Methods and Approaches

Many of the present-day methods and approaches of teaching English as a foreign language resulted from debates about language and the place of learners' first language in the classroom. Before the 19th century, many language learners were scholars who studied grammar rules and consulted foreign words in dictionaries so as to pick the foreign language.

In the 19th century, steps were taken so as to include foreign languages in the school curriculums and this gave rise to Grammar Translation Method and other methods as well.

In GTM students were given explanations of individual grammar points, and then were given sentences which exemplified these points. These sentences had to be translated from L2 to L1 and vice- versa. In GTM language was treated at the level of sentences with little study of longer texts. Spoken language was given little consideration as the main focus was on the writing skill. Accuracy was considered as a necessity.

The Direct Method

The Direct Method, which arrived at the end of the 19th century, was the product of a reform movement to overcome the limitations of GTM In the DM, translation was abandoned in favour of the students and their teachers speaking together relating grammatical forms they study to objects and pictures in order to establish meaning. In the DM accuracy was still the main object of interest. Unlike GTM, it was very important to make use of the target language in the classroom so as to get rid of the endless translations and because of the increasing number of monolingual speakers who started, in the 20th century, to travel the world teaching English.

In the 1920's and 1930's , the Direct Method morphed, in the USA, into the **Audiolingual Method** as a result of the behavouristic accounts of learning which became very popular. Through the use of stimulus response reinforcement, the AM aimed at engendering good habits in language learning. The AM relied to a great extent on drills to form habits that will protect the learners from making mistakes and this is why a premium was placed on accuracy. Habits were formed through repetition of correct sentences, encouraged and supported by positive reinforcement. In the AM most of the teaching stayed at the level of sentences and there was little placing of language in any kind of real life context.

A variation of the AMis a procedure often referred to as **Presentation Practice Production. P.P.P**. grew out of Structural Situational Teaching which main aim was to place language in clear situational contexts. In this procedure situations are introduced by teachers where the language to be taught is contextualized. The learners in this procedure start practising the language using accurate reproduction techniques as choral repitition, individual repetition and cue- response drills. In choral repetition, for instance, learners repeat words, phrases, sentences with the teacher conducting. In individual repetition, learners repeat words, phrases or sentences at the teachers' urging. In cue-response drills, the teacher gives a cue

such as cinema, restaurant or stadium nominates a learner, looks or points at him/her and the learner in question will make the desired response. At a later stage, learners using the new language, make sentences of their own and this is referred to as production.

Humanistic Approaches

The silent Way, Suggestopedia, Community Language Learning and Total Physical Response and approaches of teaching English as a foreign language that scholars refer to a humanistic approaches mainly because their designers were concerned with the learners affect and with removing all the psychological barriers that may impact the learning process. They were also concerned with the physical environment and in this context the classroom in which learning takes place must be given due importance.

The Silent Way is an approach to language teaching designed by Caleb Gattegno in order to enable learners to become independent, autonomous, and responsible. One of the notable features of the S.W. is the behavior of the teacher who rather than entering into conversation with learners, says as little as possible. This is because Caleb Gattegno, the founder of the S.W, believed that learning is best facilitated if learners discover and create language rather than just recalling and repeating what has been taught. In other words, the learners should be in the driving seat, not the teacher. The materials associated with the Silent Way are various and research has shown that teachers have come up with their own materials which can help in implementing Caleb's approach. The materials used by Caleb included sound/colour chart, fidel, Cuisenaire rods, word chart, the pointer….etc.

Suggestopedia was developed by the Bulgarian psychotherapist Georgi Lozanov. This method was used in many fields of studies but mostly in the field of foreign language learning. Lozanov believed that the use of his method can help teach languages three to five times quicker compared to conventional methods. Suggestopedia is concerned with the physical environment in which learning takes place. In Suggestopedia learners need to be comfortableand relaxed so that their affective filter is lowered. According to Lozanov Suggestopedia is a system of liberation from the preliminary negative concepts regarding the difficulties in the process of learning. Learners need to avoid traumatic topics like those which restrict intelligence and spontaneous acquisition of knowledge. In Suggestopedia, learners take on different names and exist in child-parent like relationship with the teacher.

In Suggestopedia the lesson consists of three phases:

1/ Deciphering: Here the teacher introduces the grammar or the lexis.

2/ Concert Session: a/ Active Session: The teacher reads a text at a normal speed while the learners follow.

b/ Passive Session: The learners relax and listen to the teacher reading a text (Music)

3/ Elaboration: Learners finish off what they have learned with dramas, songs or games.

Total Physical Response is a method developed by Dr. James Asher to aid learning second languages. The assumption underlyning this method is that when learning a second language or foreign language, that language is stored or internalized through a process of codebreaking similar to first language development in which children go through long periods of listening and developing comprehension before being able to produce meaningful sentences. To put it otherwise, TPR looks at the way children acquire their native languages. Communication between parents and their children combines both verbal and physical aspects. Children respond physically to the speech of their parents. These latter must reinforce their kids' reactions through the use of speech because it is during that period that codebreaking and internalization occur.

In the classroom the teacher and the learners take on new roles similar to those of parents and their kids. Activities carried out by teachers are of different natures and of varying degrees of difficulty. Teachers who use TPR can practice many things in their classes since it enables teachers to teach vocabulary associated with actions, imperatives, tenses and even story telling.

Community Language Learning or Counseling Language Learning was created by Charles A. Curan and Paul la Forge inspired by the humanistic psychology of Carl Rogers aiming at removing anxiety from teaching and learning. In CCL, the relationship between teachers and learners changes. The teacher becomes a KNOWER who acts as a counselor to the client (learner). The client has a problem (not knowing the language) which is at the origin of his frustration and confusion. The COUNSELOR is not required to tell the clientwhat to do, but rather help him figure out, explore and resolve the problem while retaining his personal autonomy

In CCL,the lesson progresses as follows:

1/ Stage

Investment: Through the use of record of any sort, the learner who wants to say something asks the KNOWER in his own language. The KNOWER answers in English in an encouraging and non- threatening voice. The learner repeats and practices. The same thing is done by all learners who wish to take part in the conversation which is being recorded by the teacher.

2/Stage

Analysis: The KNOWER transcribes the whole conversation while learners listen again to the recording . Here learners can ask questions related to any language point.

3/ Stage

Reflection: At this stage learners can reflecton the whole experience and decide about its usefulness.

In CCL the learner goes through five psychological stages that Charles A. Curan likens to progression from childhood to adulthood. 1- Birth, 2- Self, 3- Separate existence, 4- Adolescence and 5- Independence