

Definitions of Approach, Method, procedures, and techniques

- Approach**
- Theory of language
 - Theory of learning
 - An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach
- Method**
- Technique**
- The actual implementation in the language classroom
- Procedure
- Techniques
 - Practices
 - Behaviors

Approach

An approach refers to the general assumptions about what language is and about how learning a language occurs. It represents the sum of our philosophy about both the theory of language and the theory of learning. In other words, an approach to language teaching describes:

1. The nature of language,
2. How knowledge of a language is acquired,
3. And the conditions that promote language acquisition.

Method

A method is a practical implementation of an approach. A theory is put into practice at the level a method. It includes decisions about:

- The particular skills to be taught,
- The roles of the teacher and the learner in language teaching and learning,
- The appropriate procedures and techniques,
- The content to be taught,
- And the order in which the content will be presented.

It also involves a specific syllabus organization, choices of the materials that will boost learning, and the means to assess learners and evaluate teaching and learning. It is a sort of an organizing plan that relies on the philosophical premises of an approach.

Procedures

Jeremy Harmer (2001) describes ‘procedures’ as “an ordered set of techniques.” They are the step-by-step measures to execute a method. A common procedure in the grammar-translation method, for example, is to start by explaining the grammar rules and exemplifying these rules through sentences that the students then had to translate into their mother tongue. According to Harmer, a procedure is “smaller than a method and larger than a technique.”

Technique

They are the actual moment-to-moment classroom steps that lead to a specified outcome. Every procedure is realized through a series of techniques. They could take the form of an exercise or just any activity that you have to do to complete a task. For instance, when using videos, teachers often use a technique called “silent viewing” which consists of playing the video without sound and asking students to figure out what the characters were saying.

Conclusion

In a nutshell, according to this framework, an approach informs methods with both the theory of language and the theory of learning. Methods are actual implementations of approaches. They are theories put into practice. Procedures, in turn, are informed by methods. They are ordered step-by-step events that have specified outcomes. Procedures rely on techniques to achieve desired results.

GRAMMAR TRANSLATION METHOD

Introduction

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek.

Earlier in the 20th century, this method was used for the purpose of helping students to read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

The principles of GTM

1- A fundamental purpose of learning a language is to be able to read literature written in it. Literary language is superior to spoken language. Students' study of the target culture is limited to its literature and fine arts.

2-An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.

3-The ability to communicate in the target language is not a goal of language instruction.

4-The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.

5-The teacher is the authority in the classroom. It is very important that students get the correct answer.

6-It is possible to find native language equivalents for all target language words.

7-Learning is facilitated through attention to similarities between the target language and the native language.

8- It is important for students to learn about the grammar or form of the target language.

9- **Deductive** application of an explicit grammar rule is a useful pedagogical technique.

10- Language learning provides good mental Exercise.

11- Students should be conscious of the grammatical rules of the target language.

12- Wherever possible, verb conjugations and other grammatical paradigms should be committed to memory

1 What are the goals of teachers who use the G.T.M.?

A fundamental purpose of learning a language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying another language provides students with good mental exercise, which helps develop their minds.

2 What is the role of the teacher? What is the role of the students?

The roles are very traditional. The teacher is the authority in the classroom. The students do as she says so they can learn what she knows.

3 What are some characteristics of the teaching/learning process?

Students are taught to translate from one language into another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for target language vocabulary words.

4 What is the nature of student–teacher interaction? What is the nature of student–student interaction?

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student–student interaction.

5 How are the feelings of the students dealt with?

There are no principles of the method which relate to this area.

6 How is the language viewed? How is culture viewed?

Literary language is considered superior to spoken language and is therefore the language the students study. Culture is viewed as consisting of literature and the fine arts.

7 What areas of language are emphasized? What language skills are emphasized?

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

8 What is the role of the students' native language?

The meaning of the target language is made clear by translating it into the students' native language. The language that is used in class is mostly the students' native language.

9 How is evaluation accomplished?

Written tests in which students are asked to translate from their native language into the target language or vice versa are often used. Questions about the target culture or questions that ask students to apply grammar rules are also common.

10 How does the teacher respond to student errors?

Having the students get the correct answer is considered very important. If students make errors or do not know an answer, the teacher supplies them with the correct answer.

