Special Thanks to Richards & Rodgers and Diane Larsen-Freeman ☺

**PART I: MAJOR TRENDS IN 20th – CENTURY LANGUAGE TEACHING**

**Grammar Translation Method (GTM; the Classical Method)**

Motto: If you can translate well, you are a good learner. (1840s-1940s)

It was first known as Prussian Method in United States. The principal characteristics:

* The aim of foreign language study is to learn it to read its literature.
* Detailed analysis of grammar rules; memorizing rules and facts in order to understand the morphology and syntax of that language.
* Reading and writing are the major focus; No attention to speaking and writing
* Vocabulary lists are used (no context)
* The sentences are translated into the target language
* Grammar is taught deductively

**Deductive grammar:** Presentation of grammar rules which are then practiced through translation exercises.

What makes GTM unique: It lasted almost 100 years without a theory of language and learning. And it makes few demands on a teacher, that’s why it lasted a century.

The Techniques used: Translation of a literary passage, Reading Comprehension Questions, Antonyms/Synonyms, Cognates, Fill-in-the blanks, composition.

**Reform Movement**

With the developments all around the world, GTM started to be questioned by the linguists such as Henry Sweet, Wilhelm Viétor, and Paul Passy.

In 1886, International Phonetic Association was founded and International Phonetic Alphabet (IPA) was designed. The primary aim of the association was to improve the teaching of the modern languages.

Such developments pulled the linguists attention and the new ideas about teaching of foreign languages were discussed and defended in books, articles.

One of the major figures of the period, Henry Sweet, set forth principles for the development of teaching method. These included

* Careful selection of what is to be taught
* Imposing limits on what is to be taught
* Arranging what is to be taught (in terms of four skill)
* Grading materials from simple to complex

To Henry, language should be taught scientifically and psychologically, which means that there should be a METHODOLOGY.

**Direct Method (Natural Method)**

In Direct Method (DM) teachers intend that students learn how to COMMUNICATE in the target language. Students are more active in DM than in GTM.

* A new item is not taught deductively. Instead, teacher demonstrates its meanings through the use of REALIA, pictures or pantomime.
* There is no translation of the sentences.
* Students speak in target language and communicate as if they were in real life.
* Grammar is taught INDUCTIVELY.

**Inductive Grammar**: Students are presented with examples (not the grammar rules themselves) and students try to figure out the rule.

* There is no vocabulary memorization; students practice vocabulary by using new word in sentences.

Direct Method, gained popularity in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools (Berlitz Schools). In these schools, language was taught orally; everyday vocabulary and sentences were taught; correct pronunciation was emphasized; concrete language items were taught through demonstration, objects, and pictures; listening and speaking were also taught.

**The techniques used in DM:** Reading aloud, question-answer, self correction, conversation practice, fill-in-the blanks, dictation, map drawing, paragraph writing.

**Drawbacks:** DM was still a teacher-centered method; It was carried out in Berlitz Schools, that’s why it required money. It failed the realities of the classroom and it never became popular among public schools.

**Oral Approach and Situational Language Teaching**

In the Oral Approach we can see much more scientific foundations than in Direct Method. In this approach, the principles and procedures are clearer than the previous ones.

*Palmer, Hornby and other British linguists developed an approach to methodology that involved systematic principles of* ***selection****,* ***gradation,*** *and* ***presentation***.

Oral approach differs from the DM. Both of them used oral procedures but DM lacked a systematic basis in practice. Main characteristics of the approach:

* Teaching vocabulary in context
* Teaching grammar orally and situationally
* Language teaching begins with the spoken language.
* The target language is the language of the classroom.
* Gradation – from simple to complex

\*The second sentence above is the key feature of this approach.

Theory of language🡺 Structuralism

Theory of learning 🡺 Behaviorism

The syllabus 🡺 Structural syllabus

**Audio-Lingual Method (ALM)**

According to ALM**,** second language learning process is a habit formation. Thus, the theory of learning underlying this method is BEHAVIORISM. And the language theory of it is STRUCTURALISM.

