
The Grammar-Translation Method (classical method) studies the grammatical aspects of the target language, such as verb conjugations and rules. Emphasizing mind exercise, reading, memorization of grammar, and repetition, this method requires students to study and memorize the language through the use of the target language. Necessary for ascertaining comprehension, the use of the target language is frequently required.

The Direct Method emphasizes listening, reading, and writing. Grammar is taught inductively through the handling of the topic with emphasis on the memorization of dialogues and repetition of dialogues that capture aspects of daily life. Students are encouraged to speak and write, with the use of visuals and realia to make the language more accessible.

The Audio-Lingual Method, based on behavioristic psychology, puts a strong emphasis on the input of language structures. Students are required to listen to audiotapes and repeat dialogues that capture aspects of daily life. The language is taught in a structured and systematic way, allowing for the practice of language structures.

Suggestopedia is a method that emphasizes the affective domain, the belief that how students feel about learning makes a difference in the learning process. It encourages the use of drama, art, physical exercise, and desuggestive-suggestive techniques to create a welcoming atmosphere. The use of the native language is discouraged, allowing students to assimilate lesson content without the feelings of stress or fatigue.

The Communicative Approach is based on the communication principle, which encourages the use of total physical response (TPR) to teach language. The students are encouraged to speak and write, with the use of visuals and realia to make the language more accessible. The teacher models once and the students respond nonverbally, progressing to encourage students to assimilate lesson content without the feelings of stress or fatigue.

The Natural Approach is based on the natural order of native language development. Students are taught the sound of the target language using plastic rods that visually represent parts of the language. Teachers remain silent, allowing students to think and speak while making the language more accessible.

The Silent Way is based on the idea that students are responsible for their own learning. Teachers use objects, visuals, and realia to make the language more accessible. Students are encouraged to think and speak, allowing for a more natural progression of language.

The “learning by doing” principle is applied in the Communicative Approach, where the students are encouraged to speak and write in order to acquire language. The students giving the commands thus communicates the language appropriately in given social situations. The students are encouraged to turn in their own command and to assimilate lesson content without the feelings of stress or fatigue.

The task-principle is applied in the Communicative Approach, where the students are encouraged to speak and write in order to acquire language. The meaningfulness principle is applied in the Communicative Approach, where the students are encouraged to speak and write in order to acquire language.