Reviewing the Techniques

- **Translation of a Literary Passage**
- **Reading Comprehension Questions**
- **Antonyms/Synonyms**
- **Cognates**
- **Deductive Application of Rules**
- **Fill-in-the-blanks Exercise**
- **Memorization**
- **Use Words in Sentences**
- **Composition**

The Direct Method

Introduction

As with the Grammar-Translation Method, the Direct Method (D.M.) is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.

Principles:

1-Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g. in this lesson we observed the students studying geography and cultural attitudes).

2-Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.

3-The native language should not be used in the classroom.

4-The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language form and meaning.

5-Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists

6-The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).

7-Pronunciation should be worked on right from the beginning of language instruction.

8-Self-correction facilitates language learning.

9-Lessons should contain some conversational activity—some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.

10-Grammar should be taught inductively. There may never be an explicit grammar rule given.

11-Writing is an important skill, to be developed from the beginning of language instruction.

12-The syllabus is based on situations or topics, not usually on linguistic structures.

13-Learning another language also involves learning how speakers of that language live.

General questions

1 -What are the goals of teachers who use the Direct Method?

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

2- What is the role of the teacher? What is the role of the students?

Although the teacher directs the class activities, the student role is less passive than in the Grammar-Translation Method. The teacher and the students are more like partners in the teaching–learning process.

3- What are some characteristics of the teaching/learning process?

Teachers who use the Direct Method believe students need to associate meaning with the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations. In fact, the syllabus used in the Direct Method is based upon situations (for example, one unit would

consist of language that people would use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

**4- What is the nature of student–teacher interaction?
What is the nature of student–student interaction?**

The initiation of the interaction goes both ways, from teacher to students and from students to teacher, although the latter is often teacher-directed. Students converse with one another as well.

5- How are the feelings of the students dealt with?

There are no principles of the method which relate to this area.

6- How is language viewed? How is culture viewed?

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language.

7- What areas of language are emphasized? What language skills are emphasized?

Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

8 -What is the role of the students' native language?

The students' native language should not be used in the classroom.

9 -How is evaluation accomplished?

We did not actually see any formal evaluation in the class we observed; however, in the Direct Method, students are asked to use the language, not to demonstrate their knowledge about the language. They are asked to do so, using both oral and written skills. For example, the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.

10- How does the teacher respond to student errors?

The teacher, employing various techniques, tries to get students to self-correct whenever possible.

Reviewing the Techniques

- 1- Reading Aloud
- 2-Question and Answer Exercise
- 3-Getting Students to Self-correct
- 4- Conversation Practice.
- 5- Fill-in-the-blanks Exercise
- 6-Dictation.
- 7-Map Drawing

The Audio-Lingual Method

Introduction

The Audio-Lingual Method, like the Direct Method we have just examined, is also an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. Also, unlike the Direct Method, it has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the ‘Michigan Method.’ Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning—helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could overcome the habits of their native language and form the new habits required to be target language speakers.

Principles:

1- Language forms do not occur by themselves; they occur most naturally within a context.

2-The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible.

3 -One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with an accurate model. By listening to how it is supposed to sound, students should be able to mimic the model.

4-Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.

5-It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should immediately be corrected by the teacher.

6-The purpose of language learning is to learn how to use the language to communicate.

7-Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.

8 -Positive reinforcement helps the students to develop correct habits.

9 -Students should learn to respond to both verbal and nonverbal stimuli.

10-Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.

11- Students should ‘overlearn,’ i.e. learn to answer automatically without stopping to think.

12 -The teacher should be like an orchestra leader—conducting, guiding, and controlling the students’ behavior in the target language.

13-The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.

14 -The learning of another language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.

15 -The major challenge of language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in which areas her students will probably experience difficulty.

16-Speech is more basic to language than the written form. The ‘natural order’ (the order children follow when

learning their native language) of skill acquisition is: listening, speaking, reading, and writing.

17-Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.

1 -What are the goals of teachers who use the Audio-Lingual Method?

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

2 What is the role of the teacher? What is the role of the students?

The teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

3 What are some characteristics of the teaching/learning process?

New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialogue. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogues or presented by the teacher. Students' reading and written work is based upon the oral work they did earlier.