As we know about the behaviorism, there is a stimulus-response process. After the stimulus-response process, if the student receives reinforcement, the behavior is likely to occur again and become a habit. But if there is no reinforcement, the behavior will not occur again.

* The teacher is like an orchestra leader and the students are the imitators.
* The new vocabulary and grammar item are presented through dialogs.
* Grammar is given inductively.
* The natural order of skills presentation is: listening, speaking, reading, and writing.
* Tape records are widely used.

**Techniques used in ALM:**

1-Dialogue Memorization

2-Minimal Pairs

3-Complete the Dialogue

4-Drills (repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder, restoration)

**PART II: ALTERNATIVE APPROACHES AND METHODS**

**Total Physical Response (TPR)**

Use of commands is the major technique. Commands are given students to perform an action; actions make meaning clear.

TPR advocator Asher elaborated his ideas about foreign language learning with three influential learning hypotheses:

1. There exists a specific innate bio-program for language learning
2. Brain lateralization defines different learning functions in the left and right brain hemispheres
3. Stress intervenes between the act of the learning and what is to be learned; the lower the stress, the greater the learning.

**Techniques used in TPR:**

1- Commands

2- Role Reversal

1. Action Sequence

**Silent Way**

*Teacher should be silent as much as possible in the classroom but the learners should be encouraged to produce as much language as possible.*

People used to benefit from the ALM in language teaching and learning. But this idea lasted in the early 1960’s, as linguist Noam Chomsky argued that the language acquisition could not be a simple habit formation. **Caleb Gattegno** is the advocator of this method.

The main characteristics:

* Students should be able to use the language for self-expression. To do this, they should have independence from the teacher and develop their own **inner-criteria.**
* The teacher in this method is a technician or an engineer.
* Learners are the independent language users
* Native-like fluency is aimed.
* Learning to learn is one the main points in Silent Way.

**Techniques used in Silent Way:**

1- Teaching pronunciation with “sound color charts”

2- Cognitive Coding with Color Rods

3- Peer Correction to improve cooperative manner

4- Self Correction Gestures

5- Teacher’s silence

6- Structured Feedback

7- Fidel Charts

8- Word Charts

The Community

**Community Language Learning (CLL)**

In this method, teachers should see their students as “whole person”, paying attention not only to their intellect, but also to their needs, feelings, desires, and reactions to learn.

Thus, we can say CLL shares the mainstreams of the HUMANISM. Charles A. Curran- a specialist in counseling- was influenced by Rodger’s humanistic psychology and founds out that adults often feel threatened while learning. They have fears of appearing foolish.

That’s why Curran believed that dealing with the fears of the learners makes the teacher a counselor.

We should be aware of these four terms: **SARD – Security, Aggression-Attention, Retention-Reflection, and Discrimination**

**Security:** students should feel secure

**Aggression:** Students should be given opportunity to be actively involved

**Retention:** The integration of the new material

**Discrimination:** The differences among the target language forms.

**Techniques used in CLL:**

1- Transcription

2- Reflection on Experience

3- Reflective Listening

4- Human Computer

**Criticisms to CLL:** CLL requires highly capable teachers in both L1 and L2.

There is not a clear syllabus. This makes evaluation difficult and objectives unclear.

**Suggestopedia – Desuggestopedia**

Suggestopedia is a method developed by Georgi Lozanov, a psychiatrist educator.

Just like Silent Way advocator Gattegno, Lozanov believed that there are psychological barriers that affect the learning. He states that we do not use the full mental powers that we have. So, in his method he deals with the desuggesting these barriers.

A desuggestopedic course should be cheerful, full of posters that foster the **peripheral learning.**

\*Students select native language names and occupations.

The baroque music is used in the classrooms and furniture is arranged accordingly.

**Techniques used in Suggestopedia:**

1- Positive Suggestion

2- Peripheral Learning

3- Visualization

4- Choose a New Identity

5- First and Second Concert

6-Choose a new identity

**Whole Language Approach**

Key assumption: Teach as many skills as possible.

In this approach, listening-speaking; reading-writing should be integrated.

Each language teacher is free to implement the approach according to the needs of particular class. This approach is advantageous because it deals with the lives and the needs of the learners. But it was criticized because of the proposal that “authentic texts are sufficient to support second language learning”.

