


APPROACHES

Discussion

Tell your partners about your speaking activity.

- **Accuracy** ○ Focus on form, mistakes and structure more than on meaning
- **Facilitator** ○ A guiding, assisting, learner-centered role of a teacher
- **Aspect** ○ Continuous, Perfect
- **Schemata (Activate)** ○ Background knowledge of SS. (What do we do with it.)
- **Interaction pattern** ○ S-S, T-SS, SS-SS etc The ways in which students work together in class.
- **Function** ○ The reason or purpose for communication.
 - When a teacher asks careful questions to get students to give an answer, dragging it out of them.
- **Eliciting**
- **Shwa** ○  The
- **Concept Checking Questions** ○ Questions asked by the teacher to make sure that a student has understood the meaning of new language

- **Systems lesson** ○ Lessons focusing on form: Grammar, Vocabulary and Phonetics
- **Jigsaw reading** ○ A text divided into two or more parts. SS have to listen/read their part, then share their information with other students in order to complete the task.
- **Skimming** ○ Looking through the text to get the gist.
- **Information gap** ○ An activity in which SS work in pairs or groups. they are given different info and to complete the task, they have to find out the missing parts from each other.
- **Feedback** ○ To tell students how well they are doing.
- **Warm-up** ○ An activity that used at the beginning of a lesson to give the class more **energy**.
- **Lead-in** ○ The activity to prepare students to work on a main task. An introduction to the topic.
- **Fluency** ○ The use of connected speech at a natural speed without hesitation, repetition or self-correction. More attention is given to the communication of meaning.

Terms

Group	Terms
TEACHING APPROACHES	TBL (Task-based Learning) TPR (Total Physical Response) TTT (Test Teach Test) Guided Discovery PPP (Presentation Practice Production)
SKILLS DEVELOPMENT	Oral Fluency Process Writing Listening for gist Intensive reading Skimming and Scanning
TASKS AND ACTIVITIES	Information gap Role play Brainstorming Jigsaw reading Find someone who
LESSON PLAN COMPONENTS	Aims Time Anticipated problems Interaction patterns Procedure
LESSON PLAN STAGES	Warmer Lead-in Controlled practice Free practice Feedback

Which word is missing?

Eliciting
What is it?

Technique

Approach

Method

Method

Procedure

Procedure

Approach

Technique

Approaches

Learning outcomes

By the end of this session you will be able to:

- ✓ Differentiate between the most popular approaches and methods;
- ✓ Build up lessons basing on the structure and principles of each approach.

Fill in the following table:

Approach/Method	Main principles	Procedure	Example task	Advantages +	Disadvantages –
1.					
2.					
3.					
4.					
5. TPR	Movement, action, no L1	SS do what T says	Movement songs, poems, Simon says	Kinaesthetic, no L1 agent, motivating	Only certain set of words, mostly primary

Finish up the sentences:

- ⦿ If you won a lot of money...
- ⦿ If it never rained...
- ⦿ If you had 2 months' holiday...

- ⦿ If I were invisible...
- ⦿ If I knew how to fly...
- ⦿ If I had a million dollars...
- ⦿ If I did my homework all right...
- ⦿ If I were a teacher for a day...
- ⦿ If I played in the NBA...

What is the approach?

- TTT (Test Teach Test)

- Stages:

- I. **Test** (to see what learners know and create a need for the target language)
- II. **Teach** (present the language and analyze it)
- III. **Test** (practice using the target language):
 - a) the same structure
 - b) extra examples (possibly more creative)

