People' s Democratic Republic of Algeria

Ministry of Higher Education and Scientific Rsearch

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Faculty of Arts and Languages   **Department of English Language**

Introduction to Didactics: Lectures for Third-Year LMD Students

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Academic year: 2022 / 2023

List of Acronyms and Initialisms

ALM: Audio-Lingual Method

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

CBT: Competency Based Teaching

CLIL   Content and Language Integrated Learning

CLL: Community Language Learning

CLT: Communicative Language Teaching

CRM: Classroom Management

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

ELF: English as a Lingua Franca

GTM: Grammar-Translation Method

ICC: Intercultural Communication Competence

L1:   Native Language or Mother Tongue

L2:   The Target Language

SAARRD: Security, Aggression, Attention, Reflection, Retention, and Discrimination

SLA: Second Language Acquisition

TBLT: Task-based Language Teaching

TL: Target Language

TPR: Total Physical Response

WL: Whole Language

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General Introduction

Introduction to didactics is included in the dominant modules for learners of English at the bachelor's degree in Algeria because it delivers them with a sturdy theoretical and academic knowledge for their imaginable future professions as teachers of English at middle and secondary schools. Didactics as a notion has various clarifications and descriptions. The word didactics originates from the Greek verb didáskein (διδασκειν), which indicates 'teaching, presenting, and clarifying'. The notion didaktiké téchne (διδακτικη τεχνη; means the art of teaching) hints at the praxis of teaching, and a didactician, διδσκαλοσ; διδασκαλος, accustomed to teach young adults. It signifies a vital part of educational disciplines with teaching as its chief goal. Language didactics or language pedagogy is a universal concept sometimes inured to label the teaching of a language as a first language, a second language or a foreign language. It may be termed as one of the disciplines of education. Specifically, it acts on the courses of teaching and learning. It is divergent from other education sciences in the sense that it focusses precisely on how teachers, learners, and knowledge intermingle and foster one another. Therefore, it is a vital issue in the teacher education program. On the assumption that it acts operates as a turning point between the general education matters and the subject-specific fields, which structure the key issue of teachers' progress.

The current sequence of lectures will concisely illuminate developments and changes in foreign language teaching and bestow the various approaches and methods implemented through history. Furthermore, it will familiarize undergraduates to classroom conditions discoursing the different rudiments and issues wrapped up in the learning/ teaching process.

The sequence purports to set up apprentices to the different teaching approaches and methods and their developments all over the history; to describe classroom communication and the different issues influencing it; and to highpoint the requirement for lesson planning, testing and delivering suitable feedback to support students catch the determined purposes.

The course outline and curriculum of introduction to didactics comprises numerous matters. such matters travel over several central subjects in the discipline of foreign languages teaching and learning. It should be worth noting that this course outline can be exposed to sequential amendments and versions to fine-tune any innovative movement in the field. The titles of the topic go through the succeeding subjects: it begins with characterizing vital notions of the course, principally approach, method, procedure and technique, their associations and stipulations. Again, the consideration is devoted to sketching the history of language teaching wherein the emphasis is on pursuing the switch from teacher-centeredness on the road to learner-centeredness in respect of spelling out foreign language teaching and learning approaches and methods closely associated with each trend. Communicative Language Teaching (CLT), Competency Based Approach (CBA), and the Eclectic Approach cover a peculiar spot in the articulation of the syllabus. As well, subjects as teaching English language basic skills: listening, speaking, reading, and writing with the incorporation of culture in foreign language teaching contexts; classroom management; and testing assessment and evaluation which are among the crucial basics for the planning of the module components.

The scheme of the module of introduction to didactics is utterly a series of lectures.

Consequently, apprentices' production will be evaluated through an exam model in each definite academic semester for each year. The module course is a section of the fundamental unit of third year students. Introduction to didactics as a central module in learners' educational track is confirmed by other subjects. The content knowledge of didactics cannot be well-understood in separation from applied linguistics, cognitive psychology, psycho-pedagogy, study skills and other modules. For this reason, English language learners should put much care to these topics' issues with the intention of having an inclusive plain vision about didactics elements.

5. A Short Historical Background of Foreign Language Teaching
Introduction

The history of language teaching has been categorised by a pursuit for more operative ways of teaching second or foreign languages. For more than ages, discussion and debate within the teaching occupation have often pinpointed on matters like the role of grammar in the language programme, the development of accuracy and fluency in teaching, the selection of curriculum outlines in course design, the role of terminology in language learning, teaching productive and receptive skills, learning theories and their applications in teaching and learning, memorization, motivating students, effectual learning strategies, techniques for teaching the four skills, and the role of materials and technology. Even though much has been managed to elucidate these and other significant interrogations in language teaching, the teaching occupation is constantly discovering new possibilities for lecturing these and other principal matters and the efficacy of dissimilar instructional strategies and methods in the classroom.

The most primitive European printed books of language teaching approaches and methods are from the 5th century AD, denoting definitely to Latin. For many centuries the language of the Romans was the first foreign system in Europe, operating as the language of sciences, business, and leadership. The establishment of universities in the last Middle Ages resulted in emerging the Grammar Translation Method, founded on the centuries of extended customs of reading Latin and Greek learned discourses. In the 15th century, Europeans started fluctuating from Latin to tackling the continent's modern codes more broadly. By the 19th century, the Direct Method was fostered, demonstrated on first language acquisition and lecturing the larger demand for speaking skills in e.g., French, German, and English. In the early 20th century, studies predominantly in educational psychology resulted in optimizing the Audio-lingual Method in the 1940s. Maintaining that language use was a subject matter of stimulus and response, teaching approaches and methods accentuated repetition and dialogue memorization. After centuries, Chomsky's revolutionary research about cognitive characteristics of language acquisition documented that those children do not acquire a stock-taking of linguistic stimuli and responses. On the contrary, deep-rooted processing in the brain allows them to produce infinite number of sentences from finite number of rules that they have never heard before. This resulted in revolutionizing the Direct Method by integrating cognitive proportions of language learning. Since the 1970s, language is further documented as a social event that integrally involves communicating, rendering, and exchanging and negotiating meanings. To nurture such aptitude, the current course of Language Teaching emphasizes having learners go deeper through the didactic units for grasping and exchanging new information.

Teaching any subject matter is usually grounded on an investigation of the nature of the subject itself and the function of teaching and learning standards extracted from research and theory in educational psychology. The upshot is commonly raised as a teaching method or approach, by which we convey a variety of central teaching and learning norms together with a body of classroom rehearses that are originated from them. The arena of teaching methods has been a very vigorous one in language teaching since the 1900s. Innovative approaches and methods thrived all the way through the twentieth century. Some attained comprehensive stages of approval and popularity at different times but then were swapped by methods established on fresher and more alluring thoughts and theories. Example of this genre comprise the Direct Method, Audiolingualism, and the Situational Approach. Also, Communicative Language Teaching, was approved almost globally and accomplished the standing of methodological orthodoxy and conventionality. Simultaneously, replacements to conventional approaches have always obtained some levels of support within language teaching, though often this has not directed to broader recognition or application. Methods in this sort contain those from the 1970s such as the Silent Way, counselling Learning, Suggestopedia, and Total Physical Response, in addition to that newer different methods and approaches such as Multiple Intelligences, Neurolinguistic Programming, and the Lexical Approach.

6. A Concise History of English Language Teaching Approaches and Methods

Approaches and Methods in Language Teaching search for delivering an inclusive and understandable interpretation of the main and minor movements in language teaching methods from the beginning of the twentieth century to the present-day. To highpoint the similarities and differences between approaches and methods, the identical expressive outline is applied throughout the paper. It designates approaches and methods in accordance with their inherent theories of language and language learning; the learning purposes; the syllabus pattern manipulated; the roles of teachers, students, and materials within the method or approach; and the classroom procedures and techniques that the approach/ method operates. Where a method or approach has comprehensive and recognised associations to a specific subject matter in a second or foreign language teaching, this historical background is considered to demonstrate relations between the approach, method, technique and procedure.

7. Identifying Notions

The notions that the present lecture challenges to detect in the structure of descriptions, alterations, and their connections are approach, method, and procedure and technique. Even though this lecture does not strive for affording a comprehensive explanation of the standing meanings, associations, and differences between the three patterns, it participates to the debate that is determined by the three jargons with an extraordinary emphasis on Edward M. Anthony (1963) pattern.

7.1.   What is an Approach?

An approach is a variety of prevalent conventions about what language is and how it is cultured. It is the aggregate of our philosophy and attitudes on both language and learning theory. Otherwise stated, a language teaching approach describes:

   1. Language nature,

2. How knowledge of a given language is acquired,
3. And the circumstances that boost language acquisition.

An approach is a degree of confidence. In this area, expectations and principles about language and language learning are itemised. wherefore, theoretical philosophies are pronounced in an approach. Accordingly, we will explore that both language and learning theory are the concerns of an approach. The language theory symbolises a standard of language competence and a version of the essential features of linguistic system and language use. Alternatively, the learning theory shapes 'a description of the dominant process of learning and a description of the conditions supposed to encourage successful language learning' **(Richards and Rodgers, 2001, p.24)**. No approach stipulates any practice of teaching a language. It is a project which ties an approach with a scheme. A precise interpretation of language and theory of learning will support an instructor to frame her/his own teaching scheme. Anthony (1963, pp.63-67) avows that 'an approach is a group of reciprocal assumptions coping with the nature of language teaching and learning. An approach is axiomatic. It designates the nature of the subject matter to be taught', cited in Richards and Rodgers (2001, p.19). Once more, we find almost an analogous opinion in Richards and Rodgers (2001, p.20) where they keep that 'approach hints at theories about the nature of language and language learning that assist as the basis of performs and principles in language teaching.' But there is no approach brings about 'a definite set of prescriptions and systems to be applied in teaching a given language', (Richards and Rodgers, 2001, p.245).

An approach to language teaching and learning epitomises a framework concept of the mode in which hypotheses should persist, 'a seedbed from which an approach springs, but is not yet a policy postulating details of classroom practice', (Johnson and Johnson, 1998, p.11). There must be a reasonable match between an approach and a method. Within one approach, there must be several methods. Approaches may be reviewed and modernized if any context requires. Therefore, it is the context that should have been the first contemplation of the language teacher during the application of an approach. It should be worth noting that we will see how a language teaching method is meticulously connected with the context where a language is imparted.

7.2. What is a Method?

A method is a practical and functional implementation of an approach. In the field of a method, a theory is put into action. It comprises verdicts about:
1. The specific skills to be taught (LSRW),
2. The roles of both teachers and learners in language teaching and learning,
3. The needed procedures and techniques,
4. The content to be tackled,
5. And the order in which the content will be organised.

It also entails a comprehensive curriculum organization, material selection to increase the quality of education, and methods to evaluate learners and assess teaching and learning processes. It is a form of systematizing an arrangement that is founded on the philosophical motives of an approach.

A method is a mode of teaching a language by following organized standards and procedures. A method contains the authentic activities the learner and the teacher are preoccupied with when teaching

and learning a given language. Davies and Pearse (2000, p.208) view that a method is the 'way of teaching constructed on thoughts about language, learning, and teaching, with definite indications about activities and techniques to be applied. A theory of language is put into action in a method. A method is more theoretical than teaching activities. Recognition of methods is a unit of the stock of knowledge of teaching. It sustains to broaden a teacher's repertoire of procedures. Anthony (1963, pp.63-67) states that 'method' is a general plan for the orderly demonstration of language material, no part of which opposes, and entirely is based upon the selected approach. An approach is "axiomatic, a method is procedural", cited in Richards and Rodgers (2001, p.19).

Methods 'designate a firm model, constructed on certain principles. They cope with what, how and why interrogations. They state little or nothing about who/ whom, when, and where,' (Larsen-Freeman, 2000, pp.181-182). social connections, sorts of thinking and policies of learning are the manifestations of methods. From the above-mentioned discussion we are influenced that the appropriate evaluation of context is a necessity when a method is used. Language teachers should evaluate the context of a specific institution or an area when they implement a method to teaching.

7.3. What is a Procedure?

On the word of Harmer (2001), procedures are "a prearranged set of techniques." They are the step-by-step procedures for functioning a method. In the Grammar Translation Method, for instance, a shared procedure is to start by clearing up the grammar rules and presenting these rules through sentences that learners should then translate into their mother tongue. A procedure, consistent with Harmer, is "smaller and slighter than a method and larger than a technique."

Richards and Rodgers (2001) tackled the notion procedure to incorporate "the real moment- to-moment techniques, practices, and behaviours that function in teaching a language along with a specific method" (p.26) Procedures from this characterisation, embrace techniques. So, for Richards and Rodgers, this seems to be a universal conception, an item for keeping many small matters or account that comprises different things and that does not state plainly what is involved or not.

7.4. What is a Technique?

Applying a procedure involves definite performs and behaviours which work in the teaching of a language in line with meticulous methods. These performs and behaviours are labelled as techniques upon which all procedures hinge on. In this fashion, techniques are a section of procedures. They are the genuine classroom stages that give rise to an explicit outcome. Each and every single procedure is conducted by means of a variety of techniques. They possibly will take the form of exercises and other different activities needed to achieve a certain task.

For example, once playing videos, instructors often apply a technique named "silent viewing" that is made up of using the video without sound and requesting undergraduates to work out what the figures are discussing.

Consequently, the notion of technique is an "application which essentially materializes in a classroom. It is a specific scheme, policy, or contrivance accustomed to complete an instant purpose. Techniques must be in line with a method, and so in conformity with an approach as well" (Anthony, 1963. P. 96).

After describing our framework of the organization of teaching practices and activities, let's now examine succinctly Anthony's and Richards & Rodgers' models.

The succeeding table displays how approach, method, procedure, and technique have been observed by Anthony (1963) and Richards & Rodgers (1986):

Antony's model	Approach		Theory of language Theory of learning
	Method		A general plan for the orderly demonstration of language material, no part of which opposes, and all of which is based upon the selected approach
	Technique		The genuine application in the language classroom
Richards and Rodgers model	Method	Approach	Theory of language Theory of learning
		Design	Aims Syllabus form Activity types Learner Roles Teacher Roles Materials Roles
		Procedure	Techniques Practices/ activities Behaviours

Figure 1: The observation of approach, method, procedure, and technique by Anthony (1963) and Richards & Rodgers (1986).

For the sake of a plain interpretation of the previous models, approach, method, procedure, and technique the following depiction shows that they are as flowing and moving along in a hierarchical mode. First, an approach, that delivers theoretical expectations about language and learning, notifies methods. Each and every single method must not oppose the approach on which it is constructed. In the same way, procedures are well-ordered and well-organized series of techniques that have to be on a level with theoretical assumptions a method seeks to put into action.

Figure 2: The difference between approach, method, procedure, and technique

7.5. Context

It should be noted that the term 'context', allude to the wider social condition. In language teaching material, the broader interpretation of context comprises both students and situations where teaching and learning transpire. The Oxford Advanced Learner's Dictionary (1996) describes 'context' as 'circumstances where something occurs or where something is to be considered.' Longman Dictionary of Contemporary English (1995) investigates it as 'the situation actions or information which are connected to something, and which help you to comprehend it better'. We likewise recognise that Language teaching and learning happen in a firm place or setting or 'survived in a specific context' Tudor (2001, p.135). When teaching a given language, teachers must not disregard the conception of culture i.e., socio-political, geopolitical and governmental issues, institutional characteristics of a country where we teach and instruct. Byram and Grundy (2003, p.1) concede that language teaching profession has provided 'appreciation to the social and political importance of language teaching.' Context is one of the first things to be borne in mind before any methodological or procedural language system verdicts (Bax, 2003, p.284). Teachers are compelled to undertake (despite Probhu 1990) that 'each and every single context will require a straight deducible method of its own "an Eclectic Approach" possibly will be the best path to handle a miscellaneous classroom' (Bax, 2003, p.284). We as teachers believe that context is an energetic causal factor of the success and failure of students. Bax (2003, p.284) considers that 'Good teachers logically and obviously take into consideration the factor of context where they teach, the culture, the learners, and so forth even in case they embrace CLT is basically the answer'. Davies (1999, p.35) opines that 'If we contemplate more thoroughly these functions of education in progress, we are required to identify that ELT in the context of assistance to evolving countries has its own political, economic and cultural insinuations'.

