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المحاضرة: الأولى	أسم المادة: طرائق – Methods
<p>عنوان المحاضرة:</p> <p>Introduction</p> <p>مقدمة</p>	

Introduction

Goals of this Book

One of the goals of this book is for you to learn about many different language teaching methods. We will use the term ‘method’ to mean a coherent set of links between the actions of a teacher in a classroom and the thoughts that underlie the actions. The actions are the techniques, and the thoughts are the principles in the title of this book: *Techniques and Principles in Language Teaching*.

A second goal is to help you uncover the thoughts that guide your own actions as a teacher. They may not be ones of which you are aware. Seeking to determine which principles of the methods you read about here are most [dis]harmonious with your own thinking will help you to uncover some of your implicit thoughts and beliefs about teaching.

A third goal is to introduce you to a variety of techniques, some of which will be new. Although certain techniques may require further training, others can be immediately implemented. Feel free to experiment and adapt those techniques to your teaching context.

Thought-in-Action Links

It is important to recognize that methods link thoughts and actions, because teaching is not entirely about one or the other. Of course this is as true about your own teaching as it is about any method you will read about in this book. As a teacher of language, you have thoughts about your subject matter what language is, what culture is and about your students who they are as learners and how it is they learn.

You also have thoughts about yourself as a teacher and what you can do to help your students to learn. Many of your thoughts have been formed by your own experience as a language learner. It is very important for you to become aware of the thoughts that guide your actions in the classroom. With this awareness, you are able to examine why you do what you do and perhaps choose to think about or do things differently.

As an example, let us relate an anecdote about a teacher with whom Diane Larsen-Freeman was working some time ago. We will call her Heather, although that is not her real name. From her study of methods in Stevick (1980), Heather became interested in how to work with teacher control and student initiative in her teaching. Heather determined that during her student teaching internship, she would exercise less control of the lesson in order to encourage her students to take more initiative. She decided to narrow the goal down to having the students take the initiative in posing the questions in the classroom, recognizing that so often it is the teacher who asks all the questions, not the students.