

Language Teaching Approaches

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- 1- Grammar-Translation Approach.
- 2- Direct Approach.
- 3- Reading Approach
- 4- Audiolingualism Approach.
- 5- Situational Approach.
- 6- Cognitive Approach.
- 7- Affective-Humanistic Approach.
- 8- Comprehension-Based Approach.
- 9- Communicative Approach.

Situational Approach

- A- The spoken language is primary.
- B- All languages material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
- C- Only the target language should be used in the classroom.
- D- Efforts are made to ensure that the most general and useful lexical items are presented.
- E- Grammatical structures are graded from simple to complex.
- F- New items (lexical and grammatical) are introduced and practiced in real situations (e.g. at the post office, at the bank, at the dinner table).

Cognitive Approach

- A- Language learning is viewed as rule acquisition, not habit formation.
- B- Instruction is often individualized; learners are responsible for their own learning.
- C- Grammar must be taught but it can be taught deductively (rules first, practice later) and/ or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).
- D- Pronunciation is de-emphasized; perfection is viewed as unrealistic.
- E- Reading and writing are once again as important as listening and speaking.
- F- Vocabulary instruction is important, especially at intermediate and advanced levels.
- G- Errors are viewed as inevitable, something that should be used constructively in the learning process.
- H- The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

Affective-Humanistic Approach

- A-** Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
- B-** Communication that is meaningful to learner is emphasized.
- C-** Instruction involves much work in pairs and small groups.
- D-** Class atmosphere is viewed as more important than materials or methods.
- E-** Peer support and interaction is needed for learning.
- F-** Learning a foreign language is viewed as a self-realization experience.
- G-** The teacher is viewed as a counselor of facilitator.
- H-** The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

Comprehension-Based Approach

- A-** Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time given the right conditions.
- B-** Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce and language themselves.
- C-** Learners should not speak until they feel ready to do so; this results in better pronunciation than when the learner is forced to speak immediately.
- D-** Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.
- E-** Rule learning may help learners monitor (or become more aware of) what they do, but it will not aid their acquisition to spontaneous use of the target language.
- F-** Errors correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.
- G-** If the teacher is not a native speaker (or near-native), appropriate materials such as audio/visual tapes must be available to provide the appropriate input for the learners.

Communicative Approach

- A-** The goal of language teaching is learner's ability to communicate in the target language.
- B-** The content of a language course will include semantic notions and social functions, not just linguistic structures.
- C-** Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack.
- D-** Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
- E-** Classroom materials and activities are often authentic to reflect real-life situations and demands.
- F-** Skills are integrated from the beginning; a given activity might involve reading, speaking, listening, and perhaps also writing (this assumes that learners are educated and literate).
- G-** The teacher's role is primarily to facilitate communication and only secondarily to correct errors.
- H-** The teacher should be able to use the target language fluently and appropriately.

Summary

- To sum up, we can see that certain features of several of the first five approaches outlined above arose in reaction to perceived inadequacies or impracticalities in an earlier approach or approaches. The four more recently developed approaches also do this to some extent; however, each one is grounded on a slightly different theory or view of how people can learn second/ foreign languages, or how people use languages, and each has a central point around which everything else revolves:
 - a. Cognitive Approach:** Language is rule-governed cognitive behavior (not habit formation).
 - b. Affective-Humanistic Approach:** Learning a foreign language is a process of self-realization and of relating to other people.
 - c. Comprehension Approach:** Language acquisition occurs if and only if the learner comprehends meaningful input.
 - d. Communicative Approach:**
The purpose of language (and thus the goal of language teaching) is communication.
- The four more recent approaches are not necessarily in conflict or totally incompatible since it is not impossible to come up with an integrated approach which would include attention to rule formation, affect, comprehension, and communication which would view the learner as someone who thinks, feels, understands, and has something to say. In fact, many teachers would find such an approach, if well conceived and well integrated, to be very attractive.

Approaches, Methods, & Techniques

- **Approach:**

An approach to language teaching is something that reflects a certain model or research paradigm- a theory if you like.

- **Method:**

is a set of procedures, i.e., a system that spells out rather precisely how to teach a language.

- **Technique:**

is a classroom device or activity(e.g. imitation and repetition).

We now understand that an approach is general (e.g., Cognitive), that a method is specific set of procedures more or less compatible with an approach (e.g., Silent Way), and that a technique is a very specific type of learning activity used in one or more methods (e.g., using rods to cue and facilitate language practice).

Historically, an approach or a method also tends to be used in conjunction with a syllabus, which is an inventory of things the learner should master; this inventory is sometimes presented in a recommended sequence and is used to design courses and teaching materials.

Final Thought

What is the solution for ESL/EFL teacher, given the abundance of current and future approaches? The only way to make wise decisions is to learn more about the specific approaches/methods/techniques available. There are also three other issues the teacher has to take into consideration to make a good decision concerning the choice of an approach or method (or a combination of both):

1. Assess students needs (why and for what purpose?
2. Examine instructional constraints (time, class size, and materials).
3. Determine needs, attitudes, and aptitudes of individual students to the extent that is possible.

Notes: _____
