Part One

Teaching Methodology

Unit One

Approach, Method, Technique

This unit is a summary of:

Richards & Rodgers (Chapter 2)

Approach: is a set of correlative assumptions dealing with the nature of language teaching and learning. It is axiomatic and describes the nature of the subject matter to be taught. According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified. Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.

Method (Design): is 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. A method is procedural and within one approach, there can be many methods. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented (objectives, a syllabus model, roles of learner, teacher and instructional materials, types of tasks and activities the method advocates). Methods are different ways of language-teaching derived from approach.

Technique: is concerned with implementation; it actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach.

As an example, proposals of the Reform Movement were at the level of approach and the Direct Method is one method derived from this approach and paragraph writing is a technique.

Different theories of language: *1- The Structural View*: the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be mastery of elements of this system which are generally defined in terms of phonological units, grammatical units, grammatical operations and lexical items (Audiolingual Method, Silent way, Total physical Response). *2- The Functional View*: language is a vehicle for the expression of functional meaning (Communicative movement). This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language (Wilkin's Notional syllabus, English for Specific Purposes or ESP). *3- The Interactional View*: sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations (conversational exchanges). Theory of learning answers two questions related to: 1- Psycholinguistic processes involved, 2- Conditions to be met.

A) Krashen's Monitor Model: led to the development of a method called Natural Approach. Krashen distinguishes between acquisition and learning. According to him, learning is available only as a monitor. The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction (input).

B) Natural Approach: with respect to learning theory, we are concerned with an account of the central processes of learning and an account of the conditions believed to promote successful language learning. These principles may or may not lead to a method.   Traditional methods are product-oriented, whereas more modern ones are process-oriented.

Syllabus: refers to the form in which linguistic content is specified in a course or method. It has been more closely associated with methods that are product-centered rather than those that are process-centered. One makes decisions about what to talk about (i.e., subject matter; ESP is subject-centered) and how to talk about it (i.e., linguistic matter; Situational Approach and ADM are linguistically focused). In grammar-based courses matters of gradation and sequencing are determined

according to difficulty of items. In communicative or functionally-oriented courses (e.g., ESP), sequencing may be according to the learners' communicative needs.

The activity types that a method advocates often serve to distinguish methods (Audio-lingual Method advocates using dialogue and pattern practice, Communicative Language Teaching advocates the use of information gap or information transfer, and Silent Way advocates the use of colored rods). In order for an approach to lead to a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis. The specification of particular learning objectives is a product of design (method) not of approach.

Unit Two

The Grammar Translation Method (GTM)

This unit is a summary of:

Chastain (Chapter 4)

Larsen-Freeman (Chapter 2)

Richards & Rodgers (Chapter 2)

The Grammar Translation Method derived from traditional approaches to the teaching of Latin and Greek in the nineteenth century. It is a way of studying a language that approaches the language first thought detailed analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language. Students in this method develop the ability to read prestigious literary texts. They also learn to read and write in the target language accurately, which is a necessity. However, this method is a particular analysis of the written target language, especially its grammar and vocabulary that are learned from bilingual word lists which can be boring as a main task. In addition, the mother tongue used as the medium of instruction, would not work for any form of listening and speaking teaching. Unfortunately, this method hardly gives any attention to listening and speaking skills, and the result is usually an inability on the part of