

Language teaching approaches

- 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.

1- Grammar-Translation Approach

2- Instruction is given in the native language of the students

2 - There is a little use of the target language.

3 - Focus is on grammatical parsing, i.e., the form and inflection of words.

4 - There is early reading of difficult classical texts.

5 - A typical exercise is to translate sentences from the target language into the mother tongue.

6- The result of this approach is usually an inability on the part of the student to use the language for communication.

7 - The teacher does not have to be able to speak the target language.

2- Direct Approach

- 1- No use of the mother tongue is permitted
(i.e.' teacher does not need to know the students' native language).
- 2 - Lessons begin with dialogues and anecdotes in modern conversational style.
- 3 - Actions and pictures are used to make meanings clear.
- 4 - Grammar is learned inductively.
- 5 - Literary texts are read for pleasure and are not analyzed grammatically.
- 6 - The target culture is also taught inductively.
- 7 - The teacher must be a native speaker or have native-like proficiency in the target language

3- Reading Approach

- 1- Only the grammar useful for reading comprehension is taught.
- 2- Vocabulary is controlled at first (based on frequency and usefulness) and then expanded.
- 3- Translation is a respectable classroom procedure.
- 4- Reading comprehension is the only language skill emphasized.
- 5- The teacher does not need to have good oral proficiency in the target language.

4-Audiolingualism Approach

- 1 - Lessons begin with a dialogue.
- 2 - Mimicry and memorization are used, based on the assumption that language is a habit formation
- 3 - Grammatical structures are sequenced and rules are taught inductively.
- 4 - Skills are sequenced: listening, speaking– reading, writing postponed.
- 5 - Pronunciation is stressed from the beginning.
- 6 - Vocabulary is severely limited in initial stages.
- 7 - A great effort is made to present learner errors.
- 8 - Language is often manipulated without regard to meaning or context.
- 9 - The teacher must be proficient only in the structures, vocabulary that he/she is teaching since learning activities are carefully controlled.

5- Situational Approach

1. The spoken language is primary.
2. All languages material is practiced orally before being
3. presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
4. Only the target language should be used in the classroom.
5. Efforts are made to ensure that the most general and useful lexical items are presented.
6. Grammatical structures are graded from simple to complex.
7. 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).

6- Cognitive Approach

1. Language learning is viewed as rule acquisition, not habit formation
2. Instruction is often individualized; learners are responsible for their own learning.
3. 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).
4. Pronunciation is de-emphasized; perfection is viewed as unrealistic.
5. Reading and writing are once again as important as listening and speaking.
6. Vocabulary instruction is important, especially at intermediate and advanced levels.
7. Errors are viewed as inevitable, something that should be used constructively in the learning process.
8. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

7- Affective-Humanistic Approach

1. Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
2. Communication that is meaningful to learner is emphasized.
3. Instruction involves much work in pairs and small groups.
4. Class atmosphere is viewed as more important than materials or methods.
5. Peer support and interaction is needed for learning.
6. Learning a foreign language is viewed as a self-realization experience.
7. The teacher is viewed as a counselor of facilitator.
8. 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.

8- Comprehension-Based Approach

1. 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.
2. Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce and language themselves.
3. 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.
4. Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.
5. 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.
6. Errors correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood.

7. 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.

9- Communicative Approach

1. The goal of language teaching is learner's ability to communicate in the target language.
2. The content of a language course will include semantic notions and social functions, not just linguistic structures.
3. Students regularly work in groups or pair to transfer meaning in situations where one person has information that the other(s) lack.
4. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
5. Classroom materials and activities are often authentic to reflect real-life situations and demands.
6. 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).
7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

8. The teacher should be able to use the target language fluently and appropriately.