



Approaches and Methods of English Language Teaching.

By: Dr. Abdullah Hameed Musa.Ph.D

College of Education for Women / Tikrit University

Abstract:

The teaching of any subject matter is usually based on the analysis of the nature of the subject itself, and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which I refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them.

Approaches and Methods in Language Teaching seek to provide a comprehensible account of major trends in century to the present. So that, the researcher considered, there is a need to investigate in this field.

This investigation consists of three parts. *Part I* deals with introduction, the problem and its significance. *Part II* deals with brief history of language teaching, then I concentrate on two of these approaches and methods (*Grammar Translation Method and Communicative Approach*). Eventually *the third part* is the conclusion.

1.1. INTRODUCTION

Language teaching came into its own profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century as applied linguists and others sought to develop teaching principles and procedures for the design of methods and materials, drawing on the developing fields of linguistic psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus of change in approaches to language teaching came about from changes in teaching methods (Richards and Rodgers:2001:1).

1.2. The problem:

The questions that are constantly raised about which method or approach is appropriate in teaching a language. Teachers supposed to follow one of the methods or approaches but yet they failed after one or two years of their practicing their profession, and teaching a language as the situation of the class to learn the language damned. Language cannot be taught according to the situation of the class that what many linguists and methodologists try to improve by their methods. Approaches and methods are so many and each one of them concerned in teaching aside and forgetting another, this what we want to improve it here by choosing



two different methods in teaching a language trying at least to help undergraduate student to follow in their future.

1.3. Aims of the study:

This study aims at :

1. giving a brief introduction about the history of language teaching.
2. Outlining the differences between approaches and methods which are considered as one thing by many teachers and linguists as techniques in language teaching.
3. Presenting two of the most important methods in language teaching, showing the differences between them in all aspects of teaching a language.

PART TWO

2.1. Brief History of Language Teaching:

Changes in language teaching methods throughout history have reflected recognition of changes in the kind proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning. Kelly(1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching (Richards and Rodgers 2001:3).

It has estimated that some 60 percent of today world population is multilingual . Contemporary and a historical perspective , bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern .Whereas today English is the world most widely studied foreign language ,500 years ago it was Latin ,for it was the dominant language of education, commerce, religion, and government in the Western world .In the sixteenth century however ,French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. As the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum ,the study of Latin took on a different function.

The study of classical Latin (the Latin in which the classical work of Virgil ,Ovid ,and Cicero were written)and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering "grammar School" in the sixteenth , seventeenth and eighteenth centuries in England

were initially given a rigorous introduction to Latin grammar ,which was taught through rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue(Kelly1969; Howatt1986).

2.2. Approaches and Methods:

The history of language teaching through much of the twentieth century saw the rise and fall of a variety of language teaching approaches and methods, common to most them the following assumptions:

1. An approach or method refer to a theoretically consistent set of teaching procedures that define best practice in language teaching.
2. Particular approaches and methods, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching.
3. The quality of language teaching will improve if teachers use the best available approaches and methods.

The different teaching approaches and methods that have emerged in the last 60 or so years, while often having very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred teaching techniques, have in common the belief that if language learning is to be improved, it will come about through changes and improvements in teaching methodology. This notion has been reinforced by professional organization that endorse particular teaching approaches and methods, by academics who support some and reject others, by publishers who produce and sell textbooks based on the latest teaching approaches and methods, and by teachers who are constantly looking for the "best" method of teaching a language (Richards and Rodgers,2001: 14-15).

The most active period in the history of approaches and methods was from the 1950s to the 1980s. the 1950s and 1960s saw the emergence of the Audio-lingual Method and the Situational Method, which were both superseded by the Communicative Approach. During the same period, other methods attracted smaller but equally enthusiastic followers including the Silent Way ,The Natural Approach, and Total Physical Response. In the 1990s, Content-Based Instruction and Task-Based Language Teaching emerged as new approaches to language teaching as did movements such as Competency-Based Instruction that focus on the out comes of learning rather than methods of teaching. Other approaches such as Cooperative Learning, Whole Language Approaches, and Multiple Intelligences, originally developed in general education, have been extended to second language settings (ibid:15).