**Techniques used in Whole Language:**

1-The use of literature

2-The use of process writing

**Neurolinguistic Programming (NLP)**

NLP is a training philosophy and set of training techniques for assisting effective communication, personal growth and change and learning.

NLP wasn’t developed with any aims for language teaching, but because the assumptions of NLP refer to attitudes to life, to people and to self discovery and awareness, it had some appeal within language teaching. With these assumptions, it can be easily said that NLP shares the basis of the humanistic view.

***Neuro***part of NLP is concerned with how we experience the world through our five senses.Actually, the term ***linguistic*** in NLP has nothing to do with the field of linguistics, but rather, it deals with the verbal and nonverbal information processing. ***Programming*** refers to observable patterns of behaviors and thoughts.

**Competency-Based Language Teaching (CBLT) (Mosaic Approach)**

**CBLT** is not an approach or a method, but is an educational movement designed for immigrants and refugees.

It is an output-centered movement, unlike all of the approaches and methods. The learners are taught whatever they desire to learn. For example, if an immigrant wants to learn speaking, he/she is taught how to speak.

CBLT shares the ideas of behaviorism as a learning theory. Both language and learning theories are that language can be functionally analyzed into appropriate parts and subparts. That’s the reason why CBLT is called Mosaic Approach.

Techniques used in CBLT

1. Debates
2. Dialogue journals
3. Role play
4. Problem-based activities
5. Group working

**The Lexical Approach (LA)**

LA is not a pure, complete approach. It’s just an idea that is to teach words and word processing. Here in LA words and word combinations are crucial.

There is not a learning theory, but some assumptions proposed by Lewis.

Central to this approach is not grammar, functions, notions but lexis, that is, words and word combinations. Lexical approach in language teaching seek to develop proposal for syllabus design and language teaching founded on a view of language in which lexis plays the central role.

Texts, tapes, teacher’s manuals, collections of vocabulary teaching, computer programs and printouts are the materials used in LA.

**PART III - CURRENT COMMUNICATIVE APPROACHES**

**Communicative Language Teaching (CLT)**

In Britain, until the late 1960’s the situational language teaching was the leading approach to language teaching. As the time passed, highly interest arose in the study of language itself. It was the specialist linguist Noam Chomsky that argued the structural theories of language were incapable of accounting for the fundamental characteristics of language. Some other linguists criticized the traditional approaches and methods in many other ways. But the main idea was that traditional ones lacked a potential to develop a communicative competence. Thanks to the strong defenses of the linguists, Communicative Approach was accepted as the main approach to the foreign language teaching both nationally and internationally. Characteristics of CLT:

* In CLT, the term “context” is the one we should never ignore in any case.
* The teaching should start in a context and it should be related to the learners’ real lives, their needs, age, likes, intelligence etc.
* Language learning is learning to communicate.
* Translations may be used, where learners need or benefit from it.
* Communicative competence is the desired goal.
* Effective communication and comprehensible pronunciation is sought. (a learner doesn’t have to have a perfect pronunciation)
* Language is created through trial and errors
* Inductive grammar should be taken into consideration.
* It is learner-centered.
* Communication is at the heart of the language theory.

**Communicative competence (Hymes):** It refers to a language user's grammatical knowledge of [syntax](https://en.wikipedia.org/wiki/Syntax), [morphology](https://en.wikipedia.org/wiki/Morphology_%28linguistics%29), [phonology](https://en.wikipedia.org/wiki/Phonology) and the like, as well as social knowledge about how and when to use utterances appropriately.

According to Canale and Swain; communicative competence consists of 4 elements:

**Grammatical Competence**: Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

**Sociolinguistic Competence**: Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

**Discourse Competence**: Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented.

**Strategic competence:** Refers to coping strategies that learners employ to initiate, terminate , maintain and redirect the communication.

A notional syllabus was accepted, which specified the semantic-grammatical categories and the categories of communicative function that learners need to express.

In CLT, learners are the negotiators and integrators; teachers are counselors, organizers, and facilitators.

