

Direct Method For English

A foundation for the teaching of English as a second language to children, developed by the author.

Contents: The Nature of Language, Acquisition of the First Language, Approaches to Language Teaching, Grammar-Translation Method, Structural Approach, Audio- Lingual and Direct Method, Bilingual Method, Communicative Language Teaching, Language Content and Kinds of Lessons, Techniques for Teaching English, Teaching English in Universities, Teaching English in English Medium Schools, Equipping the English Teacher, Micro-teaching in Teacher Education.

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This book provides a practical overview of the most important methods in the field. Readers are drawn into classrooms where various teaching methods and approaches are being used. They are encouraged to reflect on their own beliefs and to develop their own approach to language teaching. - Publisher.

Seminar paper from the year 2017 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 82%, , language: English, abstract: Two methods of teaching foreign languages, the "Direct Method" and the "Grammar Translation Method" are described and compared. The underlying principles with main focus on acquisition of communicative skills and grammatical knowledge respectively are illustrated. Looking at possible results of either method we find that there is no gradual difference between them in the sense of better or worse, but that both have completely different targets. The suggestion is made to combine different methods in order to achieve multiple goals and to vary the emphasis according to individual goals. The most ancient and probably most fundamental controversy in language teaching is the one between "Direct Method" and "Grammar Translation Method". Both of these have totally different underlying approaches. For interested educational stakeholders or educators, there are two important questions, they should think of before looking for an appropriate method: What do I want the students to achieve? How can the learners reach this goal? One can think of different goals which should be reached by teaching a language and every teacher will want to cover most of them in their teaching. The emphasis however is very divers between the different approaches that have been developed over the years. And the most apparent difference, a completely different idea of how to teach language shows up between the two mentioned methods and their approaches respectively. This is why it is so interesting and exciting to compare these two methods and this is why I will try to tackle that task in this paper. The first and main goal of teaching a language obviously is teaching the language. But here rises already the first question: What is the language that we want the learners to learn? Are we talking about skills in oral or written language? Is our focus more on active or passive language i.e. on speaking and writing or listening and reading respectively? Are we concerned about correctness or fluency? Does correctness mean formulating grammatically correct sentences or texts, does it refer to perfect pronunciation and intonation, are we talking about style aptly adapted to the contextual situation? And does fluency have to do with the speed of writing or speaking, with the ability to develop own ideas and own formulations while speaking or writing rather than using memorized phrases? Or do we want the learners to know about the language, understanding its structure, its roots, its development?

Language Is The Vehicle Of Our Thought, A Significant Medium Of Expression Of Our Feelings And Experiences. Of All The Languages, English Is Considered The Most Important Language Owing To Its Worldwide Use As A Medium Of Communication Between Nations. In The Present-Day World, One Ought To Have Command Of English Language If One Wishes To Succeed In His Chosen Field. Accordingly, The Importance Of Teaching English Cannot Be Overemphasized. It Constitutes An Integral Part Of Curriculum For B.Ed. Students. The Present Book Has Been Prepared With Meticulous Care As Per The New Syllabus On English Method For B.Ed. Course. It Contains Ten Chapters, Each Chapter Having Sections And Sub-Sections Arranged Systematically And Sequentially To Best Meet The Needs Of B.Ed. Students Of Various Universities In India. It Is A Reader-Friendly Piece Of Work Based On The Experiences Of Authors, In The Teaching Of English Method, Interaction With B.Ed. Students, Literature Available In Different Libraries, And The Data Downloaded From The Internet. Beginning With The Concept Of Language, The Book Provides An In-Depth Study Of Aims And Objectives Of ELT, Language Skills, Teaching Methods, Instructional Materials, Evaluation And Linguistics. Besides, Chapters Devoted To Contents And Pedagogical Analysis And Spoken English Are Highly Informative And Easily Comprehensible. While Appendices And Subject Index Included In The Book Facilitate Easy Understanding, Bibliography Completes The Book. The Present Book Will Undoubtedly Prove Extremely Useful For All B.Ed. Students Of Indian Universities Whereas For Teachers It Is An Ideal Reference Book.

The bilinear, or Hirota's direct, method was invented in the early 1970s as an elementary means of constructing soliton solutions that avoided the use of the heavy machinery of the inverse scattering transform and was successfully used to construct the multisoliton solutions of many new equations. In the 1980s the deeper significance of the tools used in this method - Hirota derivatives and the bilinear form - came to be understood as a key ingredient in Sato's theory and the connections with affine Lie algebras. The main part of this book concerns the more modern version of the method in which solutions are expressed in the form of determinants and pfaffians. While maintaining the original philosophy of using relatively simple mathematics, it has, nevertheless, been influenced by the deeper understanding that came out of the work of the Kyoto school. The book will be essential for all those working in soliton theory.

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