2.2.1. APPROACHES



Refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. At the level of approach, we are hence concerned with theoretical principles. With respect of language theory, we are concerned with a model of language competence and an account of the basic features of linguistic organization and language use. With respect to language theory we are concerned with an account of the central processes of learning and an accounts of the conditions believed to promote successful language learning (Richards and Rodgers :2001:20-4).

It is wider in coverage than method. It is treated as the basic orientation in teaching, thus it is closer to philosophy than method.(Al-Hamash :1985:62).

It is a set of collative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught within one approach, there can be many methods (Vossoughi :2000 :23).

2.2.2. METHOD

It is a level at which theory is a put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented (Richards and Rodgers: 2001:19) .

It is the application of the detailed aspects of an approach (al-Hamash: 1985:62).

It is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach (vossoughi: 2000:23).

2.2.3.PROCEDURE

It is the last level of conceptualization and organization within a method. This encompasses the actual moment-to-moment techniques, practices and behaviors that operate in teaching a language according a particular method. It is the level at which we describe how a method realizes its approach and design in classroom behavior. At the level of design we saw that a method will advocate the use of certain types of teaching activities as a sequence of its theoretical assumptions about language and learning. At the last levels of procedure, we are concerned with how these tasks and activities are integrated into lessons and used as the basis for teaching and learning. There are three dimensions to a method at the level of procedures :

1. The use of teaching activities (drills, dialogues, information- gap activities...etc) to present new language and to clarify and to demonstrate formal, communicative, or other aspect of the target language.



2. The ways in which particular teaching activities are used for practicing language.
3. The procedures and techniques used in giving feedback to learners concerning the form or content of there utterances or sentences. Essentially then, procedure focuses on the way a method handles the presentation, practice, and feedback phases of teaching (Richards and Rodgers :2001:31; (Vossoughi: 2000:529).

2.2.4. DESIGN

In order for an approach to lead a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider what the objectives of a method are, how language content is selected within the method, that is, the syllabus model the method incorporates; the types of learning tasks and teaching activities the method advocates; the role of the learners; the role of the teachers; and the role of the instructional materials (Ibid:141).

2.3. APPROACHES AND METHODS OF LANGUAGE TEACHING:

Here is a list of approaches in language teaching

1. The Grammar-Translation Method.
2. The Direct Method.
3. The Oral Approach and Situational Language Teaching
4. The Audio-Lingual Method.
5. Total Physical Response ..
6. The Silent Way..
7. Community Language Learning.
8. Suggestopedia.
9. Whole Language.
10. Multiple Intelligence.
- 11.The Lexical Approach.
- 12.Competency-Based Language Teaching.
- 13.Communicative Language Teaching.
- 14.The Natural Approach.
- 15.Cooperative Language Learning.
- 16.Content-Based Instruction.
- 17.Task-Based Language Teaching (Freeman 2003, Richards and Rogers 2003).

Often a methodological approach is applied with some or great deal of variation among teachers or educators. Sometimes an approach goes under several names and methods but the connecting principles is one and the same. Ambiguities and misunderstanding can be found in methodology more than in many other fields of inquiry. The reason for this lies in the present state and organization of linguistic and of our



knowledge of language teaching. It lies in the vested interest which methods become. And it lies in the meaning of methods (Mackey:1967:9)

2.4. The Grammar-Translation Approach:

For centuries, there were few if anyone theoretical foundations of language learning upon which to base teaching methodology. In the Western world, "foreign" language learning in schools was synonymous with the learning of Latin and Greek. Latin, thought to promote intellectually through "mental gymnastic", was only until relatively recently held to be indispensable to an adequate higher education. Latin was taught by means of what has been called the Classical Method: focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. As other languages began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages. Little thought was given at the time to teaching oral use of languages; after all, languages were not being taught primarily to learn oral/aural communication, but to learn for the sake of being "scholarly" or in some instances, for gaining a reading proficiency in a foreign language. Since there was little if any theoretical research on second language acquisition in general, or on the acquisition of reading proficiency, foreign languages were taught as any other skill was taught (Brown:1987:74).