Conclusion

In a nutshell, the lecturer tries to afford students with a distinct view about the four notions: approach, method, procedure and technique and their discrepancies and connections. Based on the above-mentioned framework, an approach fosters methods to incorporate both the theory of language and the theory of learning. Methods are authentic applications of approaches. They Both are theories put into actions. Procedures, in sequence, are fostered by methods. They are well-ordered step-by-step incidents that have itemised upshots. Procedures count on techniques to accomplish anticipated and favourite outcomes.

8. English Language Teaching Approaches /Methods

This section of the current lesson is an endeavour to examine the history of language teaching approaches and methods; it as well delivers a background knowledge for debating different latest methods. Contemporary methods revolutions are the upshot of efforts to answer the succeeding crucial question: how do teachers teach foreign languages? The following part is a brief historical explanation of the teaching of language approaches and methods.

8.1.The Grammar Translation Method

Introduction
The Grammar-Translation Method is not new but rather one of the most traditional methods. It has had various names and has been manipulated by foreign language teachers for several years. Formerly, it was named the Classical Method. It was originally operated in the teaching of classical languages such as Latin and Greek. Earlier in the 20th century, this method was operated for the intention of boosting learners to read and appreciate foreign language literature. It was also anticipated that over the study of grammar of the target language, learners would become more acquainted with the grammar of their native language and this acquaintance would support them to improve their speaking and writing in their native language. Finally, it was supposed that foreign language learning would support learners to develop mentally; it was documented that undergraduates would conceivably never practice the target language, yet the intellectual practice   of learning it would be helpful anyway.

It is worth catching sight of the principles, objectives and procedures generally affiliated with Grammar translation Method with the purpose of comprehending how it operates and why has revealed such a tenacity and firmness as an approved language teaching philosophy in several societies and institutions on a global scale.

4.1.8 Main Principles
1. Courses are taught in the mother tongue, with limited dynamic use of the target language.
2. Much   language terminology is taught in the shape of lists of detached words.
3. Stretched intricate clarifications of the intricacies of grammar are prearranged.
4. Grammar delivers the rules for putting words together, and directions regularly addresses the

form and nuances of words.

5. Reading of tough orthodox writings is activated early.

6. Scant attention has been devoted to the content of texts, which are considered as drills in grammatical analysis.

7. Repeatedly the only drills are exercises in rendering detached sentences from the target into the mother tongue and vice versa.

8. Limited or absence of interest is given to pronunciation.

The main principles of the Grammar Translation Method as stated by Richards and Rodgers (1986, pp. 03-04) are these:

1. The goal of foreign language study is to learn a language in order to read its literature or inorder to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approachesthe language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It, hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. The first language is maintained as the reference system in the acquisitionof the second language.

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical GrammarTranslation text, grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed.

4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language. It is this focus on the sentence that is a distinctive feature of the method.

5. Accuracy is emphasized. Students are expected to attain high standards in translation, because of the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century.

6. Grammar is taught deductively, that is, by presentation and study of grammar rules, whichare then practiced through translation exercises. In most Grammar Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

7. The student' s native language is the medium of instruction. It is used to explain new itemsand to enable comparisons to be made between foreign language and the students' s native language.

About the mid-nineteenth century many aspects promoted to the questioning and rejection of the Grammar Translation Method. additional possibilities for communication among Europeans generated a call for oral expertise in foreign languages contexts.

4.1.2 Main Objectives

The main goals of the Grammar Translation Method are:

1. To foster an aptitude to read impressive literary texts and to absorb the fields of study of reading and writing of the language correctly.
2. Recognize the value of foreign language literature and being disposed to read in the target language.
3. To know how to translate the literature of the native language.
4. Optimize apprentices' capabilities in the native language.
5. To develop learners' concentration and awareness.
6. To learn the skills of reading and writing.
7. The constructions of foreign languages are best well-read when compared and contrasted with those of the mother tongue.

4.1.3. Procedures

- Reading from an extract.
- Translating the extract into the native language.
- Clearing up the new word list.

1. Ask and Answer Questions

- Comprehension questions: information confined within the reading extract.
- Inference questions: contingent on their comprehension of the extract.
- Questions connected to their own personal experience.

2. Practice on New Vocabulary

- Translating a list of new words into the native language.
- Antonyms/ synonyms lists.
- Cognates bear a resemblance to the similarities of two languages. Learners are imparted to identify cognates by learning the spelling or sound patterns that match between the languages. Learners are as well requested to memorize vocabularies that have the appearance of cognates but have connotations in the target language that are different from those in the native language. This technique, indubitably, would only be convenient in languages that share cognates.

3. **Practice Grammar: Deductive Application of Grammar Rules**

- Statements of grammar rules.
- Implementation of the rules in language extraction – fill in the gaps.

4. **Homework**

- Learning by rote terminology with the native language translation.
- Transcribing the translation of the reading extracts into the native language.
- Maintaining the grammar rules.
- Writing a composition/ passage.

4.1.4 Teachers' Roles are Very Traditional/ Authoritarian

- Elucidate rules.
- Deliver correction (required 100%).
- Instructors are the source and supply of all materials, information, and answers.

4.1.5 Students' Behaviours

- Perform what they are asked to do.
- Memorize the patterns/ terminologies.

4.1.6 Language Occurrence

- Model is given. Students repeat and learn by heart in a deductive atmosphere.
- Memorize (verbs) paradigms and lexes.
- There is little or no interaction with the teacher. The teacher provides instructions and learners are there to perform (typically individually).
- Attention to apprentices' emotional state is not respected. Nothing is done to lower learners' sentimental limitations.

4.1.7 Evaluation

1. **Advantages**

- This method is beneficial in the classroom where there are a batch number of learners.
- It is advantageous to apply it in a classroom in which there are learners of varying levels – very intelligent and not highly intelligent.
- It supports too much tutors to plain the meaning of a word and sentence to the learners effortlessly by translating them into the mother tongue.
- Learners comprehend the language patterns without difficulty if imparted through this method.

- It doesn't kill the time in completing the syllabus.
- Accurate pictures of language patterns can straightforwardly be made in the thoughts of students' minds using this method.
- This method is very suitable for the average and lower-than-average learners.
- The phraseology of the target language is rapidly described. Translation is the easiest means for clearing up meanings or words and expressions from one language into another. Any other method of describing terminology items in the second language is considered time-killing. A great deal of time is consumed if the meanings of vocabulary items are elucidated through descriptions and illustrations in the second language.
- Educator's toil is saved and redeemed. Given that the workbooks are taught through the medium of the mother tongue, the instructor may find himself through it. His/ her roles in the classroom are, for a considerable amount of time, passive ones – s/he engages and then reconstructs what s/he has grasped to fulfill his/ her requirements.

2. Disadvantages

- No oral activity materializes in the classroom attributable to this method. Only instructors who speak.
- The chief emphasis stays only on the mother tongue and the target language persists ignored.
- No speaking work in the target language is feasible. The only drive remains on the task of reading.
- Learners don't boost the power of thinking in the target language. They turn out to be intellectually sluggish.
- It doesn't support the learners to acquire correct pronunciation of English language.
- Focal emphasis is put to explain the rules of grammar.
- Apprentices attempt to do everything by translating lexical items.
- This method doesn't include learners psychologically and cognitively and it is like a telling story to students.

3. Reforms

The main reforms of the Grammar Translation Method according to Richards and Rodgers (2000, p. 10) are these:
- The spoken language is primary and that this should be reflected in an oral-based methodology
- The findings of phonetics should be applied to teaching and to teacher training.
- Learners should hear the language first, before seeing it in written form.
- Words should be presented in sentences, and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements.
- The rules of grammar should be taught only after the students have practiced the grammar points in context – that is, grammar should be taught inductively.
- Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension.

Conclusion

Even though the Grammar Translation Method is critically devoid and barren of any orientation and allusion to the present-day language usage and practice, still at the moment it is manipulated in foreign language teaching situations, particularly in the third world nations. Great deal of its popularity and reputation sources from its fairly humble teaching requirements. The current lecturer wants to notify that anyone with good reading and writing skills can teach language through the Grammar Translation Method, no fluency in the target language is much-needed. Consequently, it is ostensible that this method will, most of the time, occupy its place in the field of foreign language teaching to a certain extent and its use will not stop unexpectedly either.

Reflection Task

You have now had an opportunity to examine the principles and some of the techniques of the Grammar-Translation Method. Try to make a connection between what you have understood and your own teaching situation and beliefs.

Do you believe that a fundamental reason for learning another language is to be able to read the literature written in the target language? Do you think it is important to learn about the target language? Should culture be viewed as consisting of literature and the fine arts? Do you agree with any of the other principles underlying the Grammar-Translation Method? Which ones?

Is translation a valuable exercise? Is answering reading comprehension questions of the type described here helpful? Should grammar be presented deductively? Are these or any of the other techniques of the Grammar-Translation Method ones which will be useful to you in your own teaching? Which ones? **(Larsen-Freeman & Anderson, 2011, p. 43)**

8.2. The Direct Approach

Introduction

As in the case of the Grammar-Translation Method, the Direct Method is a traditional one as well. Its ideologies have been used by foreign language instructors and educators for several years. Previously, it was re-energized as a method when the objective of teaching converted to be about learning how to use another language to communicate. Since the Grammar- Translation Method not very efficient in making learners using the target language more communicatively, therefore, The Direct Method turn out to be famous.

The Direct Method has a single fundamental rule: No translation is authorized. Actually, the Direct Method obtains its term from the fact that meaning is to be transported unswervingly in the target language through the use of demonstrations and visual aids, with no recourse or resort to the learners' native language.

Direct Method ought to be related immediately to target language without translation into native language. The purpose is to afford language students with an efficiently beneficial method to thrust them to know how to communicate. The instructor should not clarify but relate the meaning over using actions and demonstrations. In this period, apprentices who is learning about a specific subject matter are inducing grammar rules over using illustrations and demonstrations. This method brings the teacher-student and

student-student tasks into practice. Accurate pronunciation has given a scrupulous concern in this method and new lexes are imparted through using identified words.

The Direct Method is as well labeled the Natural Method that is very widespread that allows learners to perform a specific act that provides the chance to apprentices to communicate with someone you share or exchange knowledge with which comprises a variety of sounds or printed signs. The Natural Method is manipulated day after day for communication and also gives attention to the answer-question pattern that concentrates on the language teaching process. The essential drive of this method is concentrated upon the meaning of a word, meaningful gestures and language accomplishments which straightly linked to the picture inside your mind that you think of and have such a plain memory or conception of which help you to know how to see it **(Larson-Freeman, 1986).**

4.2.1 Objectives of the Direct Method

Lecturers who implement the Direct Method plan learners to know how to communicate in the target language contexts. In an attempt to organize this effectively, learners should learn how to think in the target language.

4.2.2 Features of the Direct Method

In practice, the ultimate principles of the Direct Method as stated by Richards and Rodgers (1986, pp. 9-10) are:

1. No L1 is handled in the academic setting.

2. Lexical items and sentences should be taught and used from daily forms. Tangible terminologies are taught over the use of pictures and real items; however, abstract ones are displayed through stream of consciousness.

3. Oral communication competencies are developed in a wisely arranged advance systematized about question-and-answer interactions between teachers and learners in small and intensive/ full classes.

4. Grammar is taught through inductive ways.

5. Correct pronunciation and grammar are highlighted.

6. The demonstration is favored for elucidation and translation versions. Meaning must be taught in the first place by demonstration to determine the exact meaning and then be identified and applied in a specific context to boost thinking in the target language.

7. Every single teaching point is presented orally first and then it is orally mastered, reading and writing will be coped with later.

8. Conversation is taught over the use of imitation and practice. Because of this, either native or native-like instructors could be occupied by these institutes.

9. Pronunciation has been given a primary attention focusing on the form of correct pronunciation.

10. Instant correction is recommended: self-correction is favored to tutors' correction.

11. Its course outline is topical, not constructional.

12. Culture is a fundamental section of the linguistic system; thus, the two items should be taught

together. In effect, learning a foreign language should be similar to visiting the needed country where it is spoken, that is more operative because "the language has been systematically, methodically, and logically settled".

13. Attributable to its prominence on naturalness, DM doesn't let learners to fix homework ahead of time.

4.2.6 Techniques of the Direct Method

1. Reading Aloud: learners act in sequence reading a unit of an extract, play, or dialogue performance should be out loud. subsequent to each apprentice's turn, the tutor displays gestures, pictures, regalia, illustrations, or other resources to make the meaning of the unit plain.

2. Question and Answer Exercise: this task is directed only in the target language. Undergraduates are requested questions and answers in full sentences with the intention of practicing new lexes and grammatical constructions. They have the chance to ask questions in addition to that answer them all.

3. Learner Self-Correction: tutor of the lecture urges the learners to do self-correction by asking them to make an alternative answer about what s/he supplied or said. There are, however, other techniques of having learners to do self-correction. Another opportunity is for the lecturer to reproduce what the learner said, stopping just before the committed mistakes and errors. Then, the learners distinguish that the following word was incorrect.

4. Conversation Practice: the instructor asks learners several questions in the target language, which the leaners should recognize to be able to answer them properly. The questions involved a specific grammar construction. Far ahead, learners will be able to ask one another their own questions applying the identical grammatical structure.

5. Fill-in-the-blank Exercise: all the elements are in the target language; additionally, no plain grammar rules would be used. Learners should have induced the grammar rules they require to fill in the gaps from instances and rehearsals with previous sections of the lecture.

6. Dictation: the lecturer reads the extract three times. The first time the lecturer reads it at a normal pace, while learners just hear. The second time s/he reads the extract phrase by phrase, breaking off long enough to let learners write down what they have heard. The last time the lecturer again reads at a normal velocity, and learners examine their own works.

7. Paragraph Writing: the lecture in this lesson asked the apprentices to write a paragraph in their own words on a given geographical aspects. They could do this from memory, or they could use the reading extract as a model to perform the task.

8. Map drawing: The lesson involved one illustration of a technique applied for learners to bring listening to comprehensive practice. Learners should be given a map with geographical aspects anonymous. Then the lecturer provides students with instructions.

4.2.4. Advantages

1. learners of DM improve fluency in spoken English contexts and may use such knowledge in communication in L2.

2. Comprehending L2 occurs through L2. Therefore, there is no requirement for translation and hence

no detachment between active and passive terminologies.

3. Its product or the aptitude to communicate in the target language is very pleasing to those who want to acquire a language other than their mother tongue.

   Its application of realia; objects and materials from everyday life used as teaching aids, for teaching lexical items is a natural technique for shifting the aspect of perception into conception.

4.2.5. Disadvantages

1. Not all age sets and not all educational backgrounds profited correspondingly from DM. It is more beneficial for adult language students in private language institutes.

2. Its overemphasis on the similarity's aspects between L1 acquisition and L2 learning disrespecting the truth that the state under which a child acquires his/ her mother tongue is absolutely different from the state in which adult students learn a second language.

3. Direct Method is not as designed as a method. That is to say, its materials are not possibly graded and sequenced. Therefore, sometimes it is very perplexing for students who are bombarded with illustrations from a real-life situation.

4. Not all trainers are capable of teaching in this method. lecturers of Direct Method should have native-like competences, creativity, time, commitment, energy, effort and imagination to design their own lectures.

5. Its refusal of translation process drives this method to be time and energy consuming. From time to time when it is tough to transport meaning through realia, elucidation in L2 may be a great asset and strength in the hands of the lecturer.

6. It doesn't repose on the reading abilities the students have already fostered in their L1 and as an alternative allows all the duties on the teachers. Accordingly, success in Direct Method turns out to be too far reliant on instructors' skills rather than on methodology itself.

Conclusion

In this lecture part the lecturer always tries to supply different opportunities for learners to talk. Achievement of a certain dexterity or a specific form of knowledge is the course of learning which is the best and most significant role in the process of foreign language learning. Teachers should generate a milieu full of communication acts that support learners to engage in a specific task in the target language in which students improve oral skills. The teachers who teach learners trough this method should know how to thrust learners to get constructive answers that impacts the students' system. Direct Method is an effective and applicable method for teachers to be implemented in an English language classroom.

Reflection Task

Now that you have considered the principles and the techniques of the Direct Method, see what you can find of use for your own teaching situation.

Do you agree that the goal of target language instruction should be to teach students how to communicate in the target language? Does it make sense to you that the students' native language should not be used to give meaning to the target language? Do you agree that the culture that is taught should be

about people's daily lives in addition to the fine arts? Should students be encouraged to self-correction? Are there any other principles of the Direct Method which you believe in? Which ones?

