



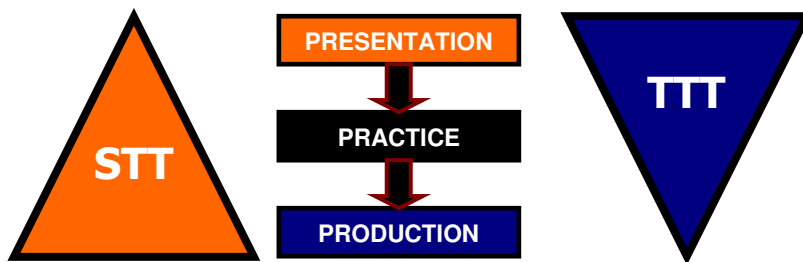
Teaching Methodology for Language Instruction (all Languages)

Basic Principles of the inlingua Method

1. Only the **target language** should be used. Nothing should be translated.
2. The main focus of lessons should be on **speaking and listening**.
3. Students should learn language patterns through **examples**, not explanations.
4. Students should have the opportunity to **speak as much as possible**. Instructors should keep their language to a minimum.
5. Instructors should make the students feel **at ease** and take their **individual needs** into account.
6. Instructors should adopt a **positive approach to error correction**.
7. Instructors should **elicit** students' knowledge on a topic before presenting new material.
8. Students should be given the **opportunity to express personal opinions** and use **language creatively** at the stage of free production.
9. Instructors should use a variety of recognized teaching techniques to maintain students' **interest and motivation**.
10. Student Books should be closed for most of the lesson.

The **inlingua Method** divides the lesson into three stages: *Presentation*, *Practice* and *Production*. Instructors ensure that they offer opportunities for all students to experience all three stages in sequence. Within each stage, however, there is a wide range of different techniques and activities. Instructors are free to select different combinations within each stage in order to ensure that lessons have variety and are motivating.

Instructors must follow the structural progression of the programs, but they have the freedom to select appropriate activities and they may also vary the context of a theme, if appropriate. The overall amount of time spent on each of the three stages may vary according to the level, topic, vocabulary or structure. The following should serve as a rough guide:



The **inlingua Method** balances student talking time (**STT**) and teacher talking time (**TTT**) during the lesson to ensure quick and reliable progress in the target language.

Stage 1: Presentation

Generally the presentation stage must be as brief as possible. It should not last longer than it takes to clarify meaning and establish accurate pronunciation and intonation.

Stage 2: Practice

The practice stage is likely to be the most lengthy for students at Levels 1 to 3.

Stage 3: Production

All students, including beginners, should have the opportunity to experience the production stage. Students at Levels 3, 4 and 5 should spend a significant amount of time demonstrating their skills at this stage.

Review: Within the programs there are built-in opportunities for reviewing and recycling vocabulary and structures. However, Instructors should also offer every opportunity at each stage for students to use the language they have encountered previously.

Instructional techniques and activities used during each stage of the lesson

Stage 1: Presentation

1. Elicit known vocabulary and structures with:

- a. Questions
- b. Brainstorming
- c. Mime
- d. Visuals and realia (real objects)

2. Feed new vocabulary and structures with:

- a. Yes/No questions
- b. "Or" questions
- c. Negative build-up
- d. Nodding or shaking the head
- e. "Wh" questions (who, what, which, where, when, why)
- f. Mime
- g. Visuals
- h. Contexts
- i. Definitions
- j. Descriptions
- k. Local examples and examples of famous people
- l. Opposites and synonyms
- m. Scales of meanings
- n. Cognates

Stage 2: Practice

1. In lessons:

- a. Individual and choral repetition
- b. Drilling
- c. Chaining
- d. Weaving
- e. Pair work with cue cards
- f. Pair work with information-gap activities
- g. Language cued by charts, maps, diagrams and other realia
- h. Listening for details
- i. Listening for differences between spoken and written texts
- j. Listening for gist
- k. Listening to improve pronunciation
- l. Questions cued by statements
- m. Answering questions about texts or visuals
- n. Asking questions about texts or visuals
- o. Amending model dialogues
- p. Stating opinions
- q. Spelling vocabulary out loud
- r. Grouping vocabulary according to categories
- s. Making grammatical transformations
- t. Discussions cued by Resource Sheets

2. Personal study outside lessons:

- a. Reading for detail
- b. Reading for gist
- c. Reading for main points in more extended texts
- d. Making notes
- e. Writing sentences
- f. Writing linked texts
- g. Writing messages, notes, memos and letters
- h. Consolidating grammatical awareness

Stage 3: Production

- a. Involvement in conversations which move between topics
- b. Personalization of new language
- c. The ability to initiate and sustain a conversation
- d. Description of people and places
- e. The adaptation of known language to fit new situations
- f. Coping with unfamiliar language in written and spoken texts
- g. Engaging in continuous writing
- h. Redrafting written work
- i. Taking part in open-ended discussions
- j. Engaging in debates
- k. Making presentations