It is a degeneration of successful medieval practices in teaching Latin by abandoning the speaking and reading practice and keeping only the rote memorization of grammar rules and the analytical translation of selected texts (Lado: 1964:216).

During the middle ages and until about 1800, Latin and Greek dominated the foreign language curriculum. Latin and Greek were taught by Grammar Translation Approach.

The primary purpose was to prepare student to be able to explain the depth and breadth of the languages literature to gain a great understanding of the native language and to develop the students ability to learn (Mohammad:1997:17). It is one of the approaches to foreign language instruction that have been developed over the years. The student memorize words, inflected words, and syntactic rules and uses them to translate from English to L2 and vice versa (Fromkin , et al 2003: 354).

The grammar translation method is not new. It has different names, but it has been used by language teachers for many years. At one time it was called the Classical method. It was first used in the teaching of the classical languages, Latin and Greek. Earlier in this century this method was used for the purpose of helping students read and appreciate foreign



language literature. It was also helped that, through the study of the grammar of the target language, students would become more familiar with grammar of their native language and that this familiarity would help them to speak and write their native language better. Finally, it was thought that foreign language learning would help the students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway (Freeman:1986:4).

Grammar translation dominated European and foreign language teaching from 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today. At its best, as Howatt (1984) points out, it was not necessary the horror that it is critics depicted it as. Its worst excesses were introduced by those who wanted to demonstrate that the study of French or German was no less rigorous than the study of classic languages. This resulted in the Grammar Translation courses remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of Memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translation of stilted or literary prose (Richards and Rodgers, 2001: 6-7).

It is the oldest and the most primitive of the techniques of teaching foreign languages. It has been very much discredited by teachers and theorists alike partly because it has generally failed to teach foreign languages, and partly because it is based on very much outdated view on language learning (Al-Hamash, 1985: 63).

It is an approach that are widely used in many European universities. In this method oral practice of the language patterns is intended as the main aid in learning the forms, while the meaning are dealt with by demonstrate(pictures actions...etc), and explanation in simpler English, used of the mother tongue traditionally being avoided. (Abbott and Wingard,1981 :13).

It is the most traditional approach is to treat L2 learning in the same way as any other Academic subject. Vocabulary lists and sets of grammar rules to define the target of learning,

memorization is encouraged, and written language rather than spoken language is emphasized. This method has its roots in the traditional teaching of Latin. Although this method clearly produced many successful L2 users over the centuries, it is sometimes claimed that students can leave school, having achieved high grades in French class via this method, yet find themselves at a loss when confronted by the way the French in France actually use their language (Yule:2006: 165).



2.4.1. The Basic Principal Characteristics of the Grammar

Translation Approach

1. A fundamental purpose of learning foreign language is to be able to read it is literature. Literary language is superior to spoken language.
2. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and none to pronunciation.
3. The teacher is the authority in the classroom. It is very important that students get correct answers.
4. Learning is facilitated through attention to similarities between the target and the native language
5. Wherever possible, verb conjugations and the grammatical paradigms should be committed to memory (Freeman: 1986, 10-11).
6. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.
7. 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, and it is this focus on the sentence that is a distinctive feature of the method.
8. Accuracy is emphasized. Students are expected to attain high standard 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 of passing the increasing number of formal written examinations that grew up during the century
9. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.
10. Grammar is taught deductively-that is, by presentation and study of grammar rules, which are then practice through translation exercises (Richards and Rodgers :2001: 6-7).
11. Translation and statement of grammatical rules and problem solving based on constant comparison of the native and the foreign language were common.(Mohammad :1997: 18).

2.4.3. The Main Activities of the Grammar Translation

Approach:

1. Explanation of grammar rule, with example sentences.
2. Vocabulary presented in the form of a bilingual list.
3. A reading selection, emphasizing the above two rules
4. Exercises designed to provide practice on the grammar and the vocabulary of the lesson. These exercises emphasize the conscious



control of structure and include translation in both directions, from L1 to L2 and L2 to L1 (Krashen: 1987: 127).