Is dictation a worthwhile activity? Have you used question-and-answer exercises and conversation practice as described here before? If not, should you? Is paragraph writing a useful thing to ask students to do? Should grammar be presented inductively? Are there any other techniques of the Direct Method which you would consider adopting? Which ones? **(Larsen-Freeman & Anderson, 2011, p. 56)**

8.3. The Audio-Lingual Method

Introduction

It should be worth noting that an audio-lingual Method is an oral-based method. Though, it is altered to some extent, given that the Direct Method is highlighting terminology acquisition through exposure to its use in circumstances, the Audio-Lingual Method drills learners through the use of grammatical sentences patterns. Likewise, different from the Direct Method, it has a solid theoretical foundation in linguistics and psychology fields. According to Charles Fries (1945) of the University of Michigan who directed the way in employing principles from structural linguistics in improving the method, that's why, it has sometimes been represented as the 'Michigan Method'. Far ahead in its growth, principles from behavioural psychology (Skinner 1957) were amalgamated. It was supposed that the means to acquire the sentence patterns of the target language was over conditioning- helping students to react appropriately to stimuli through shaping and reinforcement arrangement with the intention of students to overcome the habits of their native language and from the new habits crucial to be target language utterances. **(Larsen-Freeman & Anderson, 2011, p. 58)**

4.3.1 Purposes of the Audio-Lingual Method

The objective of the lecturer is thrusting his/ her learners to be capable of engaging the target language communicatively. In an attempt to do so, the lecturer considers that learners require to learn intensively and extensively "overlearn" the target language, to absorb how to use automatically and unconsciously without discontinuing to ponder in the target language. According to them learners my accomplish this by shaping new habits and behaviours in the target language and getting over the old habits of their native language.

4.3.2   Characteristics of the Audio-Lingual Method

1. Any given foreign language is the same as any other sort of learning and is able to be clarified by the same regulations and principles (Stimulus-Response- Reinforcement).
2. Learning is the outcome of experience and involvement and is apparent in vicissitudes in behaviors and habits. The purpose is for achieving linguistic competence and accuracy.
3. Each and every single foreign language learning is divergent from first language learning.
4. Each and every single foreign language learning is a course of habit construction.
5. The process of language learning progresses by dint of analogy that is habit- formation system including discrimination and generalization rather than analysis aspect (deductive learning of rules, as the Grammar Translation Method) and contains attending to shape and structure.

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6. Errors made are the effect of first language interference and can be escaped from in the process of teaching. Lectures should stipulate what language patterns the learners will apply and monitor learners' communication with the target language.

7. Revolves around all the rehearses, drills, and course of actions through making a transition from reading, translating and deductive description of grammar rules to the listening, speaking and the inductive demonstration of the linguistic patterns of the spoken system.

4.3.3 The Audio-Lingual Method Techniques

The lecturer will attempt to use different dialogues and pattern practices derived from the audiolingual classroom rehearsals. It should be worth perceiving that the use of such drills is a distinctive trait of the Audiolingual Method. The techniques treated by the Audio-lingual Method are:

1. Repetition drill: such drill pattern is regularly manipulated to explain the lines of the dialogue. Undergraduates are required to reiterate the educator's pattern as correctly and rapidly as possible.

2. Single slot substitution drills: the use of such pattern is through saying a line, typically from a given dialogue. Then, the instructor utters a word or a phrase (described as a cue). Learners resay the line from the dialogue that the instructor has given them, replacing "substituting" the cue with the line in its appropriate spot. The main objective of these drills is to provide learners with some sort of practices through finding and filling in the slots of a sentence.

3. Question and answer drills：the lecturer uses such kind of drills to foster learners practice to answer certain questions. The learners should answer the tutor's question immediately. In spite of the fact that teachers did not recognize such type of drills in their classes here, it is as well likely for the teacher to cue learners to ask questions likewise. These thrusts apprentices' practices with the question pattern process.

4. Expansion drill：the lecturer uses such kind of drills to thrust learners to construct longer sentences step by step, progressively attaining the aspect of fluency. The foremost structure is reiterated first, later learners should put the cues in its appropriate spot.

5. Multiple slot substitution drills: such kind of drills is akin to the single slut substitution drills. The main difference occurs when the lecturer provides cue expressions, in sequence will be incorporated in different slots in the dialogue lines. The undergraduates have to distinguish what chunk of speech each and every single cue is, or as a minimum, where it should be incorporated in the sentence, and construct any other modifications, such as subject-verb arrangement. Then they repeat the line or lines, incorporating the cue phrases in the lines where they fit.

6. Backward build-up drills: the lecturer uses such kind of drills when discovering that a long-stretched line of a given dialogue is putting learners into troubles. The lecture then falls apart the line into several parts. Learners repeat a single part of the phrase, usually the last expression of the line. Next, pursuing the instructor's cue, the learners broaden what they are reiterating piece by piece until they are capable of resaying the complete line. The tutor starts with the last part of the sentence and operates backwards from there to retain the intonation of the parts of line as natural as possible. Also, this procedure thrusts the learners' attention to be well-maintained till the last part of the line, where new information and experience naturally happen.

7. Chain drill: it should be worth distinguishing that a chain drill catches its name from the chain of

conversation that constructs around the pattern of asking and answering questions of the students one by one inside the classroom. The instructor activates the chain by greeting a specific learner or asking him/ her a certain question. Such learner answers what has given to him or her and then turns to the classmate who is sitting next to him or her. The first learner greets or asks a certain question of the second learner and so forth, in this way the chain continues to expand. This type of chain drill tolerates some monitored and structured communication, despite the fact that it is restricted. Such pattern of drills also provides the lecturers with a chance to control and check each learner's language.

8. Complete the dialogue: carefully chosen words are removed from a given dialogue where learners have learned. Learners accomplish the dialogue by filling in the gaps with the missing lexes.

9. Transformation drill: the lecturer uses such kind of drills to bring his/ her learners to a particular sort of sentence pattern, to make the previous information clear an affirmative sentence is a good example for. Learners are requested to transmute a given positive sentence into a negative sentence. Another example of transmutations is to enquire learners to transform a phrase into a question, an active sentence into a passive one, or direct statement into reported speech.

10. Use of minimal pairs: the lecturer uses such kind of practice where s/he tries to engage with a pair of words which vary only in one sound; for instance, 'bat/ but'. learners are first enquired to discover the discrepancy between the two words and later try to repeat the two words correctly. The trainer picks the sounds to develop after manipulating a contrastive analysis or a comparison between the apprentices' native language and the language they are learning.

11. Grammar game: the lecturer uses such kind of games to bring learners to rehearse grammar facts within a certain context. Learners are ready for expressing themselves, even if it is in a limited context.

12. Dialogue memorization: the lecturer often uses such kind of conversation practice between two students for opening a new tutorial. Apprentices memorize the dialogue over the application of mimicry, learners generally engage the role of one character in a dialogue, and then the teacher will take the other character. After memorizing the first character's lines, they swap roles and learn the other character's section. Another technique of rehearsing the two parts is set to be for the first half of the class students take one part and the other half of the class students tackle the other one. After the memorization of such dialogue, pairs of individual learners could play the dialogue for the remaining learners in the class.

4.3.4. Advantages

1. Such method is the first one which grounded on scientific, linguistic and psychological concepts.
2. Due to its modest principles, such method expanded the field of the language learner application.
3. Syntactic development of language forms obtains more significance than terminology and morphology.
4. Language learning process immersed in learning different skills.
5. This method nurtures teachers to use simple techniques for language learning.

4.3.5 Disadvantages

in the face of the previous benefits, the Audio-Lingual Method began to be disapproved and complained in the 1960s from different fields: first, between 1966 and 1972 Chomsky originated a protracted and stormy discussion about the language methods and learning philosophies. Second, it was located that the Audio-Lingual Method couldn't function as the panacea for instructors who initiated to grumble that not all their requirements were encountered by such method. Furthermore, learners stated their disappointment with the automatic drills in classes and named them monotonous and vexatious. They as well criticized that what they attained was more like mimicking and parroting and less like real communication that could be revealed outside the classrooms.

As you can see, since 1970_s the Audio-Lingual method came to its end, in spite of the fact that particular principles and techniques of such method still continue to be applied in the modern language teaching classes.

Conclusion

In a nutshell, the lecturer in such lesson tries to state that the Audio-Lingual Method intends for optimizing the aspect of communicative competence of learners through practicing dialogues and drills. The use of dialogues and drills are effectual in foreign language teaching classes as they conduct the learners to generate and construct speech. The salient feature of repetition of dialogues and drills will empower learners to react immediately and accurately in spoken language contexts.

Reflection task

We have looked at both the techniques and the principles of the Audio-Lingual Method. Try now to make the bridge between this method and your teaching situation. Does it make sense to you that language acquisition results from habit formation? If so, will the habits of the native language interfere with target language learning?

Should errors be prevented as much as possible? Should the major focus be on the structural patterns of the target language? Which of these or the other principles of the Audio-Lingual Method are acceptable to you?

Is a dialogue a useful way to introduce new material? Should it be memorized through mimicry of the teacher's model? Are structure drills valuable pedagogical activities? Is working on pronunciation through minimal-pair drills a worthwhile activity? Would you say these techniques (or any others of this method) are ones that you can use as described? Could you adapt any of them to your own teaching approach and situation? (**Larsen-Freeman & Anderson, 2011, p. 76**)

8.4. The Silent Way
Introduction

In spite of the fact that individuals did learn languages over the Audio-Lingual Method, and undeniably the method is still practiced and experienced these days, one problematic with it was undergraduates' incapability to readily and eagerly transfer the habits and behaviours they had grasped in the classroom to communicative use outside it. Moreover, the conception that learning a language intended

establishing a group of habits that was extremely challenged in the early 1960s. Linguist Noam Chomsky claimed that language acquisition could not conceivably come to pass through habit formation since individuals generate and comprehend utterances they have never heard before. Chomsky projected instead that speakers have a knowledge of fundamental abstract rules, which permit them to recognize and generate novel utterances. Consequently, Chomsky contemplated, language must not be measured a product of habit formation, but rather of rule formation. Therefore, language acquisition must be a procedure whereby individuals use their own thinking processes, or cognition, to discover the rules of the language they are acquiring.

The emphasis on human cognition directed to the formation of the Cognitive Code Approach. Rather than simply being responsive to stimuli in the environment, students were seen to be much more vigorously responsible for their own learning, engaged in formulating hypotheses so as to determine the rules of the target language. Errors were unavoidable and were signs that students were enthusiastically testing their hypotheses. For a while in the early 1970s, there was great concentration in applying this new Cognitive Code Approach to language teaching. Materials were advanced with deductive (learners are given the rule and asked to apply it) and inductive (learners discover the rule from the examples and then practice it) grammar exercises. However, no language teaching method ever actually advanced in a straight line from the approach; instead, a number of 'innovative methods' appeared.

Notwithstanding the fact that Caleb Gattegno's Silent Way, which the lecturer will ponder in this lecture, did not derive directly from the Cognitive Code Approach, it shares firm principles with it. For instance, one of the plain principles of the Silent Way is that 'Teaching should be subordinated to learning.' Otherwise stated, Gattegno supposed that to teach means to serve the learning process rather than to dominate it. This principle is in accordance with the active search for rules ascribed to the learner in the Cognitive Code Approach. Gattegno looked at language learning from the standpoint of the learner by learning the way babies and young kids acquire. He settled that learning is a process which students initiate by ourselves by mobilizing and activating our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to encounter the challenge at hand. Throughout our learning, we integrate into ourselves whatever 'new' that people create and generate, and use it as a stepping stone for further learning. **(Larsen-Freeman & Anderson, 2011, pp. 80-81)**

4.4.1 Purposes of the Silent Way

1. The all-purpose goal of the Silent Way is to support beginning-level learners acquire basic fluency in the target language, with the fundamental objective being close to native language proficiency and good pronunciation.
2. Learners are capable of using the language for self-expression.
3. Learners are compelled to advance independence from the teacher, to develop their own criteria for accuracy.
4. Learners turn out to be independent by counting on themselves. The teacher should deliver them only with what they absolutely require to advance their learning. **(Larsen-Freeman & Anderson, 2011)**

4.4.2. Characteristics of the Silent Way

The lecture opens up circumstances that concentrate on the constructions of the language. These are familiarized over a language-specific sound-color chart. learners start their study of the language through its sounds. The learners obtain a great deal of practice with a given target language structure without repetition for its own sake.

It should be worth noting that the method gives students a chance to start their study of the language over its essential building blocks, its sounds. These are presented through a language-specific sound–color chart. Depending on what sounds learners already recognize from their knowledge of their native language, tutors control their learners to associate the sounds of the target language with specific colors. Far ahead, these same colors are applied to support learners learn the spellings that symbolize the sounds (through the color-coded Fidel Charts) and how to read and pronounce vocabularies appropriately (through the color-coded word charts).

The instructor establishes situations that emphasis learner attention on the constructions of the language. The situations give a vehicle for learners to observe meaning. The situations sometimes require the use of rods and sometimes do not; they naturally include only one structure at a time. With minimal spoken cues, the learners are directed to create the structure. The educator works with them, striving for pronunciation that would be intelligible to a native speaker of the target language. The teacher uses the apprentices' errors as evidence and indication of where the language is unclear to learners and, hence, where to work.

The learners obtain a profusion of practice with a given target language construction without repetition for its own sake. They acquire autonomy in the language by discovering it and making choices. The teacher enquires the learners to designate their reactions to the lecture or what they have learned. This offers valuable information for the lecturer and fosters learners to take responsibility for their own learning. Some further learning takes place while they sleep. **(Larsen-Freeman & Anderson, 2011)**

4.4.3. Principles of the Silent Way

Since the Silent Way may not be well-known to many of you, the lecture in such lecture tries to review in depth its principles. **(Larsen-Freeman & Anderson, 2011, pp. 88-89)**
1. The teacher should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic.
2. Language learners are intelligent and bring with them the experience of already learning a language. The teacher should give only what help is necessary.
3. Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness—to trust and to be responsible for their own production in the target language.
4. Students take turns tapping out the sounds. Language is not learned by repeating after a model. Students need to develop their own 'inner criteria' for correctness—to trust and to be responsible for their own production in the target language.
5. Students should learn to rely on each other and themselves.
6. The teacher works with gestures, and sometimes instructions in the students' native language, to help the students to produce the target language sounds as accurately as possible. The teacher works

with the students while the students work on the language.

7. The teacher makes use of what students already know. The more the teacher does for the students what they can do for themselves, the less they will do for themselves. The students learn the sounds of new blocks of color by tapping out the names of their classmates.

8. Learning involves transferring what one knows to new contexts.

9. Reading is worked on from the beginning but follows from what students have learned to say.

10. Silence is a tool. It helps to foster autonomy, or the exercise of initiative. It also removes the teacher from the center of attention so he can listen to and work with students. The teacher speaks, but only when necessary. Otherwise, the teacher gets out of the way so that it is the students who receive the practice in using the language.

11. Meaning is made clear by focusing students' perceptions, not through translation.

12. Students can learn from one another. The teacher's silence encourages group cooperation.

13. If the teacher praises (or criticizes) students, they will be less self-reliant. The teacher's actions can interfere with students' developing their own criteria.

14. Errors are important and necessary to learning. They show the teacher where things are unclear.

15. If students are simply given answers, rather than being allowed to self-correct, they will not retain them. After locating the error for the student, the teacher does not supply the correct language until all self-correction options have failed.

16. The teacher mouths the correct sound, but does not vocalize it. Students need to learn to listen to themselves.

17. At the beginning, the teacher needs to look for progress, not perfection. Learning takes place in time. Students learn at different rates.

18. A teacher's silence frees the teacher to closely observe the students' behavior.

19. Some learning takes place naturally as we sleep. Students will naturally work on the day's lesson then.

20. The syllabus is composed of linguistic structures. The structures of the syllabus are not arranged in a linear fashion, but rather are constantly being recycled. The skills of speaking, reading, and writing reinforce one another.

