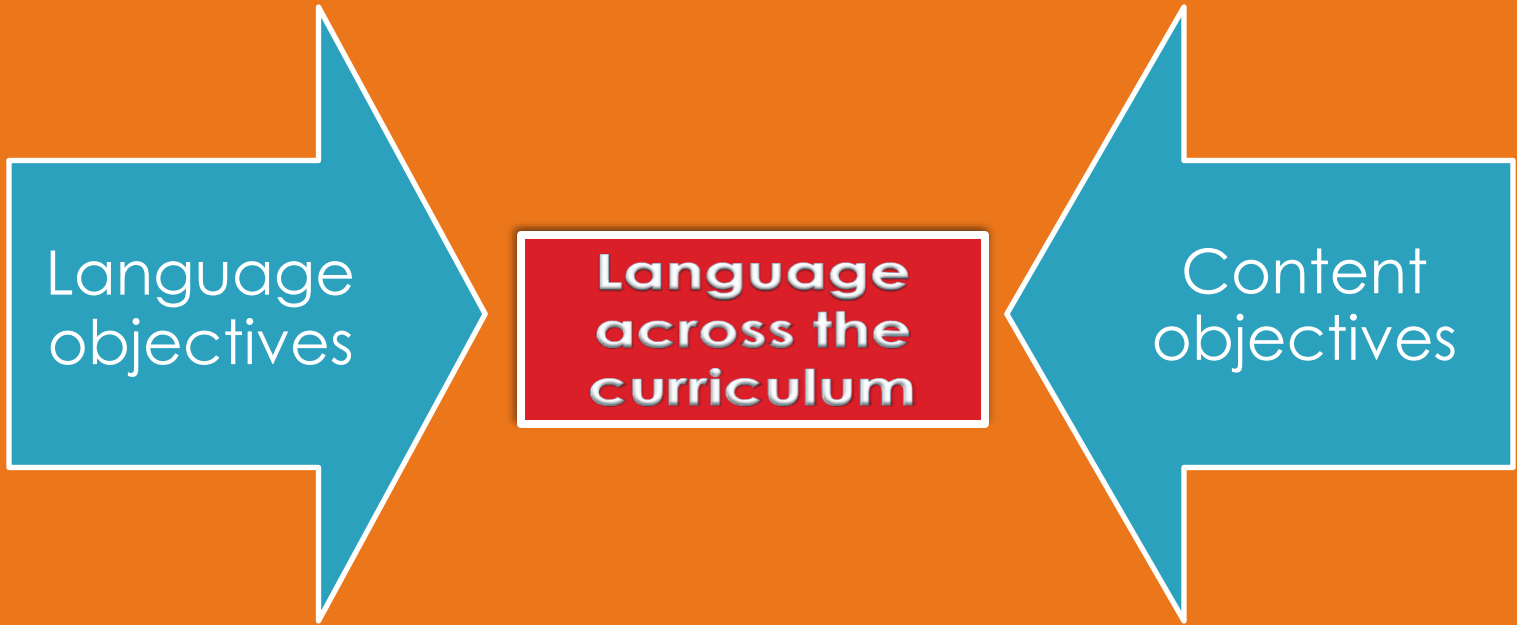
06

Grammar and vocabulary learned in situational context

07

# CONTENT-BASED

CONTENT-BASED



# Task-based learning (TBL)

The key assumptions of task-based instruction are summarized by Feez (1998: 17) as:



**Focus on process rather than product.**



**activities and tasks emphasizing communication and meaning.**



**Learners interact communicatively and purposefully**



**Activities and tasks for real life or pedagogical purposes**



**Activities and tasks sequenced according to difficulty.**



**The difficulty of a task depends on a range of factors**

# Cooperative Language Learning (CLL)

- ❑ part of a more general instructional approach also known as Collaborative Learning (CL)
- ❑ an extension of Communicative Language Teaching



**From the perspective of second language teaching, McGroarty (1989) offers six learning advantages for ESL students in CLL classrooms:**

**1. increases frequency and of second language practice**

**2. supports cognitive development and language skills**

**3. integrates language with content-based instruction**

**4. a greater variety of curricular materials**

**5. freedom for teachers to master new professional skills**

**6. students act as resources for each other**



# Multiple Intelligences

Gardner posits eight native “intelligences,” which are described as follows:

- 
- 1. Linguistic:**  
the ability to use language
  - 2. Logical/mathematical:**  
the ability to think rationally
  - 3. Spatial:**  
the ability to form mental models of the world.
  - 4. Musical:**  
a good ear for music
  - 5. Bodily/kinesthetic:**  
having a well-coordinated body
  - 6. Interpersonal:**  
the ability to be able to work well with people
  - 7. Intrapersonal:**  
the ability to understand oneself and apply one's talent successfully
  - 8. Naturalist:**  
the ability to understand and organize the patterns of nature

# Create activities that draw on all eight intelligences

TABLE 1. TAXONOMY OF LANGUAGE-LEARNING ACTIVITIES FOR MULTIPLE INTELLIGENCES

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## Linguistic Intelligence

lectures	student speeches
small- and large-group discussions	storytelling
books	debates
worksheets	journal keeping
word games	memorizing
listening to cassettes or talking books	using word processors
publishing (creating class newspapers or collections of writing)	

## Logical/Mathematical Intelligence

scientific demonstrations	creating codes
logic problems and puzzles	story problems
science thinking	calculations
logical-sequential presentation of subject matter	



## Spatial Intelligence

charts, maps, diagrams  
videos, slides, movies  
art and other pictures  
imaginative storytelling  
graphic organizers  
telescopes, microscopes  
visual awareness activities

visualization  
photography  
using mind maps  
painting or collage  
optical illusions  
student drawings

## Bodily/Kinesthetic Intelligence

creative movement  
Mother-may-I?  
cooking and other “mess” activities  
role plays

hands-on activities  
field trips  
mime



## Musical Intelligence

playing recorded music  
playing live music (piano, guitar)  
music appreciation  
student-made instruments

singing  
group singing  
mood music  
Jazz Chants

## Interpersonal Intelligence

cooperative groups  
peer teaching  
group brainstorming

conflict mediation  
board games  
pair work

## Intrapersonal Intelligence

independent student work  
individualized projects  
options for homework  
inventories and checklists  
personal journal keeping  
self-teaching/programmed instruction

reflective learning  
journal keeping  
interest centers  
self-esteem journals  
goal setting





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