2.4.4. Objectives Used in Grammar Translation

Approach

In the nineteenth century Grammar Translation Approach considered by practitioners as necessary preliminary to the study of literary works, and even if that goal was not reached grammar-translation was regarded as an educationally valid mental discipline in its own right. Grammar-Translation lays little or no emphasis on the speaking of the second language or listening to second language speech, it is mainly book oriented of working out and learning the grammatical system of the language (Stern :1983: 454).

2.4.5 .The Teaching Techniques Used in Grammar Translation

Approach:

language teaching each containing a few grammar points or rules which are set out and illustrated by examples. The grammatical features that are focused upon in the course book and by the teacher are not disguised or hidden. A technical grammatical terminology is not avoided. The learner is expected to study and to memorize a particular rule and examples, for instance, a verb paradigm or a list of preposition (Stern :1983:454).

2.4.6.The Weaknesses of the Grammar Translation

Approach:

It is true that millions of people have studied and learnt foreign languages through the use of the translation approach, yet the approach is considered obsolete and the result it has given are generally poor. The weaknesses of the method are mainly the following:

1. The learners are kept busy with futile task of memorizing list of words with their meanings. This certainly does not lead to the learning of the foreign language. Since language is not a collection of words but a system i.e., a set of patterns.
- 2.The insistence on the use of the native equivalents of foreign words and expression leads to the complete equation in the learners mind of a foreign expression with a fixed "meaning". Since different languages dissect nature differently, it's rare to find that a foreign expression has an exact native equivalent.
- 3.Translation is useless as a teaching device in the early stage of learning a foreign language. This is so because translation is an advanced skill. To be able to translate, one has to master the languages fully.
- 4.Rules of grammar do not mean much unless they are preceded by extensive experience with language forms (Al-Hamash :1985:66-8).
- 5.It was used in situations where the number of learners of foreign language was small, since learning foreign language was a luxury and



privilege of the well-to-do, and the practicing teachers were poorly trained (ibid:69).

6. Grammar Translation method ignores all considerations of phonetic, pronunciation 6. Grammar translation method ignores all considerations of phonetic, pronunciation and places of grammar on a foundation of alphabets, spelling and writing systems. The grammar translation method does not help in the acquisition of fluency in speech and even in writing because not every English word or idiom has the picture of word for word translation hinders fluency and it makes the student hesitate in using the new language (El-Bettar: 1965:20).

2.4.7. Assessment of the Grammar Translation Approach

In spite of the virulent attacks that reforms made, the grammar translation or traditions Method has maintained itself remarkably well. As we have already noted in our study of language learning the first language as a reference system is indeed very important for the second language learner. Therefore translation in one form or other cross lingual techniques can play a certain part in language learning. Moreover, some learners endeavor to understand the grammatical system of the second language. Hence grammar teaching, too, may have some importance for them. Furthermore thinking about formal teachers of the second language and translation as a practice technique put the learner in to an active problem solving situation. In the term of the basic strategies already set out it forms part of the "academic"(explicit learning strategy). Finally, grammar-translation appears didactically relatively easy to apply. The major defect of grammar-translation lies in the overemphasis on the language as a mass of rules (and exceptions) and in the limitations of practice techniques which never emancipate the learners from the dominance of the first language. In addition the sheer size of the task of memorization and the lack of coherence with which the language facts have been presented to the learner invalidated the claim, made in the nineteenth century, that this method provides a safe, easy and practical entry into a second language (Stern: 1983: 455-6).

Once can understand why Grammar Translation is so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translation are easy to construct and can objectively scored (Brown :1987: 75).

Although the Grammar Translation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary text is the primary focus of foreign language study and there is still need for speaking knowledge of the language (Richards and Rodgers: 2001:7).

2.5. Communicative Approach:

Its origins are many insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with audio-lingual and grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic whole language. They did not know how to communicate using appropriate social language, gestures or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language used and classroom exchanges where students engaged in real communication with one another became quite popular. In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels (Monografies Com:2000: 1-2).

Communicative language teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language teaching and that can be used to support a wide variety of classroom procedures. It appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Situational language teaching and Audio-lingualism were no longer felt to be more appropriate methodologies. CLT applied to those who sought a more humanistic approach to teaching, one in which the interactive process of communication received priority. The rapid adoption and the worldwide dissemination 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 applied linguists, language specialists, and publishers, as well as institutions such as British Council. { Quote from (Richard :1985)} (Richards and Rodgers: 2001:172).

