

Methods of the 70's and Early 80's

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M2 S3

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1/Community Language Learning

- This method takes into consideration the affective aspect of the learner and considers it as a very important factor in the learning process.
- Learners are viewed as a group in need of counselling.
- The teacher's role is that of a counsellor or a guide who helps learners interact with him in an interpersonal relationship which aims at valuing each member in the classroom.

- The nature of this teacher/learner relationship allows learners to reach a state of relaxation where they lower the defenses that hinder communication with the teacher.
- The teacher is a guide who centers his attention on learners' needs.
- Learners tend to choose a topic for discussion by themselves. During discussions, the teacher explains new notions.

Advantages

- Within this method, learners benefit from being given a chance to determine the type of conversation to be maintained i.e teachers encourage learners to take **responsibility** of their own learning where they are granted a chance to enjoy **discussions** about **self selected** topics of their **own interest**.

Disadvantages

- In this method, the teacher's directions are mandatory. Learning might not be maintained if the teacher is not directive.

2/The Silent Way

- Developed and described by Dattegno 1963 in his book « Teaching Foreign Languages in Schools: The Silent Way»
- It is a teaching method in which the teacher is silent most of the time. His role is to, rarely, intervene through modeling language for learners.

Rationale

- The silent way was a problem-solving method
- Its main rationale is that learners should become autonomous and responsible for their own learning through being involved in a process of solving different life problems.
- It also emphasises the idea that learners learn best when they discover and construct new knowledge by themselves instead of repeating what their teachers present.

- In this method, learners are invited to cooperate with peers for the sake of solving language related problems.
- The method emphasizes learner autonomy and active student participation. Silence the teacher's part on is used as a tool to achieve this goal;
- the teacher uses a mixture of silence and gestures to focus students' attention, to elicit responses from them, and to encourage them to correct their own errors.
- Pronunciation is seen as important, with time spent on improving pronunciation as needed in each lesson.

- Translation and rote repetition are avoided, and the language is practiced in meaningful contexts.
- Evaluation is carried out by observation, and the teacher may never set a formal test.
- This method used coloured rods to teach vocabulary, and charts to teach pronunciation.

References

https://en.wikipedia.org/wiki/Community_language_learning

https://en.wikipedia.org/wiki/Silent_Way

Richards and Rodgers (1986). Approaches and Methods in Language Teaching. CUP