

| Method/Approach | Language/Culture | Language Learning | Language Teaching |
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| Grammar-Translation | Literary language Culture: Literature and the fine arts | Exercise mental muscle | Have students translate from target language (TL) texts to native language |
| Direct Method | Everyday spoken language Culture; history, geography, everyday life of TL speakers | Associate meaning with the TL directly | Use spoken language in situations with no native-language translation |
| Audio-Lingual Method | Sentence and sound patterns | Overcome native language habits; form new TL habits | Conduct oral/aural drills and pattern practice |
| Cognitive Code Approach | Grammar rules | Form and test hypotheses to discover and acquire TL rules | Do inductive/deductive grammar exercises |
| Silent Way | Unique spirit/melody | Develop inner criteria for correctness by becoming aware of how the TL works | Remain silent in order to subordinate teaching to learning. Focus student attention; provide meaningful practice |
| Desuggestopedia | Whole, meaningful texts; vocabulary emphasized | Overcome psychological barriers to learning | Desuggest limitations: teach lengthy dialogues through musical accompaniment, playful practice, and the arts |
| Community Language Learning | Student generated | Learn nondefensively as whole persons, following developmental stages | Include the elements of security, attention, aggression, reflection, retention, discrimination |
| Comprehension Approach: Natural Approach, the Learnables, and Total Physical Response | Vehicle for communicating meaning; vocabulary emphasized | Listen; associate meaning with TL directly | Delay speaking until students are ready; make meaning clear through actions and visuals |
| Communicative Language Teaching | Communicative competence Notions/functions Authentic discourse | Interact with others in the TL; negotiate meaning | Use information gaps, role plays, games |
| Content-based, Task-based, and Participatory Approaches | Medium for doing/learning | Attend to what is being communicated, not the language itself, except when form-focused | Engage students in learning other subject matter, tasks, or in problem-solving around issues in their lives |
| Learning Strategy Training, Cooperative Learning, and Multiple Intelligences | | Learn how to learn | Teach learning strategies, cooperation; use a variety of activities that appeal to different intelligences |