4.4.4 Techniques of the Silent Way

Many of the ideas in this chapter may be new to you. Some of these ideas may be immediately attractive to you, whereas others may not. Give yourself time to think about all of them before you decide their value to you. In the review that follows, the materials surveyed in this chapter (the charts and rods) have been included. While you may not have access to the actual materials discussed here, the materials may give you other ideas of what you can use. **(Larsen-Freeman & Anderson, 2011, pp. 96-98)**

1. Sound–Color Chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences. Although we did not see it in this lesson, sometimes the teacher will tap a particular block of color very hard when forming a word. In this way the teacher can introduce the stress pattern for the word. The chart

allows students to produce sound combinations in the target language without doing so through repetition. The chart draws the students' attention and allows them to concentrate on the language, not on the teacher. When a particular sound contrast is new for students, and they are unable to perceive which sound of the two they are producing, the sound–color chart can be used to give them feedback on which sound they are making. Finally, since the sound–color chart presents all of the sounds of the target language at once, students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

2. Teacher's Silence

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'Take a _____ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

3. Peer Correction

Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

4. Rods

Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it. The rods trigger meaning: Situations with the rods can be created in such a way that the meaning is made clear; then the language is connected to the meaning. At the beginning level, the rods can be used to teach colors and numbers. Later on, they can be used for more complicated structures; for example, statements with prepositions ('The blue rod is between the green one and the yellow one') and conditionals ('If you give me a blue rod, then I'll give you two green ones'). They can be used abstractly as well; for instance, for students to make a clock when learning to tell time in the target language, to create a family tree, or to make a floor plan of their house, which they later describe to their classmates. Sometimes, teachers will put the rods down on the desk in a line, using a different rod to represent each word in a sentence. By pointing to each rod in turn, while remaining silent, the teacher can elicit the sentence from the students. He can also make concrete for students' aspects of the structure, for example, the need to invert the subject and auxiliary verb in order to form questions.

The rods are therefore very versatile. They can be used as rods or more abstractly to represent other realities. They allow students to be creative and imaginative, and they allow for action to accompany language

5. Self-correction Gestures

We already examined some self-correction techniques in the chapter on the Direct Method. Some of the particular gestures of the Silent Way could be added to this list. For example, in the class observed, the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

6. Word Chart

The teacher, and later the students, points to words on the wall charts in a sequence so that students can read aloud the sentences they have spoken. The way the letters are colored (the colors from the sound–color chart are used) helps the students with their pronunciation. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English. There are others available for other languages. Although we did not see them in this lesson, students also work with Silent Way wall pictures and books to further expand their vocabularies and facility with the language.

7. Fidel Charts

The teacher, and later the students, points to the color-coded Fidel Charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ei/ are 'ay,' 'ea,' 'ei,' 'eigh,' etc. showing that these are all ways of spelling the /ei/ sound in English (as in the words 'say,' 'steak,' 'veil,' 'weigh'). Because of the large number of ways sounds in English can be spelled, there are eight Fidel Charts in all. There are a number of charts available for other languages as well.

8. Structured Feedback

Students are invited to make observations about the day's lesson and what they have learned. The teacher accepts the students' comments in a nondefensive manner, hearing things that will help give him direction for where he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class. The length and frequency of feedback sessions vary depending on the teacher and the class.

4.4.5 Nature of Student-teacher Interaction

For much of the student–teacher interaction, the teacher is silent. He is still very active, however— setting up situations to 'force awareness,' listening attentively to students' speech, and silently working with them on their production through the use of nonverbal gestures and the tools he has available. When the teacher does speak, it is to give clues, not to model the language.

4.4.6 Nature of Student-student Interaction

Student–student verbal interaction is desirable (students can learn from one another) and is therefore encouraged. The teacher's silence is one way to do this.

4.4.7 Nature of Feelings of the Students in the Silent Way

The teacher constantly observes the students. When their feelings interfere, the teacher tries to find ways for the students to overcome them. Also, through feedback sessions at the end of lessons, students have an opportunity to express how they feel. The teacher takes what they say into consideration and works with the students to help them overcome negative feelings which might otherwise interfere with their learning. Finally, because students are encouraged throughout each lesson to cooperate with one another, it is hoped that a relaxed, enjoyable learning environment will be created.

4.4.8 The roles of teachers and students in the Silent Way

The teacher is a technician or engineer. 'Only the learner can do the learning,' but the teacher, relying on what his students already know, can give what help is necessary, focus the students' perceptions, 'force their awareness,' and 'provide exercises to insure their facility' with the language. The teacher should respect the autonomy of the learners in their attempts at relating and interacting with the new challenges.

The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to the learning task, and to actively engage in exploring the language. No one can learn for us, Gattegno would say; to learn is our personal responsibility.

As Gattegno says, 'The teacher works with the student; the student works on the language.'

4.4.9 Evaluation accomplishment in the Silent Way

Although the teacher may never give a formal test, he assesses student learning all the time. Since 'teaching is subordinated to learning,' the teacher must be responsive to immediate learning needs. The teacher's silence frees him to attend to his students and to be aware of these needs. The needs will be apparent to a teacher who is observant of his students' behavior. One criterion of whether or not students have learned is their ability to transfer what they have been studying to new contexts.

The teacher does not praise or criticize student behavior since this would interfere with students' developing their own inner criteria. He expects students to learn at different rates. The teacher looks for steady progress, not perfection.

4.4.10 Advantages

1. Learners interact not only with teachers but also with each other.
2. Learners correct the mistakes and errors themselves and teachers view these errors as the responses to the teaching and give learners some hints and help.
3. Due to the nature of Silent Way teachers speak too little, they are free to observe their learners carefully and be available for them.
4. Learning through problem solving looks attractive especially because it fosters creativity, discovery, and increases in intelligent potency and long-term memory
5. The indirect role of the teacher highlights the importance and the centrality of the learner who is responsible in figuring out and testing the hypotheses about how language works. Otherwise stated, teaching is subordinated to learning.

4.4.11 Disadvantages

1. Tutors must know their teaching goals clearly and make use of the teaching aids effectively.
2. Learners may be confused with the symbols of the colored wooden rods.
3. Learners waste too much time struggling with a concept that would be easily clarified by the teachers' direct guide.

4. It is difficult for teachers to evaluate learners progress in their learning process.
5. It is criticized as being too focused on building structure, and misses out on cultural input through the language.
6. The silence of the teacher can prevent learners from hearing many active models of correct usage that they may find useful.
7. In trying to create a less teacher-oriented classroom, many say that the Silent Way goes too far to the opposite extreme.
8. Other problems are a little more practical in nature. Getting together the classic Silent Way pre-requisite materials can take a lot of time and money __ there is the sound -color chart, 12-word charts each containing around 500 words, 8 Fidel charts for the English language alone. And don't forget the actual Cuisenaire Rods as well. In order to maximize the learning potential of learners using the silent way, teachers would have to be prepared to invest quite heavily in materials.

Conclusion

In conclusion, the Silent Way is a great approach to make a more student-centered classroom. The activity in the Silent Way allows students to find many ways in expressing the situation in the target language. The goals of the teacher's silence are the students' progress in learning English, such as the students can practice the language, they are curious about it and they begin to explore it actively.

Reflection Task

In this chapter we saw a beginning lesson and an intermediate lesson, but the Silent Way is used with advanced students, too. For these students the same principles apply, and the same charts are used. In addition, there are pictures for topical vocabularies, books for American cultural settings, and an intro-duction to literature.

We have avoided referring to the Silent Way as a method since Caleb Gattegno says it is not one. Proponents of the Silent Way claim its principles are far-reaching, affecting not only education, but the way one perceives the living of life itself. Nevertheless, there clearly are implications for language teach-ing, and you should ask yourself whether there are implications for you.

Do you believe teaching should be subordinated to learning? Does it make sense to you that learn-ers should be encouraged to be independent of the teacher and autonomous in making their own choices? Do you think students can learn from one another? Should a teacher look for progress, not perfection? Are there any other principles of the Silent Way you believe in? Which ones?

Are there Silent Way materials which would be of use to you? Should a teacher remain silent as much as possible? Is structured feedback a useful thing for teachers to elicit from their students? Which techniques can you adapt to your own approach to language teaching? **(Larsen-Freeman & Anderson, 2011, pp. 99)**

8.5. Suggestopedia

Introduction

It should be worth distinguishing that the originator of the method we will be exploring in this chapter, Georgi Lozanov, believes, as does Silent Way's Caleb Gattegno, that language learning can occur at a much faster rate than ordinarily transpires. The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. According to Lozanov and others, we may be using only five to ten percent of our mental capacity. In order to make better use of our reserve capacity, the limitations we think we have need to be 'desuggested.' Desuggestopedia,1 the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning. One of the ways the students' mental reserves are stimulated is through integration of the fine arts, an important contribution to the method made by Lozanov's colleague Evelina Gateva. To this end lessons take place against a background of soothing music in an emotionally comforting environment, with the teacher actively planting and unplanting thoughts in and from the learners' minds. **(Larsen-Freeman & Anderson, 2011, p. 102)**

4.5.1 Purposes of Suggestopedia

Teachers hope to accelerate the process by which students learn to use another language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation. Suggestopedia aims to deliver advance conversational proficiency quickly. It apparently bases its leaning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov states categorically, "the main aims of teaching are not memorization, but the understanding and creative solution of problem". As learners' goals he cited increased access for understanding and creative solution of problem. However, students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal to the suggestopedia method. **(Larsen-Freeman & Anderson, 2011)**

4.5.2 Characteristics of Suggestopedia

The lecture tries to bring some insights about the key characteristics of suggestopedia.

- Using target language/mother tongue.
- It is a teacher-centered.
- Comfortable environment that contains bright, cheerful classrooms with comfortable chairs.
- Soothing background music.
- Positive suggestion and negative "de-suggestion" by teachers.
- New identities for learners with TL names and new occupations.

- Printed TL dialogues with MT translation, vocabulary and grammar notes.
- Reading of dialogues by teacher, rhythm and intonation matched to music.
- Reading of dialogues by learners just before sleeping and on rising (homework).
- Classroom activities based on dialogues, including Q&A, games and songs.
- Peripheral Learning, Free Errors, the use of music, drama and art are amalgamated in the learning process. They are unified as regularly as possible. **(Larsen-Freeman & Anderson, 2011)**

4.5.3 Principles of Suggestopedia

Since suggestopedia may not be eminent to many of you, the lecture in such lecture tries to un-cover in depth its principles. **(Larsen-Freeman & Anderson, 2011, pp. 107-109)**

1. The classroom is bright and colorful. Learning is facilitated in a cheerful environment.

2. A student can learn from what is present in the environment, even if his attention is not directed to it (peripheral learning).

3. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. She should attempt to 'desuggest' these.

4. Assuming a new identity enhances students' feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.

5. The dialogue that the students learn contains language they can use immediately.

6. Songs are useful for 'freeing the speech muscles' and evoking positive emotions.

7. The teacher should integrate indirect positive suggestions 'there is no limit to what you can do' into the learning situation.

8. The teacher should present and explain the grammar and vocabulary, but not dwell on them. The bold print allows the students' focus to shift from the whole text to the details before they return to the whole text again. The dynamic interplay between the whole and the parts is important.

9. One way that meaning is made clear is through native language translation.

10. Communication takes place on 'two planes': on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.

11. A calm state, such as the state one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.

12. Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.

13. The teacher should help the students 'activate' the material to which they have been exposed. The

means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.

14. Music and movement reinforce the linguistic material. It is desirable that students achieve a state of infantilization so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.

15. In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can fun.

16. Errors are corrected gently, not in a direct, confrontational manner.

4.5.4 Techniques of Suggestopedia

If you find Desuggestopedia's principles meaningful, you may want to try some of the following techniques, or to alter your classroom environment. Even if not all of them appeal to you, there may be some elements you could usefully adapt to your own teaching style. **(Larsen-Freeman & Anderson, 2011, pp. 111-113)**

1. Classroom Set-up

The challenge for the teacher is to create a classroom environment that is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible.

2. Peripheral Learning

This technique is based upon the idea that we perceive much more in our environment than we consciously notice. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

3. Positive Suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect suggestion was accomplished in the class we visited through the choice of a dialogue entitled, 'To want to is to be able to.'

4. Choose a New Identity

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family.

5. Role-play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson we observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.

6. First Concert

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialogue and has called her students' attention to some particular grammatical points that arise in it, she reads the dialogue in the target language. The students have copies of the dialogue in the target language and their native language and refer to it as the teacher is reading.

Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice rises and falls with the music.

7. Second Concert

In the second phase, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialogue at normal speed. The teacher is seated and reads with the musical accompaniment. Thus, the content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. At the conclusion of this concert, the class ends for the day.

8. Primary Activation

This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialogue out loud, individually or in groups. In the lesson we observed, three groups of students read parts of the dialogue in a particular manner: the first group, sadly; the next, angrily; the last, cheerfully.

9. Creative Adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

4.5.5. Nature of Student-teacher Interaction

The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practiced. **(Larsen-Freeman & Anderson, 2011, pp. 111)**

4.5.6. Nature of Student-student Interaction

The students here have more control of the target language and can respond more appropriately and even initiate interaction themselves.

4.5.7. Nature of Feelings of the Students in Suggestopedia

A great deal of attention is given to students' feelings in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.

It is considered important in this method that the psychological barriers that students bring with them be desuggested. Indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable. Students also choose target language names on the assumption that a new identity makes students feel more secure and thus more open to learning. **(Larsen-Freeman & Anderson, 2011, pp. 112)**

4.5.8. The roles of teachers and students in Suggestopedia

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. The students will retain information better from someone in whom they have confidence since they will be more responsive to her 'desuggesting' their limitations and suggesting how easy it will be for them to succeed. Once the students trust the teacher, they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited. **(Larsen-Freeman & Anderson, 2011, p. 110)**

4.5.9. Evaluation accomplishment in Suggestopedia

Evaluation usually is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning.

4.6.10. Advantages

There are some benefits in applying desuggestopedia:
1 A comprehensible input based on dessugestion and suggestion principles; by using this suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter.
2 Authority concept; Students remember best and are most influenced by information coming from an authoritative source, teachers.
3 Double-planedness theory; It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.
4 Peripheral learning; suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence. Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input. For example, the students can make some sentences using the grammatical structure placed on the classroom's wall, describe a particular place in an English-speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident.

4.5.11. Disadvantages

Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students' motivation, financial limitation, number of students, etc.

The main disadvantages of suggestopedia are as follows:

1 Environment limitation; most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class (Adamson, 1997).

2 The use of hypnosis; some people say that suggestopedia uses a hypnosis, so it has bad deep effects for human beings. Lozanov strongly denied about it.

3 Infantilization learning; suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that they are mature.

Conclusion

Teacher will find different situation and different types of students in learning. Therefore, teacher should be creative and smart in choosing and using different types of methods in teaching different skill of language. Teacher can use suggestopedia as teaching method in their teaching. Using suggestopedia is very interesting but challenging to do. It can be seen from some considerations. In one side it has some benefits, but on the other side it also has some weaknesses. In addition, the key factors of effective teaching are not the approaches and methods in language teaching themselves but the teacher's deliberate selection of different approaches and methods and the devoted practice of putting theories into real teaching activities in a corresponding social-cultural context. It is a fact that no approach or method is perfect. However, there is no end for teacher to seek the perfection of the approaches and methods in language teaching. The language teaching method known as Suggestopedia provides some valuable insights into the power of cognition and creates techniques that make students feel comfortable, relaxed and suggestible to the material being learned.

Reflection Task

What connection, if any, can you make between Desuggestopedia and your approach to teaching? Does it make sense to you that when your students are relaxed and comfortable, their learning will be facilitated? Should the teacher's role be one of being a respected and trusted authority? Should direct and indirect suggestions be used? Should learning be made as enjoyable as possible? Which, if any, of the other principles of Desuggestopedia do you accept?

Do you think students can learn peripherally? Would it be useful for your students to develop a new target language identity? Would you consider presenting new material with a musical accompaniment? Are any of the activities of the activation phase of use to you? **(Larsen-Freeman & Anderson, 2011, p. 155)**

4.7. Community Language Learning

Introduction

It should be worth distinguishing The method will examine in this chapter advises teachers to consider their students as 'whole persons.' **Whole-person learning** means that teachers consider not only their students' intellect, but they also have some understanding of the relationship among students' feelings, physical reactions, instinctive protective reactions, and desire to learn. The Community Language Learning Method takes its principles from the more general Counseling-Learning approach developed by Charles A. Curran.