**Techniques used in CLT:**

1- Authentic Materials

2- Scrambled Sentences

3- Language Games

4- Picture Strip Story

5- Role Play

6- Pair and Group Work

**Natural Approach (NA)**

Tracy Terrell is the advocator of NA. Terrell worked with Krashen at the same time and they published a book named *The Natural Approach.* Their book took a great attention because of the Krashen’s view of second language acquisition and Terrell’s implementation and classroom procedures.

According to NA, language teaching should be more natural, communicative, experimental and less structured.

Krashen and Terrell see communication as the primary function of language, that’s why they refer to NA as a communicative approach.

There are five hypotheses that Krashen mentioned:

* The Acquisition/Learning Hypothesis: Acquisition is the natural way and refers to an unconscious process that involves the naturalistic development of language for meaningful communication. Learning refers to a process in which conscious rules about a language are developed.
* The Monitor Hypothesis: The monitor hypothesis asserts that a learner's learned system acts as a monitor to what they are producing. There are three conditions that limit the successful use of monitor:
1. Time 2. Focus on Form 3. Knowledge of rules
* The natural order hypothesis: States that all learners acquire a language in roughly the same order.
* The Affective Filter Hypothesis: According to the affective filter hypothesis, certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input.[[3]](http://en.wikipedia.org/wiki/Input_hypothesis#cite_note-Krashen2003-3) The hypothesis further states that the blockage can be reduced by sparking interest, providing low-anxiety environments, and bolstering the learner's self-esteem.

According to Krashen (1982), there are two prime issues that prevent the lowering of the affective filter. The first is not allowing for a silent period (expecting the student to speak before they have received an adequate amount of comprehensible input according to their individual needs). The second is correcting their errors too early-on in the process.

* Input Hypothesis (I + 1) : If *i* represents previously acquired linguistic competence and extra-linguistic knowledge, the hypothesis claims that we move from *i* to *i+1* by understanding input that contains *i+1*. Extra-linguistic knowledge includes our knowledge of the world and of the situation, that is, the [context](http://en.wikipedia.org/wiki/Context_%28language_use%29). The *+1* represents new knowledge or language structures that we should be ready to acquire.

**The techniques used in Natural Approach:**

There are no prescribed techniques for NA except for the ones that NA adopts from various method sources. These include techniques adopted from:

* Direct Method: mime, gestures and context for questions
* Total Physical Response: command-based activities
* Communicative Language Teaching: group-work activities

**Cooperative Language Learning**

Cooperative Language learning is an instructional approach and is not directly related to ELT.

In here, there are group works rather than individual ones.

It is a learner-centered approach. Positive interdependence has an important role. The members of the groups are responsible for both their own and their groups’ success.

Theory of the language in Cooperative language learning is “interactive” view.

Techniques used in Cooperative Language Learning:

1- Jigsaw 4- Three-minute Review

2- Think-Pair-Share 5- Numbered Heads Together

3- Three-Step Interview

**Content Based Instruction (CBI)**

**CBI** refers to an approach to Second Language Teaching in which teaching is organized around content or information that students will acquire, rather than around a syllabus.

The main aim is, like all of the communicative approaches and methods, is to enable learners communicate in a society.

If a lesson is carried out in a second language, then we can say this class is benefiting from CBI.

Since CBI refers to an approach rather than a method no specific techniques or activities are associated with it. At the level of procedure teaching materials and activities are selected according to the extent to which they match the type of program it is.

**Task-Based Language Teaching (TBLT)**

TBLT proposes the notion of ‘task’ as a central unit of planning and teaching. Although definition of task varies in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map, and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

It is based on the use of tasks as the core unit of planning and instruction in language teaching. TBLT share a lot with Communicative Language Teaching.

Key assumptions of TBLT:

* The focus is on process.
* Learners learn the language by interacting communicatively
* Activities and tasks are sequenced according to difficulty.

**Techniques used in TBLT:**

1. Team task
2. Real-world tasks
3. Jigsaw tasks
4. Information-gap tasks
5. Problem solving tasks
6. Decision-making tasks
7. Opinion exchange tasks
8. Role-play tasks