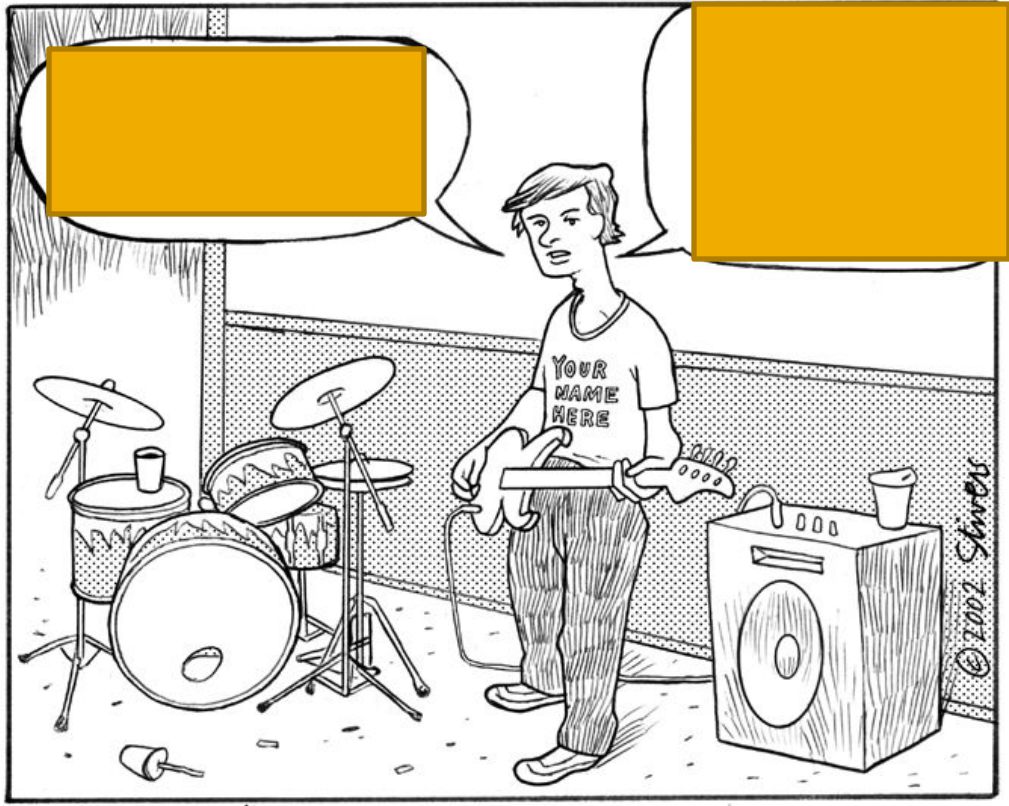
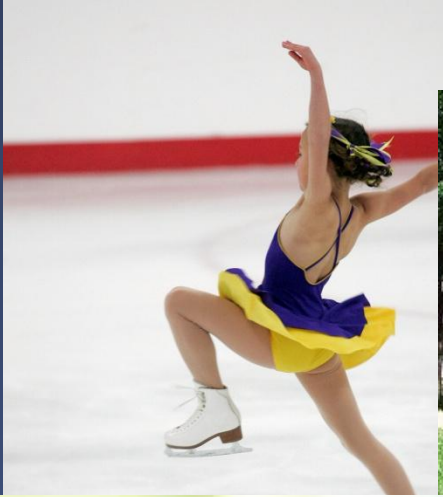
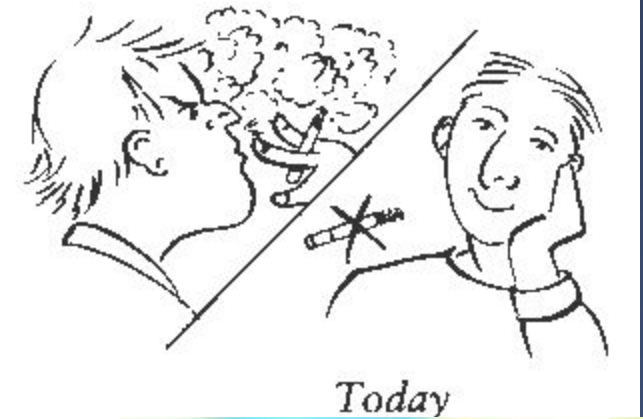
What is the approach?

- [Utopian Society](#) 1:37
- TBL (Task-based Learning)
 - 1. Pre-task
 - 2. Task cycle
 - 3. Post task

What is the approach?

- **Guided Discovery**
 - **1. Give a task.**
 - **2. Make SS discover the rules.**
 - **3. Give another exercise.**

A few years ago



What is the approach?

- PPP (Presentation Practice Production)
- Aim: to present and practice the *target language* 'used to'
- Stages:
- I. Context setting. (Lead-in)
- II. Presentation.
 - > elicitation of the example
 - > modelling
 - > pronunciation drill
 - > *concept checking questions*
 - > writing the model down on the board
 - > grammar analysis
- III. Controlled Practice.
- IV. Production.
- V. Feedback.

Take a Reflection break...

**THANK YOU FOR YOUR
PARTICIPATION!!!**