Curran studied adult learning for many years. He found that adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fear that they will appear foolish. Curran believed that a way to deal with the fears of students is for teachers to become language counselors. A language counselor does not mean someone trained in psychology; it means someone who is a skillful 'understander' of the struggle students face as they attempt to internalize another language. The teacher who can understand can indicate his acceptance of the student. By understanding students' fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning. **(Larsen-Freeman & Anderson, 2011, p. 118)**

4.6.1 Purposes of Community Language Learning

Lecturers who use CLL want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. All of these objectives can be accomplished in a nondefensive manner if the teacher and learner(s) treat each other as whole persons, valuing both thoughts and feelings. **(Larsen-Freeman & Anderson, 2011)**

4.6.2 Characteristics of Community Language Learning

The lecture tries to bring some insights about the key characteristics of Community Language Learning.

- target language/mother tongue
- teacher/learner-centred
- counselling role for teacher; client roles for learners
- in-a-circle seating for learners
- recorder inside circle and teacher outside
- TL dialogue generated learner by learner (helped as necessary by teacher)
- recorded dialogue transcribed by teacher on board
- analysis of dialogue by learners
- dialogue used in follow-up sessions for other activities

- movement for learners from total dependence to growing autonomy. **(Larsen-Freeman & Anderson, 2011)**

4.6.3 Principles of Community Language Learning

Since Community Language Learning may not be renowned to many of you, the lecture in such lecture tries to reveal thoroughly its principles. **(Larsen-Freeman & Anderson, 2011, pp. 124-126)**

1   The teacher greets the students, introduces himself, and has the students introduce themselves. Building a relationship with and among students is very important.
2   The teacher tells the students what they are going to do that evening.
3   He explains the procedure for the first activity and sets a time limit.
4   Language is for communication.
5   The teacher stands behind the students.
6   The teacher translates what the students want to say in chunks. The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.
7   The teacher tells them that they have only a few minutes remaining for the conversation.
8   Teacher and students are whole persons. Sharing their feelings about their learning experience allows learners to get to know one another and to build community.
9   The teacher accepts what each student says; Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses, and the learning experience becomes less threatening.
10 The teacher 'counsels' the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which might otherwise block their learning.
11 The students' native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything.
12 The teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity.
13 The teacher reassures the students that they will have time later on to copy the sentences.
14 The teacher encourages student initiative and independence, but does not let students flounder in uncomfortable silences.
15 The teacher reads the transcript three times. The students relax and listen.
16 Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students feel in control, they can take more responsibility for their own learning.
17   Students need to learn to discriminate, for example, in perceiving the similarities and differences among the target language forms.
18 In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is   encouraged.
19 Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.
20 In the beginning stages, the 'syllabus' is generated primarily by the students. Students are more

willing to learn when they have created the material themselves.

4.6.9 Techniques of Community Language Learning

The lecturer will examine the techniques designated in this CLL lecture and deliver a little more detail. **(Larsen-Freeman & Anderson, 2011, pp. 131-133)**

1. Recording Student Conversation

This is a technique used to record student-generated language as well as to give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language or a language common to the group. In multilingual groups with no common language, other means will have to be employed. For instance, students can use gestures to get their meaning across. After each native language utterance or use of a gesture, the teacher translates what the student says or acts out into the target language. The teacher gives the students the target language translation in appropriate-sized chunks. Each chunk is recorded, giving students a final recording with only the target language on it. In the lesson we observed, a tape recorder was used; however, these days, other teachers might use a digital voice-recording device, such as an MP3 player, a cell phone, or a computer. Such recording technology allows for instant 'repeats' without rewinding. Also, a teacher can burn a CD or send an MP3 (or other) file to students electronically, which allows students to listen to the recording in their own time.

After a conversation has been recorded, it can be replayed. Since the students have a choice in what they want to say in the original conversation, it is easier for them to associate meaning with a particular target language utterance. Being able to recall the meaning of almost everything said in a first conversation is motivating for learners. The recording can also be used to simply listen to their voices in the target language. Recording student conversation works best with 12 or fewer students. In a larger class, students can take turns being the ones to have the conversation.

2. Transcription

The teacher transcribes the students' recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written up on the board or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security.

3 Reflective Listening

The students relax and listen to their own voices speaking the target language on the recording. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut. A third possibility is for the students to mouth the words as the teacher reads the transcript.

4 Human Computer™

A student chooses some part of the transcript to practice pronouncing. She is 'in control' of the teacher

when she tries to say the word or phrase. The teacher, following the student's lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's consistent manner of repeating the word or phrase clearly that the student self-corrects as she tries to imitate the teacher's model.

5 Small Group Tasks

The small groups in the class we observed were asked to make new sentences with the words on the transcript. Afterward, the groups shared the sentences they made with the rest of the class. Later in the week, students working in pairs made sentences with the different verb conjugations.

There are a lot of different activities that could take place with students working in small groups. Teachers who use small group activities believe students can learn from each other and get more practice with the target language by working in small groups. Also, small groups allow students to get to know each other better. This can lead to the development of a community among class members.

4.6.10 Nature of Student-teacher Interaction

The nature of student-teacher interaction in CLL changes within the lesson and over time. Sometimes the students are assertive, as when they are having a conversation. At these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students may assume more responsibility for this. As Rardin (1988) has observed, the Community Language Learning Method is neither student-centered, nor teacher-centered, but rather teacher–student centered, with both being decision-makers in the class. **(Larsen-Freeman & Anderson, 2011, pp. 111)**

4.6.11 Nature of Student-Student Interaction

Building a relationship with and among students is very important. In a trusting relationship, any debilitating anxiety that students feel can be reduced, thereby helping students to stay open to the learning process. Students can learn from their interaction with each other as well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.

4.6.12 Nature of Feelings of the Students in CLL

Responding to the students' feelings is considered very important in CLL. One regular activity is inviting students to comment on how they feel. The teacher listens and responds to each comment carefully. By showing students he understands how they feel, the teacher can help them overcome negative feelings that might otherwise block their learning.

Student security in this lesson was provided for in a number of ways. Some of these were the teacher's use of the students' native language, telling students precisely what they would be doing during the lesson, respecting established time limits, giving students only as much language at a time as they could handle, and taking responsibility for structuring activities clearly in the most appropriate way. While security is a basic element of the learning process, the way in which it is provided will change depending upon the

stage of the learner. **(Larsen-Freeman & Anderson, 2011, pp. 129)**

4.6.13 The roles of teachers and students in CLL

The teacher's initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language. Initially, the learners are very dependent upon the teacher. It is recognized, however, that as the learners continue to study, they become increasingly independent. Community Language Learning methodologists have identified five stages in this movement from de-pendency to mutual inter-dependency with the teacher. In Stages I, II, and III, the teacher focuses not only on the language but also on being supportive of learners in their learning process. In Stage IV, because of the students' greater security in the language and readiness to benefit from corrections, the teacher can focus more on accuracy. It should be noted that accuracy is always a focus even in the first three stages; however, it is subordinated to fluency. The reverse is true in Stages IV and V. **(Larsen-Freeman & Anderson, 2011, pp. 127)**

4.6.9 Evaluation accomplishment in CLL

Although no particular mode of evaluation is prescribed in the Community Language Learning Method, whatever evaluation is conducted should be in keeping with the principles of the method. If, for example, the school requires that the students take a test at the end of a course, then the teacher would see to it that the students are adequately prepared for taking it.

Also, a teacher-made classroom test would likely be more of an integrative test than a discrete-point one. Students would be asked to write a paragraph or be given an oral interview, rather than being asked to answer a question which deals with only one point of language at a time. (Compare this with the eval-uation procedures for the Audio-Lingual Method.)

Finally, it is likely that teachers would encourage their students to self-evaluate—to look at their own learning and to become aware of their own progress. **(Larsen-Freeman & Anderson, 2011, pp. 130)**

4.7.10 Advantages

There are some benefits in applying CLL:
1. Learner-centered (more than any other methods).
2. Humanistic approach and linguistic dimensions as well: the importance of emotional safe learn-ing environment.
3. Cooperative learning.

4.6.11 Disadvantages

1. Burden on the teacher: need native-like proficiency and special training (counseling skills), provide learners with a safe learning environment, etc.).
2. Nondirective teaching.
3. Lack of syllabus: objectives unclear, evaluation difficulty, too much focus on fluency, etc.

Conclusion

Community Language Learning is the most responsive of the methods the lecturer has reconsidered in terms of its sensitivity to learned communicative intent. It should be noted, however, that this communicative intent is constrained by the number and knowledge of fellow learners. A learner's desire to understand or express technical terms used in aeronautical engineering is unlikely to receive adequate response ill the CLL class. Community Language Learning places unusual demands on language teachers. They must be highly proficient and sensitive to nuance in both L1 and L2. They must be familiar with and sympathetic to the role of counselors in psychological counseling. They must resist the pressure "to teach" in the traditional senses. As one CLL teacher notes, "I had to relax completely and to exclude my own will to produce something myself. I had to exclude any function of forming or formulating something within me, not trying to do something"(Curran, 1976, p.33).

The teacher must also be relatively nondirective and must be prepared to accept and even encourage the "adolescent" aggression of the learner as he or she strives for independence. The teacher must operate without conventional materials, depending on student topics to shape and motivate the class. In addition, the teacher must be prepared to deal with potentially hostile learner reactions to the method. The teacher must also be culturally sensitive and prepared to redesign tile language class into more culturally compatible organizational forms. And the teacher must attempt to learn these new roles and skills without much specific guidance from CLL texts presently available. Special framing in Community Language Learning techniques is usually required.

Critics of Community Language Learning question the appropriateness of the counseling metaphor upon which it is predated, asking for evidence that language learning; in classrooms indeed parallels the processes that characterize psychological counseling. Questions also arise about whether teachers should attempt counseling without special training. CLL procedures were largely developed and tested with groups of college-age Americans. The problems and successes experienced by one or two different client groups may not necessarily represent language learning universals. Other concerns have been expressed regarding the lack of a syllabus, which makes objectives unclear and evaluation difficult to accomplish, and the focus on fluency rather than accuracy, which may lead to inadequate control of the grammatical system of the target language. Supporters of CLL, on the other hand, emphasize the positive benefits of a method that centers on the learner and, stresses the humanistic side of language learning, and not merely its linguistic dimensions.

Reflection Task

As indicated earlier in this chapter, the particular class that we observed represents the first lesson of what is considered a Stage I experience in the Community Language Learning Method. The principles we have drawn from it can also be seen in Stage II, III, IV, and V relationships, although they will be implemented in different ways in order to respond appropriately to learner growth.

The two most basic principles which underlie the kind of learning that can take place in CLL are summed up in the following phrases:

1 'Learning is persons,' which means that whole-person learning of another language takes place best in a relationship of trust, support, and cooperation between teacher and students and among students.

2 'Learning is dynamic and creative,' which means that learning is an ongoing developmental process.

Do you agree with these two basic principles? Do you believe that a teacher should adopt the role of a counselor, as Curran uses the term? Should the development of a community be encouraged? Do you think that students should be given the opportunity for, in effect, creating part of their own syllabus? Which of these or any other principles is compatible with your personal approach to teaching?

Do you think you could use the technique of recording your students' conversation? Should you give your students an opportunity to reflect on their experience? Can you use the Human Computer™? Which of the other techniques can you see adapting to your teaching style? (**Larsen-Freeman & Anderson, 2011, p. 134**)

4.8 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. Of course, the students' speech will not be perfect, but gradually speech will become more target-like. Notice that this is exactly how an infant acquires its native language. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready to do so.

There are several methods being practiced today that have in common an attempt to apply these observations to language instruction. One such method is Krashen and Terrell's Natural Approach. 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. They do not speak at first. The teacher helps her students to understand her by using pictures and occasional words in the students' native language and by being as expressive as possible. It is thought that if the teacher uses language that is just in advance of students' current level of proficiency while making sure that her input is comprehensible, acquisition will proceed 'naturally.' Unconscious acquisition, then, is favored over more conscious learning. Creating a low affective filter is also a condition for acquisition that is met when the classroom atmosphere is one in which anxiety is reduced and students' self-confidence is boosted. The filter is kept low as well by the fact that students are not put on the spot to speak; they speak when they are ready to do so.

Another method that fits within the Comprehension Approach is Winitz and Reed's self-instructional program and Winitz' The Learnables. In this method, students listen to tape-recorded words,

phrases, and sentences while they look at accompanying pictures. The meaning of the utterance is clear from the context the picture provides.

The students are asked to respond in some way, such as pointing to each picture as it is described, to show that they understand the language to which they are listening; however, they do not speak. Stories illustrated by pictures are also used as a device to convey abstract meaning.

A third method that fits here is the Lexical Approach. Although its originator, Michael Lewis, claims that the Lexical Approach is an approach, not a method, it really belongs under the category of the Comprehension Approach, we feel. This is because the Lexical Approach is less concerned with student production and more concerned that students receive and comprehend abundant input. Particularly at lower levels, teachers talk extensively to their students in the target language, while requiring little or no verbal response from them. Students are also given exercises and activities that raise their awareness about multi-word lexical items, such as 'I see what you mean,' and 'Take your time.' Like Krashen and Terrell, Lewis emphasizes acquisition over learning, assuming that 'It is exposure to enough suitable input, not formal teaching, which is key to increasing the learner's lexicon (Lewis, 1997. P. 197).

A fourth method, 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). **(Larsen-Freeman & Anderson, 2011, pp. 137-138)**

4.7.1 Purposes of TPR

Teachers who use TPR believe in the importance of having their students enjoy their experience of learning to communicate in another language. In fact, TPR was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.

4.7.2 Principles of TPR

Here are some of the major principles of the TPR as stated by (Larsen-Freeman & Anderson, 2011, pp. 1142-143)

1. The teacher gives a command in the target language and performs the action with the students.

2. The teacher gives the commands quite quickly.

3. The teacher sits down and issues commands to the volunteers.

4. The teacher directs students other than the volunteers.

5. The teacher introduces new commands after she is satisfied that the first six have been mastered.

6. The teacher introduces new commands after she is satisfied that the first six have been mastered.

7. The teacher changes the order of the commands.

8. When the students make an error, the teacher repeats the command while acting it out.

9. The teacher gives the students commands they have not heard before.

10. The teacher writes the new commands on the board.

11. Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient.

4.7.3 Techniques of TPR

The major technique, as we saw in the lesson we observed, is the use of commands to direct behavior. Asher acknowledges that, although this technique is powerful, a variety of activities is preferred for maintaining student interest. A detailed description of using commands is provided below. If you find some of the principles of Total Physical Response to be of interest, you may wish to devise your own techniques to supplement this one. **(Larsen-Freeman & Anderson, 2011, pp. 147-148)**

1) Using Commands to Direct Behaviour

It should be clear from the class we observed that the use of commands is the major teaching technique of TPR. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since Asher suggests keeping the pace lively, it is necessary for a teacher to plan in advance just which commands she will introduce in a lesson. If the teacher tries to think them up as the lesson progresses, the pace will be too slow.

At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether or not the students understand. As we saw in the lesson we observed, Asher advises teachers to vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language.

2) Role Reversal

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after 10–20 hours of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

3) Action Sequence

At one point we saw the teacher give three connected commands. For example, the teacher told the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

4.7.4. Nature of Student-teacher Interaction

The teacher interacts with the whole group of students and with individual students. Initially, the interaction is characterized by the teacher speaking and the students responding nonverbally. Later on, the students become more verbal and the teacher responds nonverbally. **(Larsen-Freeman & Anderson, 2011, p.148)**

4.9.5. Nature of Student-student Interaction

Students perform the actions together. Students can learn by watching each other. At some point, however, Asher believes observers must demonstrate their understanding of the commands in order to retain them. As students begin to speak, they issue commands to one another as well as to the teacher. **(Larsen-Freeman & Anderson, 2011, p. 147)**

4.9.6. Nature of Feelings of the Students in TPR

One of the main reasons TPR was developed was to reduce the stress people feel when studying other languages. One of the primary ways this is accomplished is to allow learners to speak when they are ready. Forcing them to speak before then will only create anxiety. Also, when students do begin to speak, perfection should not be expected.

Another way to relieve anxiety is to make language learning as enjoyable as possible. The use of many commands and humorous skits are two ways of showing that language learning can be fun.

Finally, it is important that there not be too much modeling, but that students not be too rushed either. Feelings of success and low anxiety facilitate learning.

