

Drag the methods and/or approaches and drop them in their corresponding description.

The Grammar-Translation Method The Audio-Lingual Method Communicative Language Teaching (CLT)
Total Physical Response (TPR) Community Language Learning (CLL) The Natural Approach
Task-Based Learning (TBL) The Silent Way Person-Centered Approaches Lexical Approaches
Dogme

Scott Thornbury's proposed back-to-basics approach. Teachers aim to strip their craft of unnecessary technology, materials and aids and get back to the fundamental relationship and interaction of teacher and student in class.

1. _____

A method devised by Dr J. Asher, mainly useful with beginner and lower-level students. Learners listen to instructions from the teacher, understand and do things in response, without being required to speak until they are ready (see page 281).

2. _____

It is based on beliefs that learners will learn best if they participate in meaningful communication.

3. _____

Although based on largely discredited theory, the techniques and activities continue to have a strong influence over many classrooms. It aims to form good habits through students listening to model dialogues with repetition and drilling but with little or no teacher explanation.

4. _____

Devised by Stephen Krashen, this is a collection of methods and techniques from many sources, all intended to provide the learner with natural comprehensible language so that the learner can pick up language in ways similar to a child learning their first language.

5. _____

Devised by Caleb Gattegno, this method requires the learner to take active ownership of their language learning and to pay great attention to what they say. Distinctive features include the relative restraint of the teacher (who is not completely silent!) and the use of specially designed wallcharts. The use of Cuisenaire rods in mainstream ELT arose from this method.

6. _____

Any approach that places learners and their needs at the heart of what is done. Syllabus and working methods will not be decided by the teacher in advance of the course, but agreed between learner and teacher.

7. _____
Proposed by Michael Lewis and Jimmie Hill. On the back of new discoveries about how language is really used, especially the importance of lexical chunks in communication, proponents suggest that traditional present-then-practise methods are of little use and propose a methodology based around exposure and experiment.

8. _____
A method based around use of the learners' first language and with teacher help in mediating. It aims to lower anxiety and allow students to communicate in a more genuine way than is typically possible in classrooms (see page 309).

9. _____
Much traditional language teaching in schools worldwide used to be done in this way, and it is still the predominant classroom method in some cultures. The teacher rarely uses the target language. Students spend a lot of time reading texts, translating them, doing exercises and tests, writing essays. There is relatively little focus on speaking and listening skills.

10. _____
A variant of CLT (see above) which bases work cycles around the preparation for, doing of, and reflective analysis of tasks that reflect real-life needs and skills.

11. _____