4 What is the nature of student–teacher interaction? What is the nature of student–student interaction?

There is student-to-student interaction in chain drills or when students take different roles in dialogues, but this interaction is teacher-directed. Most of the interaction is between teacher and students and is initiated by the teacher.

5 How are the feelings of the students dealt with?

There are no principles of the method that relate to this area.

6 How is the language viewed? How is culture viewed?

The view of language in the Audio-Lingual Method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic. Each level has its own

distinctive patterns. Everyday speech is emphasized in the Audio-Lingual Method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers.

7 What areas of language are emphasized? What language skills are emphasized?

Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns. The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

8 What is the role of the students' native language?

The habits of the students' native language are thought to interfere with the students' attempts to master the target language. Therefore, the target language is used in the classroom, not the students' native language. A contrastive analysis between the students' native language and the target language will reveal where a teacher should expect the most interference.

9 How is evaluation accomplished?

it is discrete-point in nature, that is, each question on the test would focus on only one point of the language at a time. Students might be asked to distinguish between words in a minimal pair, for example, or to supply an appropriate verb form in a sentence.

10 How does the teacher respond to student errors?

Student errors are to be avoided if at all possible, through the teacher's awareness of where the students will have difficulty, and restriction of what they are taught to say

1-Reviewing the Techniques

2-Dialogue Memorization

3-Backward Build-up (Expansion

4-Repetition.

5-Chain Drill

6-Single-slot Substitution Drill

7-Multiple-slot Substitution Drill.

8-Transformation Drill

9-Question-and-answer Drill

10-Use of Minimal Pairs

11-Complete the Dialogue

12-Grammar Game

Total Physical Response

Introduction

Let us first consider a general approach to foreign language instruction which has been named the **Comprehension Approach**. It is called this because of the importance it gives to listening comprehension. Most of the other methods we have looked at have students speaking the target language from the first day. In the 1960s, James Asher's research gave rise to the hypothesis that language learning starts first with understanding and ends with production. After the learner internalizes an extensive map of how the target language works, speaking will appear spontaneously. Emphasis is placed on students' developing basic communication skills through receiving meaningful exposure to the target language (comprehensible input). Meaning is given priority over form and thus vocabulary acquisition is stressed. The students listen to the teacher using the target language communicatively from the first day of instruction.

James Asher's Total Physical Response (TPR), is the one we will examine in detail here in order to see how the principles of the Comprehension Approach are put into practice. Based on his research cited above, Asher reasoned that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation).

Principles:

1-Meaning in the target language can often be conveyed through **actions**. Memory is activated through learner response.

2-The **students' understanding** of the target language should be developed before **speaking**

3-Students can initially learn one part of the language rapidly by moving their bodies

4-The **imperative** is a powerful linguistic device through which the teacher can direct student behavior.

5-It is very important that students **feel successful**. Feelings of success and low anxiety facilitate learning

6-Correction should be carried out in an **unobtrusive manner**.

7-Language learning is more effective when it is **fun**.

8-**Spoken** language should be emphasized over **written** language.

9-Students will begin to speak when they are **ready**.

Reviewing the Principles

1 What are the goals of teachers who use TPR?

Teachers who use TPR believe in the importance of having their students **enjoy their experience of learning to communicate in another language.**

2 What is the role of the teacher? What is the role of the students?

Initially, the teacher is the director of all student behavior. The students are **imitators** of her nonverbal model.

3 What are some characteristics of the teaching/learning process?

The first phase of a lesson is one of modeling. The teacher issues commands to a few students, then performs the actions with them. **In the second phase**, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding. The teacher **next** recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.

4-How are the feelings of the students dealt with?

One of the main reasons TPR was developed was to **reduce the stress people feel** when studying other languages.

5- How is the language viewed? How is culture viewed?

Just as with the **acquisition of the native language**, the **oral modality is primary**. Culture is the **lifestyle** of people who speak the language natively.

6- What areas of language are emphasized? What language skills are emphasized?

Vocabulary and grammatical structures are emphasized over other language areas. These are embedded within **imperatives**. The imperatives are single words and multi-word chunks.

7- What is the role of the students' native language?

TPR is usually introduced in the students' native language. After the introduction, rarely would the native language be used. Meaning is made clear through body