4.9.7. The Roles of Teachers and Students in TPR

Initially, the teacher is the director of all student behavior. The students are imitators of her non-verbal model. At some point (usually after 10–20 hours of instruction), some students will be 'ready to speak.' At that point, there will be a role reversal with individual students directing the teacher and the other students. **(Larsen-Freeman & Anderson, 2011, p. 147)**

4.9.8. Evaluation accomplishment in TPR

Teachers will know immediately whether or not students understand by observing their students' actions. Formal evaluations can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their performance of skits they have created can become the basis for evaluation. **(Larsen-Freeman & Anderson, 2011, p. 147)**

4.9.9. Advantages

- It is fun and easy
- It does not require a great deal of preparation on the part of the teacher.
- It is a good tool for learning vocabulary.
- Class size does not need to be a problem.

- There is no age barrier.

4.9.10. Disadvantages

- It is not a very creative method. Students are not given the opportunity to express their own views and thoughts in a creative way.
- It is easy to overuse TPR.
- It is limited, since everything cannot be explained with this method. It must be combined with other approaches.

Conclusion

Total Physical Response is in a sense a revival and extension of Palmer and Palmer's English Through Actions, updated with references to more recent psychological theories. It has enjoyed some popularity because of its support by those who emphasize the role of comprehension in second language acquisition. Krashen (1981), for example, regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress. The experimental support for the effectiveness of Total Physical Response is sketchy (as it is for most methods) and typically deals with only the very beginning stages of learning. Proponents of Communicative Language Teaching would question the relevance to real-world learner needs of the TPR syllabus and the utterances and sentences used within it. Asher himself, however, has stressed that Total Physical Response should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices therefore may be effective for reasons other than those proposed by Asher and do not necessarily demand commitment to the learning theories used to justify them.

4.10. Communicative Language Teaching

Introduction

You may have noticed that the goal of most of the methods we have looked at so far is for students to learn to communicate in the target language. In the 1970s, though, educators began to question if they were going about meeting the goal in the right way. Some observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structure, due to the fact that language was fundamentally social (Halliday, 1973). Within a social context, language users needed to perform certain **functions,** such as promising, inviting, and declining invitations (Wilkins, 1976). Students may know the rules of linguistic usage, but be unable to use the language (Widdowson, 1978). In short, being able to communicate required more than **linguistic competence;** it required **communicative competence** (Hymes, 1971)—knowing when and how to say what to whom. Such observations contributed to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centered approach to **a Communicative Approach** (Widdowson, 1990 & Savignon, 1997).

Applying the theoretical perspective of the Communicative Approach, Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching. What this looks like in the classroom may depend on how the principles are interpreted and applied. Indeed, Klapper (2003) makes the point that because CLT lacks closely prescribed classroom techniques, as compared with some of the other methods we have just looked at, CLT is 'fuzzy' in teachers' understanding. This fuzziness has given CLT a flexibility which has allowed it to endure for thirty years. However, its flexibility also means that classroom practices differ widely even when teachers report that they are practicing CLT. It is probably fair to say that there is no one single agreed upon version of CLT. Nevertheless, we will follow our usual way of understanding the theory and associated practices by visiting a class in which a form of Communicative Language Teaching is being practiced.

5.8.1 Purposes of Communicative Language Teaching

The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

5.8.2 Principles of Communicative Language Teaching

1. Whenever possible, authentic language; language as it is used in a real context, should be introduced.
2. Being able to figure out the speaker's orwriter's intentions is part of being communicatively competent.
3. The teacher gives the students the directions for the activity in the targetlanguage.
4. Students should work with language atthe discourse or suprasentential (abovethe sentence) level. They must learn about **cohesion** and **coherence,** those properties of language which bind the sentences together.
5. The students play a language game.
6. Students should be given an opportunity to express their ideas and opinions.
7. A student makes an error. The teacher and other students ignore it.
8. One of the teacher's major responsibilities is to establish situations likely to promote communication.
9. Communicative interaction encourages cooperative relationships among students.It gives students an opportunity to work on negotiating meaning.
10. The social context of the communicativeevent is essential in giving meaning to theutterances.
11. Learning to use language forms appropriately is an important part ofcommunicative competence.

12. The teacher acts as a facilitator in settingup communicative activities and as an advisor during the activities.

13. The students suggest alternative forms they would use to state a prediction to a colleague.

14. The grammar and vocabulary that the students learn follow from the function,situational context, and the roles of the interlocutors.

15. Students should be given opportunities towork on language as it is used in authentic communication. They may be coached on strategies for how to improvetheir comprehension. **(Larsen-Freeman & Anderson, 2011, pp. 159-160)**

5.8.3 Techniques of Communicative Language Teaching

There may be aspects of CLT that you find appealing. This review has been provided in the event you wish to try to use any of the techniques or materials associated with CLT.

1. Authentic Materials

To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world, and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of authentic language materials. Another possibility for the use of authentic materials with a lower-level class is to use items of realia that do not contain a lot of language, but about which a lot of discussion could be generated.

2. Scrambled Sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasentential level through formal linguistic devices such as pronouns, which make a text cohesive, and semantic proposition, which unify a text and make it coherent.

In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialogue. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

3. Language Games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (ibid. 1981), have the three features of communication: information gap, choice, and feedback.

These three features were manifest in the card game we observed in the following way: An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she would predict (which sport) and how she would predict it (which form her prediction would take). The speaker received feedback from the members of her group. If her prediction was incomprehensible, then none of the members of her

group would respond. If she got a meaningful response, she could presume her prediction was understood.

4. Picture Strip Story

Many activities can be done with picture strip stories. We suggested one in our discussion of scrambled sentences.

In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like. An information gap existed—the students in the groups did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it.

They received feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

The activity just described is an example of using a problem-solving task as a communicative technique. Problem-solving tasks work well in CLT because they usually include the three features of communication. What is more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

5. Role-play

We already encountered the use of role-plays as a technique when we looked at Desuggestopedia. Role-plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role-plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). The latter is more in keeping with CLT, of course, because it gives the students more of a choice. Notice that role-plays structured like this also provide information gaps since students cannot be sure (as with most forms of communication) what the other person or people will say (there is a natural unpredictability). Students also receive feedback on whether or not they have communicated effectively. **(Larsen-Freeman & Anderson, 2011, pp. 166-168)**

5.8.4 Nature of student-teacher Interaction

The teacher may present some part of the lesson. At other times, he is the facilitator of the activities, but he does not always himself interact with the students.

5.8.5 Nature of student-student Interaction

Sometimes he is a co-communicator, but more often he establishes situations that prompt

communication between and among the students. Students interact a great deal with one another. They do this in various configurations: pairs, triads, small groups, and whole group.

5.8.6 Nature of Feelings of the Students Communicative Language Teaching

One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study another language since they will feel they are learning to do something useful. Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. Finally, student security is enhanced by the many opportunities for cooperative interactions with their fellow students and the teacher.

5.8.7 Evaluation accomplishment in Communicative Language Teaching

A teacher evaluates not only his students' accuracy, but also their fluency. The student who has the most control of the structures and vocabulary is not always the best communicator.

A teacher can evaluate his students' performance informally in his role as advisor or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function. In order to assess students' writing skill, for instance, a teacher might ask them to write a letter to a friend.

5.8.8 Advantages

1. Communicative approach is much more pupil-orientated, because it is based on pupils' needs and interests.
2. Communicative approach seeks to personalize and localize language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.
3. Seeks to use authentic resources. And that is more interesting and motivating for children.
4. Children acquire grammar rules as a necessity to speak so is more proficient and efficient.

5.8.9 Disadvantages

1. It pays insufficient attention to the context in which teaching and learning take place
2. The Communicative Approach often seems to be interpreted as: "if the teacher understands the student, we have good communication" but native speakers of the target language can have great difficulty understanding students.
3. Another disadvantage is that the CLT approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus, they may produce incoherent, grammatically incorrect sentences.

Conclusion

Communicative Language Teaching is best considered an approach rather than a method. Thus, although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

Communicative Language Teaching appeared at a time when British language teaching was ready for a paradigm shift. Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it quickly assumed the status of orthodoxy in British language teaching circles, receiving the sanction and support of leading British applied linguists, language specialists, publishers, as well as institutions, such as the British Council (Richards, 1985).

Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically (Swan, 1985). The adoption of a communicative approach raises important issues for teacher training, materials development, and testing 'and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language program, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubtless require attention if the communicative movement in language teaching continues to gain momentum in the future.

Reflection task

Perhaps the greatest contribution of CLT is asking teachers to look closely at what is involved in communication. If teachers intend students to use the target language, then they must truly understand more than grammar rules and target language vocabulary.

Is achieving communicative competence a goal for which you should prepare your students? Would you adopt a functional syllabus? Should a variety of language forms be presented at one time? Are there times when you would emphasize fluency over accuracy? Do these or any other principles of CLT make sense to you?

Would you ever use language games, problem-solving tasks, or role-plays? Should all your activities include the three features of communication? Should authentic language be used? Are there any other techniques or materials of CLT that you would find useful? **(Larsen-Freeman & Anderson, 2011, p. 169)**

5.9 Competency-Based English Language Teaching Approach

Introduction

The Competency Based Education (CBE) is an educational movement which emerged in the US in the 1970s. Its main focus in the development of instructional programs is the outcomes of learning. In other words, the CBE addresses what the learners are expected to achieve at the end of a course or program. Richards and Rodgers (2001, p. 141) explain that the CBE "advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviours students should possess at the end of a course of study".

Learners, in this view, are expected to develop the ability to use what they have learned in real life situations. These abilities (or outcomes of learning) are referred to as competencies. The Competency-Based Language Teaching (CBLT) is the application of the principles of the CBE in language teaching. This approach to language learning and teaching is based on a "functional and interactional perspective on the nature of language" (Richards & Rodgers, 2001, p. 143). That is, language is taught taking into consideration the social context in which it is used and the communicative needs of the learners. In addition, the CBLT emphasizes the notion of competencies. These competencies which are the basis of the competency-based curriculum comprise "the essential skills, knowledge, attitudes, and behaviours" learners need to develop in order to be able to use the target language in real-life situations (ibid., p. 144). The emphasis here changes from what learners know about language to what they can do with it. In this respect, Russell Docking (1994) states that: CBLT by comparison is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. **(Richards & Rodgers, 2001, p. 144)**

5.9.1 Characteristics of Competency-Based English Language Teaching Approach

Auerbach (1986) classifies eight key descriptions that depict the competency-based English language teaching approach which are:

1- A focus on successful functioning in society: The competency-based curriculum aims to enable learners to function properly in society and to fulfill the demands of the world.
2- A focus on life skills: Language is taught as a function of communication. And only language forms/skills which will be needed for a certain situation are taught.
3- Task- or performance-centered orientation: The emphasis is on what learners will be able to do with the language (overt behavior) as a result of instruction and not on knowledge about language and skills.
4- Modularized instruction: Language learning is broken down into small chunks. That is, objectives are narrowed into sub-objectives. This way, both teachers and learners can get a clear a sense of progress.

5- Outcomes that are made explicit a priori: Learning outcomes are known before the teaching learning process starts. They are specified in terms of „behavioural objectives". Consequently, learners know exactly what behaviours are expected of them.

6- Continuous and ongoing assessment: Assessments are done in a continuous and ongoing way. Learners are pre-tested to determine what skills they lack and post-tested after being instructed in that skill.

7- Demonstrated mastery of performance objectives: Assessment is based on the ability to demonstrate pre-specified behaviours rather than on the traditional paper-pencil tests.

8- Individualized, student-centered instruction: Learning is individualized and learner-centered. That is, objectives are defined in terms of individual needs. Also, learning is not time-based and learners have the freedom to move at their own pace. They can concentrate on the areas in which they lack competence (Richards & Rodgers, 2001, p. 146).

This approach has been used in many parts of the world, particularly in vocationally oriented language teaching programs. It was introduced in Algeria in 2003 as a result of the educational reforms in the primary, middle and secondary schools. In this respect, the Algerian Ministry of Education (2005, p. 81) claims that the CBA (Competency-Based Approach) aims to make a link between learning carried out at school and the context of use outside school. The Ministry explains that the new approach assigns new roles to both teachers and learners as shown in the tables.

5.9.2 Definition of Competency-Based English Language Teaching Approach

A competency is the ability to act using a range of skills and knowledge in various situations that may differ from those in which they were learned. An individual's competency in a certain area develops over time. A competency is firmly linked to a context-of-use. In other words, students will be prepared to use English effectively in real-life situations by drawing on and manipulating what they have learned in school. In the competency-based course, language is viewed as a set of interacting competencies. Therefore, the ability to use language as a speaker, listener, reader and writer is critical in the goals of the course. The program is therefore always centred on the students and the development of their capacities in order for them to acquire, in the most effective way possible, competency in English. Competencies are linked to their in-school and out of school needs. Students learn to speak, listen to, read, write and re-use what they have learned in new situations. These skills are taught in an integrated way, since in real-life that is how they are used. By framing the aims of the course in terms of competency, the focus is on what learners can actively do with the language rather than on a discrete list of items they are expected to remember.

5.9.3 Competencies Needed for Competency-Based English Language Teaching Approach

4.9.3.1 Language and Auxiliary Competencies

1) Language Competencies

Language involves three basic competencies are:

A. Interactive Competency

Interactive competency is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished. Engaging in a discussion is an example of using one's interactive competency.

B. Interpretive Competency

Interpretive competency is the ability to understand written language through reading or spoken language through listening and to interpret it appropriately. Reading is the ability to understand and interpret written texts; listening is the ability to understand and interpret oral language. Reading and listening are thus addressed separately in the curriculum.

C. Productive Competency

Productive competency is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately.

Productive competency is more often associated with writing because writing involves producing texts such as letters or essays. Productive speaking competency is also the production of texts; it differs from interactive speaking competency in that it does not involve interaction with other speakers. Giving a lecture or a presentation are examples of using one's productive speaking competency.

2. Auxiliary Competencies

In order to advance interactive, interpretive and productive competencies, language learners also need to develop auxiliary competencies which are:

A. Linguistic Competency

Linguistic competency includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context.

B. Language Policies

Language policies are ways that help students to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.

4.9.3.2 Communicative Competence

Communicative competence is a notion coined by the linguist Dell Hymes in 1972, it refers to a learner's ability to use the language correctly and appropriately to accomplish communication goals. Communicative competence is made up of four competence parts are:

1. Linguistic competence

It is the knowledge of the language code, i.e., its grammar and vocabulary, and also of the conventions of its written representation. The grammar component includes the knowledge of the sounds and their pronunciation (i.e., phonetics), the rules that govern sound interactions and patterns (i.e., phonology), the formation of words by means of e.g., inflection and derivation (i.e., morphology), the rules that govern the combination of words and phrases to structure sentences (i.e., syntax), and the way that meaning is conveyed through language (i.e., semantics).

2. Sociolinguistic competence

It is the knowledge of sociocultural rules of use, i.e., knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed etc.

3. Discourse competence

It is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It's knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Thus, discourse competence deals with organizing words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles etc.

4. Strategic competence

It is the ability to recognise and repair communication breakdowns and how to work around gaps in one's knowledge of the language. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus, the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc.

4.9.4 Roles of teachers and learners in Competency-Based Approach

When we talk about competency-based learning, we automatically target students, and the role of teachers is no longer the same as it was before. Thus, in competency-based learning classrooms, the teacher is just a facilitator, or a monitor that going to control the classroom and organise the activities that take place in the classroom. In addition, the role of teacher lies in giving students the necessary materials for them to create a good atmosphere for them to practice their skills. Therefore, the success of classroom courses is related to the authenticity and the quality of these materials. Griffith, W. I., & Lim, H. Y. (2014).

Concerning students' performance, the role of the teacher is crucial to determine how they should perform and the standards they should be based upon to achieve good performance. In addition, in any learning process the teacher must assess students' performance to decide on how well they performed. Thus, in competency-based learning, rubric assessment must be developed for students to assess their performance which is the main role of teachers. Then, in competency-based learning the teacher should force students to practice their skills as much as possible, that is why, the teacher needs to be creative in choosing the appropriate activities for every skill so that to achieve the competency required. Griffith, W. I., & Lim, H. Y. (2014).

