What are the goals of teachers using the GTM?

Developing the ability to read target language literature. Learning grammar rules and vocabulary in the target language. Studying a foreign language provides students with good mental exercise.

What are the characteristics of the teaching/learning process?

Translation from one language to another.

Deductive study of the grammar: rules first, followed by practice of rules.

Memorisation of the native language equivalents for target language vocabulary words.

How is evaluation accomplished?

Written tests focusing on translation from the native language to the target language. Questions about the target culture. Questions on the application of the grammar rules of the target language.

What are some characteristics of teaching/learning process?

Demonstrate the meaning by using realia, pictures, or gesture (no translation).

The syllabus is based on situations or topics. (as if students were in real situations).

Grammar is taught inductively, no explicit grammar rule.

What are the techniques used in the audio-lingual method?

Students take turns reading. At the end of each student’s turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning clear. Teacher asks students to write a paragraph in their own words relying on their memory or they can use the reading passage in the lesson as a model.
What are some characteristics of the teaching/learning process in the Audio-bilingual method?

- New vocabulary and structural patterns are presented through dialogs.
- The dialogs are learned through imitation and repetition.
- Drills are conducted based upon the patterns presented in the dialog.
- Students' successful responses are positively reinforced.
- Grammar is induced from the examples given; explicit grammar rules are not provided.
- Cultural information is contextualised in the dialogs or presented by the teacher.
- Students’ reading and written work is based upon the oral work they did earlier.

What areas of language are emphasised? What language skills are emphasised?

- Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns.
- The natural order of skills presentation is: listening, speaking, reading, and writing.
- What students write, they have first been introduced to orally.
- Pronunciation is taught from the beginning.

What is the role of the students’ native language?

The target language is used in the classroom not the students’ native language. A contrastive analysis between the students’ native language and the target language will reveal where a teacher should expect the most interference.

How does the teacher respond to students errors?

Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say. Errors are to be corrected immediately.
What are the principles of the Silent Way?

The teacher should start with something the students already know and build from that to the unknown. Language is not learned by repeating a model. Students have to develop their inner criteria (perception, awareness, cognition, imagination, intuition, creativity…) for correctness. Students are intelligent and learn the new language with their experience. The teacher should give help when necessary. Students can learn from one another. The teacher’s silence encourages group cooperation. Teachers’ silence free them to closely observe the students’ behaviour and helps to foster learners’ autonomy. If teachers praise or criticise students, they will be less self-reliant. Gestures help in pointing out errors for students. Language is for self-expression. Teacher can gain valuable information from students’ feedback. Some learning takes place naturally as we sleep. Students will naturally work on the day’s lesson.

What areas of language are emphasised? What language skills are emphasised?

Pronunciation is worked on from the beginning and students have to acquire the melody of the language. Focus on the structures of the language. All four skills are worked on from the beginning of the course.

What are the techniques used in the Silent way?

Sound-colour chart:

- The colour chart can draw students’ attention.
- Colour chart can remind students what they learned and what they yet need to learn.

Teacher’s silence:

- Teacher gives help, and then is silent.
- Teacher sets up a situation for language structure.

Peer correction:

- Students are encouraged to help each other.
- Their help is based on cooperation, not competition.
- Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it.
- Rods are used to teach colours, numbers, and statements with prepositions and conditionals.
The teacher can use rods to represent each word in a sentence or to elicit the sentence from the students.