In competency-based teaching/learning, students will no longer rely upon their teachers, competency-based learning is a learner centred no longer teacher centred. That is why the focus is on students' performance, they are required to contribute in their own learning, to do extra searches, extend knowledge and develop their skills. In competency-based learning, students must be committed to working on the development of their own skills and achieve the competency required even with the absence of the teacher then, move to another skill if needed. Griffith, W. I., & Lim, H. Y. (2014). Students may not be very interested in competency-based learning because of the effort it needs, especially if they have no interest in the subject they are studying. Therefore, motivation here is key to get out of the negative attitudes towards this approach and do more effort to excel at the subject they are studying both in classroom and outside the classroom to be an effective citizen. Griffith, W. I., & Lim, H. Y. (2014).

4.9.5 The Operation of Competency-Based Approach in the Classroom: Planning and learning

Competency based approach focuses primarily on competency. The main interest of competency-based learning lies in what students can do with knowledge and not just what they know. In competency-based classrooms, the focus is on students' performance, how well they can practice the knowledge they have; this emphasizes that the aim of competency-based approach is building student's personality and make of him/her an effective citizen and independent person. Thus, students are given tasks in classroom and teachers observe and decide on how well they performed in the activities they are given and based on that, students are assessed and graded. (Wong, R., 2008).

4.9.6 Learning Activities of Competency-Based Approach in the Classroom

In competency-based classroom, the curriculum is based on the usefulness of the language to be taught, their main concern is to teach the language that is most used and not necessarily the academic language. This sheds the light on communicative competency that will allow students to be effective communicators in the future and be effective citizens and independent people in the future. This emphasises that the main aim of competency-based approach lies in the fact that it deals with students as human beings with different personalities taking into consideration the different skills they can have and not as containers or passive receivers. Therefore, the curriculum is not focused on the content rather it has to do with the performance of students. (Wong, R., 2008).

4.9.7 Required Skills for Competency-Based Approach in the Classroom

In competency-based approach, students are meant to be autonomous learners, that is why, they are required to develop other skills for instance, readings skills that contains "Reading efficiently;

comprehension and speed Scanning and skimming Evaluating Understanding and analyzing data (graphs and diagrams) Note-making, arranging notes in hierarchy of importance Summarizing and paraphrasing". Then, writing skills that comprises from "Essay planning, writing drafts, revising drafts, summarizing, paraphrasing and synthesizing Continuous writing in an academic style Using quotations, footnotes, biography Finding and analyzing evidence, using data appropriately". In addition, reference skills that contains "Using the contents/index pages Using a dictionary efficiently Understandingclassification systems Using a library catalogue on cards, microfilm, computer Finding information quickly Collating information". At last oral skills that contains "Giving formal speech; Intonation; Attitude; Eyecontact; Communicative; Voice; Pronunciation; Explaining; Describing; Justifying". (Wong, R.,2008).

4.9.8 Potencies of Competency-Based Approach

Proponents have identified a number of strengths in the competency-based teaching approach:

✓ it meets the immediate needs of businesses and professions; students are either already working, and receive advancement within the company, or if unemployed, are more likely to be employed once qualified

✓ it enables learners with work or family commitments to study at their own pace

✓ for some students, it speeds up time to completion of a qualification by enabling prior learning to be recognized

✓ students get individual support and help from their mentors

✓ programs can be self-funding from tuition fees alone.

✓ increasingly, competency-based education is being recognized as eligible for Federal loans and student aid in the USA.

Consequently, institutions such as, the University of El-oued, Southern New Hampshire, and Northern Arizona University, using a competency-based approach, at least as part of their operations, have seen annual enrolment growth.

4.9.9 Downsides of Competency-Based Approach

Its main weakness is that it works well with some learning environments and less well with others. In particular:

- it focuses on immediate employer needs and is less focused on preparing learners with the flexibility needed for a more uncertain future
- it does not suit subject areas where it is difficult to prescribe specific competencies or where new skills and new knowledge need to be rapidly accommodated
- it takes an objectivist approach to learning
- it ignores the importance of social learning
- it will not fit the preferred learning styles of many students.

Conclusion

Competency-based learning is a relatively new approach to learning design which is proving increasingly popular with employers and suits certain kinds of learners such as adult learners seeking to re-skill or searching for mid-level jobs requiring relatively easily identifiable skills. It does not suit though all kinds of learners and may be limited in developing the higher level, more abstract knowledge and skills requiring creativity, high-level problem-solving and decision-making and critical thinking.

5.10   The Eclectic Approach

Introduction

The foundation for the formal teaching of second language or foreign language was laid down at the dawn of the 20th century. A good number of approaches and methods emerged with sound theoretical background with their distinctive principles. Regular changes in the teaching pedagogies proved that the application of one-approach suits better in one condition and it does not in the other. Nunan (1991, p. 228) states, "it has been realised that there never was and probably never will be a method for all". Hence, finding a perfect or ideal method was unachievable because each method has its weaknesses and strengths. There are some practical difficulties in achieving all the language objectives and aims of the course with a single method. However, one cannot neglect the role of any method in enhancing the language teaching. As things are getting complex in a heterogeneous classroom, adherence to single method has become a big challenge to the teachers. Hence, teachers, material designers and programme organizers look for an integrated approach to meet the daily challenges in the complex environment called teaching. At this time, Prabhu (1990) and Kumaravadivelu (1994) came out with an argument against the adherence to the single method in a language teaching and learning and suggested to adapt the post method strategies into their teaching method. Kumaravadivelu in his article in 1994 exhorted the language teachers to embrace "post method condition". He further propagated to teachers about the necessity to regain the ability in order to have an instructional decision for their students, which would empower them to learn independently. This concept of mixed methodologies and approaches were accepted by the theoreticians (Rivers, Prabhu & Kumaravadivelu) and subsequently led them to adapt a new dimension entitled as Eclectic.

5.10.1 Meaning of the Eclectic Approach

Eclecticism is a philosophy of choice. Eclecticism is nothing but a fusion of knowledge from all sources. It is a peculiar type of educational philosophy which harmoniously combines all good ideas and principles from various schools of thought. This approach is not rigidly confined to a single paradigm or set of assumptions, but draws upon multiple theories to gain complementary insights into a subject, or applies different theories in particular cases. However, in the domain of language education, the Eclectic Approach denotes a desirable, coherent and pluralistic method. It encompasses different approaches and methods based on the abilities of the learners and the aims of the lesson. One of the chief advocates of the Eclectic Approach is Rivers (1981). He says that an eclectic approach allows language teachers 'to absorb the best techniques of all the well-known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate'. The Eclectic Approach is, in fact, a

conceptual approach which is constituted from several theories, styles and ideas. Supporting this view Al-Hamash (1985) says that eclecticism makes use of the different language learning approaches instead of sticking to one standard approach. In a word, to meet the needs of the learners, various teaching methods are taken into consideration and adapted in the Eclectic Approach.

5.10.2 Literature Review of the Eclectic Approach

The idea of choosing from different methods for one's teaching purposes and one's teaching situations is not a new one. Henry Sweet (1845-1922), a leading figure in language teaching profession, believed that a good method must be comprehensive and eclectic (Rivers,1886). Palmer in his book the Principles of Language Study published in 1921 talked about 'the multiple line of approach' that embodies the eclectic principles giving us the opportunity to choose judiciously. Stern (1983) notes that Memorandum on the Teaching of Modern Languages published in 1929 on the basis of a British study recommended the eclectic 'Compromise Method' as a solution to language teaching method debate. Even in the 1970s and 1980s, the Eclectic Method was proposed as a reaction to the profusion of language teaching methods.

The eclectic approach is a teaching style used in teaching a second or a foreign language. This approach combines the principles of various methods and approaches of teaching a language depending on the lesson objectives and individual differences of students (Iscan, 2017). According to Kumar (2013), the eclectic theory of language teaching has emerged in the 1990s as an additional theory of language teaching. The eclectic approach becomes popular because it contributes to achieving the learning objectives without much pressure on both teachers and learners. The eclectic approach helps in having a clearer vision for learners of what they are learning. Teaching with this approach includes but is not limited to using multiple tasks, lively learning and high interaction between students and teachers. Larsen-Freeman (2000) emphasized the importance of the eclectic approach in teaching. In her point of view, the eclectic approach is pluralistic, consistent and entails diverse learning activities that match with learners' needs.

According to Gao (2011), the principles of eclectic approach would challenge instructors to ensure that decisions about classroom instruction and activities are based on a holistic and comprehensive understanding of all teaching theories and pedagogies, in terms of the goal and situation of language teaching and learning, learners' needs, the available materials and how language is learned. Gao (2011) viewed eclecticism as a teaching method that combines all language skills (e.g. listening, speaking, reading and writing) and encompasses some practice in the classroom. He also advises teachers to integrate and take advantage of all other teaching methods and to avoid their disadvantages. (Wali, 2009) stated that principled eclecticism should not serve methods but learners. Thus, it is up to the teachers' discretion to choose procedures and techniques inside the classroom. Each one of the language teaching methods has its own advantages and disadvantages, and there is no concrete or ideal approach in language teaching. The eclectic teaching approach is characterized by keen flexibility since teachers can choose whatever works to achieve learning objectives (Wali, 2009).

5.10.3 Principles of the Eclectic Approach

Like other approaches and methods of language education, the Eclectic Approach has some inherent principles. Perhaps, the main principle of this approach is that the language teacher can choose any suitable methods or techniques befitting the needs of the learners and learning situation. The following principles as presented by Al-khuli M. Ali (1981, p.7) may be considered:

1. Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.
2. Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.
3. Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dullness on one hand and ensure better understanding for the material on the other hand.
4. Solving difficulties concerning presenting the language material in the pupils' textbook.
5. Using different kinds of teaching aids which leads to better understanding.
6. Saving a lot of time and efforts in presenting language activities.

It is extremely important to note that the eclectic approach is not rigorous, and its features are combined with other teaching methods. Ali (1981) attempted to explain the major characteristics and principles of eclecticism as follows:

1. Teachers are free to select various types of teaching techniques in the classroom with reference to the lesson objectives.
2. Teachers could choose any method or aspect that suits teaching inside the classroom.
3. Learners will see different teaching aids that make lessons more stimulating and interesting.
4. Teachers and learners would be in a better situation to overcome difficulties that may arise from the textbook materials.
5. The eclectic approach saves much time and effort in the presentation of language activities.
6. The eclectic approach is subjective since it is constructed by teachers according to the learning context.

In a similar vein, Parupalli (2018) indicated some prominent features of eclecticism as follows:

1. Eclecticism makes teaching more enjoyable and innovative.
2. It enhances the active interaction between students and teachers.
3. Caters to the individual needs of learners.
4. Enhances practical teaching as it facilitates retention and builds self-confidence.
5. Eclecticism enables instructors to achieve the learning objectives easily.
6. It is a problem-based approach to teaching languages that solves the problems encountered by the students in class.
7. Testing is not a separate element but a part of this approach.
8. Learners would have a clear vision of what they are learning.
9. This approach includes various tasks such as higher interaction, lively learning, correlative learning and fast results.

10. Eclecticism connects life experiences of learners to the ideas presented in language learning.

The teacher should carefully select the materials to suit the learning context and make the teaching process more motivating and interesting. Widemann (2001) affirmed that good teachers spend much time in collecting attractive and interesting teaching materials to gladden their teaching. Teachers should not spare a thought in developing materials for the learners. In eclectic approach, teachers can use computers, pictures, maps, music, film, radio, newspapers, magazines, textbooks, research articles, chats and realia in their teaching (Ledema, 2003).

5.10.4 Roles of Teachers and Learners in the Eclectic Approach

It should be worth noting that from the above facts that Eclectic approach of second or foreign language teaching and learning is highly learner's centered approach in which the teacher plays the role of a guide, instructor or facilitator and the active participants are the learners.

5.10.5 Advantages of the Eclectic Approach

The Eclectic Approach allows the language teacher to use the techniques and activities drawn from a range of language teaching approaches and methodologies. It is the teacher who decides what method or approach to use depending on the aims of the lesson and the learners in the group. Now it is seen that most modern course books have a mixture of approaches and methodologies. A language teacher may be tempted to apply the Eclectic Approach by considering its advantages that follow.

1. Flexible and smooth.
2. Covering every aspect of language skills.
3. Variety in the classroom.
4. Dynamic classroom atmosphere.
5. Appropriate principles of different language teaching methods in a given context.
6. Does not restrict to one perspective so allows new ideas to be formed.
7. The strengths of one method can be used to offset the weaknesses of another.
8. The strengths of one method can be used to offset the weaknesses of another.

The eclectic approach is live, motivating, participatory, context-sensitive, learner-centered and includes using a variety of classroom tasks and activities. In addition, the eclectic approach is flexible to the needs of the classroom during the lesson, it is correlative and objective since it addresses the learners' needs of diverse backgrounds (Kumar, 2013).

5.10.6 Disadvantages of the Eclectic Approach

The eclectic approach is said to have disadvantages that include:

1. Discouraging teachers to reflect upon their teaching.
2. The adoption of the eclectic approach could be unsafe due to the methodological baggage that comes with it. Nonetheless, the eclectic approach is more advantageous than disadvantageous;

most of the limitations of this approach are justifiable when teachers are poorly prepared for the classroom (Widemann, 2001).

3. It does not lend itself to prediction and control of behaviour.
4. It's difficult to identify the relative contributions of each approach.
5. Explanation of behaviour may become "watered down" when combining many perspectives.
6. There are practical difficulties in investigating the integration of the approaches.
7. It does not lend itself to hypothesis testing.
8. Research methods chosen must be compatible with the paradigmatic stance of the researcher.
9. Explanations of behaviour are not parsimonious so may lead to confusing explanations of behaviour.
10. The researcher must have a solid grounding in combining methods to ensure that research is rigorous and robust.

Conclusion

This lecture sheds light on the research on the use of the eclectic approach in language teaching which is mainly representative and up to date. This systematic review was very useful to determine the major trends and outcomes of the use of the eclectic approach in language teaching.

Since all methods of language education have limitations, no method is perfect to follow entirely. It is also undeniable that one single philosophical thought or tendency in language education is not sufficient. Clearly, the principles and practices in the domain of current language education are the result of the cumulative experiences of past generations. Besides, reliance upon a single theory of teaching is often criticized because the use of a limited number of techniques can become mechanic. Logically, an eclectic blending of instructional approaches can prove most effective because students need to learn a wide variety of language skills, and different approaches are useful for teaching various aspects of these skills. Therefore, the Eclectic Approach that combines the best features of each approach to produce an optimal overall result and helps students achieve worthy language education goals can be strongly advocated.

6 Features and Components of Classroom Interaction

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated. The New Oxford Dictionary of English defines the noun interaction as a reciprocal action or influence. Therefore, interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. One of the purposes of learning language is for communication, so there are some ways for keeping students' opportunities to the exposure of the target language:" the teacher should speak English for the majority of the time so that the students are constantly exposure to how English sounds and what it feels like" (Harmer, 2007, p. 179). For organizing the lesson clearly, teacher have to able to choose the appropriate words and clear examples or illustrations, besides, presenting the information more than once may increase students' understanding of certain topic. In other hands, classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance for students to practice their own speaking, and it is the students who need practice,

not the teacher. For the reasons, a good teacher maximizes STT and minimize TTT (Harmer, 2007, p. 38). According to Chaudron (1998, p.10) classroom interaction covers classroom behaviours such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001, p. 165) describes the term of interaction as the heart of communication, it is what communication is all about. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

5.1. Good Language Students Attributes

Purposes

By the end of this lecture, learners should know how to:
1. identify characteristics of good language learners.
2. identify your own characteristics

Introduction

Based on their observation, Rubin and Stern in Brown (2001) propose the key attributes of a good language student as follows:

Rubin's list:

1. willing and accurate guesser.
2. strong drive to communicate.
3. Uninhabited.
4. attends to forms.
5. practices — seeks out conversation
6. monitors own speech and the speech of others.
7. attends to meaning.

Stern's list:
1. a personal learning style or a positive learning strategy.
2. an active approach to the learning task.
3. a tolerant and outgoing approach to the target language and empathy with its speakers.
4. technical know-how about how to tackle a language.
5. strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising the system progressively.
6. constantly searching for meaning.
7. willingness to practice.
8. willingness to use the language in real communication.
9. self-monitoring and critical sensitivity to language use.
10. developing the target language more and more as a separate reference system and learning to think in it.

Conclusion

Brown (2001) writes that "meta-cognitive" refers to "a term used in information-process theory to indicate an 'executive' function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed."

Reflection Task

1. Do you think that you are a good language learner? Why?
2. What are the strength and weakness of being a risk taker?
3. What are your strengths and weaknesses as a language learner?

5.2. Good Language Teachers Attributes and Roles

Aims

By the end of this lecture, you should be able to:
1. Identify competencies required by EFL teachers;
2. Identify characteristics of a good EFL teacher.

Introduction

The most challenging task of being teachers is the fact that teachers never stop learning. The complexity of managing a teaching-learning process demands teachers to always answer a number of questions, and solve some problems. Every time teachers walk into their classroom, they face some of those issues, such as how well a method and a technique work, how classroom interaction can be improved, how to assess students' learning progress, how to improve students' active participation, or how their teaching style affects students. If you are a growing teacher, undoubtedly you will undergo all these complexities in your teaching profession. That is why it is important to acquire all knowledge and teaching skills required to meet these challenges. Brown (2001) adapted from Pennington (1990, p. 150) outlines some major goals that a teacher has to pursue:

1. A knowledge of the theoretical foundations of language learning and language teaching.
2. The analytical skills necessary for assessing different teaching contexts and classroom conditions.
3. An awareness of alternative teaching techniques and the ability to put these into practice.
4. The confidence and skill to alter your teaching techniques as needed.
5. Practical experience with different teaching techniques.
6. Informed knowledge of yourself and your students.
7. Interpersonal communication skills.
8. Attitudes of flexibility and openness to change.

Brown, further, cites the down-to-earth list of characteristics of good ESL/EFL teachers proposed by Harold B. Allen (1980):

1. Competent preparation leading to a degree in TESL/TEFL
2. A love of the English language.
3. Critical thinking.
4. The persistent urge to upgrade oneself.
5. Self-subordination.
6. Readiness to go the extra mile.
7. Cultural adaptability.
8. Professional citizenship.
9. A feeling of excitement about one's work.

Finally, the following are the characteristics of a good language teacher outlined by Brown:

5.2.1. Pedagogical Skills

1. Has a well-thought-out, informed approach to language teaching.
2. Understands and uses a wide variety of techniques.
3. Efficiently designs and executes lesson plans.
4. Monitor lessons as they unfold and makes effective mid-lesson alterations.
5. Effectively perceives students' linguistic needs.
6. Gives optimal feedback to students.
7. Stimulates interaction, cooperation, and teamwork in the classroom.
8. Uses appropriate principles of classroom management.
9. Uses effective, clear presentation skills.
10. Creatively adapts textbook material and other audio, visual, and mechanical aids.
11. Innovatively creates brand-new materials when needed.
12. Uses interactive, intrinsically motivating techniques to create effective tests and lessons

5.2.2. Interpersonal Skills

1. Is aware of cross-cultural differences and is sensitive to students' cultural traditions.
2. Enjoys people, shows enthusiasm, warmth, rapport, and appropriate humour.
3. Values the opinions and abilities of students.
4. Is patient in working with students of lesser ability.
5. Offers challenges to students of exceptionally high ability.
6. Cooperates harmoniously and candidly with colleagues (fellow teachers).
7. Seeks opportunities to share thoughts, ideas, and techniques with colleagues.

5.2.3. Personal Qualities

1. Is well organized, conscientious in meeting commitments, and dependable.
2. Is flexible when things go awry.
3. Maintains an inquisitive mind in trying out new ways of teaching.
4. Sets short-term and long-term goals for continued professional growth.
5. Maintains and exemplifies high ethical and moral standards.

5.2.4. Technical Knowledge

1. Understand the linguistic systems of English phonology, grammar, and discourse.
2. Comprehensively grasps basic principles of language learning and teaching.
3. Has fluent competence in speaking, writing, listening to, and reading English.
4. Knows through experience what it is like to learn a foreign language.
5. Understands the close connection between language and culture.
6. Keeps up with the field through regular reading and conference/workshop attendance.

Reflection Task

1. Do you think that you will be a good language teacher? Why?
2. What are your strengths and weaknesses as a future language teacher?

5.3. Operative Classroom Management

Active Classroom Management is:
1. Planned not improvisational
2. Preventative rather than simply reactive
3. Controlled and organized rather than chaotic
4. An opportunity for all students and teachers to experience success

5.3.1. Tips for Arranging the Classroom

1. Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e., a cup of pencils at the center of each table or the back of the classroom).
2. Set a good example to your students by providing a neat and organized classroom.
3. Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help make your classroom look aesthetically pleasing.
4. Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
5. The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
6. Students should be able to see the teacher/presentation area without having to move or turn around.
7. Arrange the room as to allow easy movement.
8. Main idea: Make your classroom fun, attractive, motivating, & functional.

5.3.2. Tips for Building Positive Student/Teacher Relationships

1. Follow the Golden Rule – Treat each student with respect and kindness.
2. Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.
3. Be available before and after school in case a student needs help or simply needs to talk to you.
4. Praise students for good work.

5. Praise students for effort.
6. Establish appropriate levels of dominance and cooperation.
7. Create one-to-one interactions with students.
8. Display students' successful work in the classroom.
9. Disclose appropriate personal information that your students might find helpful (i.e., share a personal story that helps you describe a particular point of the lesson).

5.3.3. Time Saving Strategies

1. Establish time-saving, efficient routines for collecting papers and distributing materials and supplies (i.e., bins for each subject or class, mailboxes for each student or class).
2. ORGANIZE! ORGANIZE! ORGANIZE!
3. Establish daily routines.
4. Make a "To Do List" at the end of each day so that when you arrive the next morning you know exactly what needs to be done. Prioritize it and list the things that must be done first.
5. Create classroom jobs. This will help save you time and teach them responsibility.
6. Create a system for monitoring unfinished assignments. (i.e. Keep a clipboard with a list of student names with several boxes for each class next to each name. When you have finished grading the assignments, check off the boxes next to the students who have handed in the assignment.)
7. Teach your students how to be organized. Encourage them to have separate folders for each class and a home folder for assignments/notes.
8. Create your own filing system. Assign each class a color and keep important lesson materials in each folder.

5.3.4. Instructional Tips

1. Give directions one step at a time and avoid long and detailed directions.
2. Use visual aids to help present and review concepts and directions.
3. Provide a variety of learning experiences, including peer teaching, cooperative learning, small group instruction, and lecture.
4. Provide homework assignments and activities that are meaningful, relevant, and instructional.
5. Teach students good study habits and provide a variety of different study suggestions.
6. Have your class summarize the lesson or activity at the end of each class.
7. Provide students with feedback (about what they did right and wrong).
8. Help your students set realistic goals.

5.3.5. Tips for Creating a Positive Classroom Environment

1. Use humor.
2. Greet students at the doorway and in the halls.
3. Show enthusiasm and be animated.
4. Provide opportunities for every student to succeed.
5. Model good listening skills by paying attention when student speak.
6. Create anticipation for lessons or tasks.

7. If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
8. Create classroom rituals and traditions which build a sense of community.
9. Encourage parental and community involvement.

5.3.6. Tips for Preventing Misbehavior

1. Establish realistic and age-appropriate rules and procedures.
2. Have discussions with your students about the rationale and purpose of each rule. When appropriate, incorporate student opinions and thoughts into your classroom rules and procedures.
3. Walk throughout the classroom during lectures and seat work to provide assistance and monitor behavior.
4. Keep class work and assignments separate from behavior issues.
5. Carefully plan each class time and have extra plans in case you finish early.
6. Have extra activities available for students to do when they are bored or finished with all their work.
7. Establish routines for transitions (leaving the room, using the bathroom, etc.) and prepare students for transitions by warning them ahead of time.
8. Reinforce and praise appropriate behavior.
9. When deciding whether or not to intervene with a behavior, determine if the problem is solely "teacher-owned." Does the behavior simply annoy you or is it harmful to other students?
10. Establish a program that teaches self-discipline and responsibility to students. When appropriate, give students extra duties that will help save you time and teach them responsibility.

5.3.7. Tips for Handling Student Discipline Situations

1. REMAIN CALM AND COMPOSED!
2. When correcting misbehavior, communicate in the most private, respectful, and positive manner.
3. Make all discipline decisions after the "heat of the moment."
4. Use appropriate humor to de-escalate conflict situations.
5. When you feel as if you or your student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out.
6. Instead of blaming, use I-messages to explain why the behavior was disruptive. Instead of saying "You're disruptive" try saying "I lose my concentration when you are talking in class." This helps to avoid an angry retaliation.
7. Use positive self-talk to reduce stress and help to remain control. Mentally say things such as "remain calm," "I'm doing a good job at handling this situation."
8. Attempt to de-escalate situation by providing distractions. These distractions give people the opportunity to cool off.
9. Exaggerate issues to help students put the situation in perspective.
10. Use stress management techniques such as deep breathing or repeatedly tensing and relaxing your muscles.
11. Address only student behavior rather than personal traits.

5.4. Teaching the Language System

To teach specific aspects of language, we usually choose some ways of explaining the form and the meaning of the language before asking our student for repetition as a controlled practice phase of the lesson sequence. Sometimes we will spend a lot of time on this language focus, and students will be involved in quite a few minutes of repetition. In other times, once our students' attention has been drawn to the language in questions, our students may be able to move fairly quickly to a stage of personalization or even full activation. In such cases, the study element has been to the point because it has met with almost instant success. There are two approaches for introducing students to specific aspects of language, they are deductive and inductive.

5.4.1. The Deductive Approach

In this approach, students are given explanation or grammar rules, for example, and then based on this explanation of rules; they make phrases and sentences using the new language (Nunan, 1991 p. 156). To teach 'present continues tense', for instance, a teacher starts by showing picture of people doing certain actions. He or she then models a sentence about one of the pictures (He is painting the house) before using a series of devices to draw the student's attention to the grammar of present continuous tense. The teacher perhaps uses repetition, gestures, (like fingers or hands coming together) to show 'he' and 'is' joined together to make contracted form. After that, students repeat the sentence before moving on to the next picture where the teacher once again models the sentence. Then, again draw the students' attention to the construction of present continuous tense. The students repeat the second sentence. The teacher continues to cue the students with a prompt ('paint' or 'fix') and the students have to say the full sentence ('he is painting' or 'he is fixing' etc.). It can be seen that this explain and practice approach to teaching aspects of the language system looks very much like a straight arrows sequence in which the order of the element is 'engage–study–activate'. It suits some students and language points very well. It does not to certain level of competence, where students have mastered some of the rules before. In line with this approach, Jhonson (2001 p.265) suggest the sequence with three Ps: Presentation, Practice and Production.

5.4.2. The Inductive Approach

In this approach, instead of going from the rules to the examples, students see examples of language and try to work out the rules. For example, after students read a text, we might ask them to find the examples of different past tense and say how and why they are used. This is boomerang-type lesson, where the element occurs in the sequence 'engage–activate–study'. It is appropriate where language study arises out of skills work on reading and listening texts (Nunan, 1991, p. 156).

In an explain and practice sequence, if the teacher wants the students understand how certain words collocate, he/she can tell them about the words and their collocation. But in inductive approach we prefer the students to find this information out. Students work for themselves to discover the rules of the language are used or formed.

Discovery activities suit some students very well; they enjoy working things out. Many people think that the language they understand in this way is more powerfully learnt than it would have been if

they were told the grammar rules first and did not make such an effort. It is because they had to make some cognitive efforts as they uncovered the rules.

But not all students are comfortable with this approach. A lot depends on their level. This approach is generally easier for more advanced students. Discovery activities are especially useful when students are looking at the construction of specific language for the second or the third time.

In some context inductive approach is more appropriate because it is more keeping with natural language acquisition, it conforms mope easily to the concept of interlanguage development, it allows students to get communicative "feel" before possibly being overwhelmed by grammatical explanation and it builds more intrinsic motivation by discovering the rules rather than being told (Brown, 2001 p. 365).

5.4.3. Explaining Meaning

One of the clearest ways of explaining the meaning of something is to show it. We hold the thing, then, point to it while saying the name of the thing. Or, we can use 'mime' for actions. We can mime someone running when we are teaching the word 'running'. We can demonstrate by gesture to explain superlative adjective by using hand and arm movement to show big – bigger, etc. Or, we can use our facial expression to explain the meaning of sad, happy etc. In addition, we use pictures to explain situation and concepts. We use a picture of someone who coming away from swimming pool with dripping wet hair to show 'he has just been swimming'. We can use diagrams too. Many teachers use time line to explain tenses. If describing meaning is not appropriate, we can list vocabulary to explain concepts. For example, to explain 'caring profession' we list the number of jobs like doctors, nurses, social workers etc. We can also use check questions to make sure the students have understood correctly.

Another way to make meaning absolutely clear, of course, is to translate words or phrases. Sometimes it is easy but sometimes difficult. Most languages have equivalent word but some phrases or idioms are difficult to translate (for example English idioms; devil may-care attitude, to pull the wool over someone eyes'). The trick of explaining the meaning effectively is to choose the best method to fit the meaning that need to be explained.

5.4.4. Explaining Language Construction

Beside the techniques above, we can also demonstrate the sentence stress by beating time with our arms. We can show intonation patterns by drawing the tune in the air. Some students will find graphic gestures sufficient, but others like to see written explanation or diagrams on boards and overhead projectors. If we are teaching the third conditional, we might write the following on the board:

If + has + past participle $\longrightarrow$ would have + past participle

With an overhead projector, the teacher can write on the transparencies to draw attention to grammatical construction by circling the construction we are teaching, for example, the way headlines are written and the use of pronouns for reference within a text. The same can be done with technology such as interactive board. Another way of demonstrating grammatical sequence is to write words on individual

cards which can be moved around (to show the difference between affirmative sentence order and the syntax of questions for example). We can also manipulate a set of Cuisenaire rods (small blocks of wood of different colors and length). They can be used to show part of speech, stress pattern and sentence construction. Finally, it is often to explain the easiest language. For example, if we want students understand the rule about the third person singular of present simple, we can say: Listen, we say I play, you play, we play, they play, but with he, she and it we add an– s. Listen I play ..., you play ...he plays ..., we play, it plays...'

5.4.5. Practice and Controlled Practice

We ask students to practice the language they are studying so that they can try it out and get used to saying it or writing it. As they do this, we may well correct them if they make mistakes so that they are clear about how it works. This practice helps them to internalize how language is constructed so that when it passed from their short-term memory to their long-term memory. They know how it is put together. Short-term memory is where things are stored only for as long as they are needed while long term memory is for the things that we want to 'keep'. If we want specific language items to part of students' long-term memory, a once-study session will not be enough. We need to ensure that students see new words, phrases and grammar again and again. Repetition works but it does not just mean the repetition taking place in controlled practice session. Rather, it suggests that we need to bring the language back over time and at spaced intervals so that it gradually becomes part of our students' language store. Some of this happen naturally, but if do not explicitly bring recently learn language back to lessons; it will not make the transition from short to long term memory.

5.4.5.1. Controlled Practice

The first stage is repetition, either choral or individual. For choral one, it is important to start it clearly and to help students with the rhythm by 'conducting' the chorus, using arms and hands to show where the stress occurs. It can sometimes be semi-chorus, when teachers divide the class in half and give each dialogue roles to one or the other half. When we think the repetition is sufficient for students, we may ask for individual repetition by nominating students (not in obvious order) and ask them to give us the sentence. Another form of individual repetition is murmuring, students say the words or phrases quietly to themselves a few times as they get used to it. When we think the repetition is enough, we might organize a quick cue-response session to encourage controlled practice of the new language by using cards, verbal (unfinished or incomplete sentences) or non-verbal (gestures). Or, we can put them in pairs and ask them to take turn miming the words or phrases to each other just like cue response drills of their own. Jhonson (2001p, 246-247) suggests such practice with what he calls 'scale drill' Which has characteristics: repetitive, relative meaninglessness, part practice, indirect and controlled scales.

5.4.5.2. Freer Practice

In higher levels of students, we might just say a question related to the language to answer by them, and then we can point out some mistakes and encourage correct pronunciation. Try this in more relaxed and less formal setting. Freer practice is a kind of transition stage between language study and activation (personalization). Jhonson (2001p, 246-247) suggests such practice with what he calls 'real

thing practice' which has characteristics: non-repetitive, meaningful, whole practice, direct and free in real thing. Students are given a situation, in which there are some problems to solve, to practice their skill.

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