Since its inception CLT has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching/ learning process. In the first phase a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposal for the organization of syllabuses in terms of notions and functions such as "asking for things" in different social settings, rather than "the forms of the past tense" in different sentences. These changes have coincided with attempts to provide more appropriate materials for L2 learning that has a specific purpose, as in "English for medical personnel" (Yule: 2006: 166).

CLT suggests that grammatical structure might better be subsumed under various functional categories. In CLT to build fluency. It is important to note, however, that fluency should never be encouraged at the expense of clear, unattempted ambiguous, direct communication



(Brown :1987: 213). we pay considerably less attention to the overt presentation and discussion of grammatical rules that we traditionally did. A great deal of authentic language is implied in CLT, as we rather than grammatical structure(Wilkins: 1976).

In the second phase, CLT focused on procedure for identifying learner's needs and this resulted in proposals to make needs analysis an essential components of communicative methodology(Munby :1978).

In the third phase, CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task-work, and information-gap activities (Prabhu:1987:11).

One of the main ideas in the communication approach is the distinction between linguistic competence and communicative competence. The first is associated with usage and has been limited by linguists to the study of the sentence and sentence components,. The second is associated with use and discourse, i.e., language samples that exceed the sentence in length and that involve appropriateness of used and coherence (Al-Hamash: 1985: 68-7).

It is more revisions of the L2 learning experience. It is partially a reaction against the Artificiality of "patterns- practice" and also against the belief that consciously learning the grammar rules of a language will necessarily result in an ability to use the language. Although there many different versions of how to create communicative experiences for L2 learners, they are all based on a belief that the functions of language(what it is used for)should be emphasized rather than the forms of the language (correct grammatical and phonological structures).

2.5.1 The Main Principles of the Communicative Approach:

1. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.(Littlewood:1981:1).
2. Learners learn a language through using it to communicate.
3. Authentic and meaningful communication should be the goal of classroom activities.
4. Fluency is an important dimension of communication (Richards and Rodgers: 2001: 127).
5. The course in the communicative approach is characterized by the use of multi-media in teaching. It involves pupils books, handwriting manuals, supplementary readers, tapes, cassettes, wall-charts, overhead projector transparencies, and flash cards.
6. The teacher should not only teach what is correct but also what is appropriate in which situations. For example, hi and hallo are both



- correct indicators of greetings only that the former is not appropriate to say to adults.
7. The approach emphasizes the importance of the " recognition" of individual differences among learners. Teachers should try to individualize instructions by encouraging pupils to do self-chosen language words (Al-Hamash: 1979: 29-31)
 8. The target language is a vehicle of classroom communication, not just the object of the study.
 9. Students should work with language at discourse or supra-sentential (above the sentence) level. They must learn about the cohesion and coherence, these properties of language which bind the sentences together.
 10. The grammar and the vocabulary that the students learn follow from the function, situational context, and the roles of interlocutors.
 11. Students should given an opportunity to express their ideas and opinions, and to develop strategies for interpreting language as it is actually used by the native speakers.
 12. One of the teachers major responsibilities is to establish situations likely to promote communication. (Freeman :1986: 128-30).
 14. Language use is an individual process in which the user express his individuality and interest.
 15. Language use is a social phenomenon in which communication takes place in a social context.
 16. Language use is enjoyable. Enjoyment is present in the use of the language as well as in language learning. (AL-Hamash: 1985: 88).

2.5.2 Objective Used in Communicative Approach:

The communicative approach has the following levels of objectives:

1. An integrative and content level (language as a means of expression).
2. A linguistic and instrumental level (language as a semiotic system and an object of learning).
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).
4. A level of individual learning needs (remedial learning based on error analysis).
5. A general educational level of extra-linguistic goals (language learning within school curriculum) (Richards and Rodgers: 2001: 162).

2.5.3 The Application of the Communicative Approach:

1. Appropriateness: language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the role of the participants, and the purpose of communicative, for example. The learner may need to be able to use formal as well as causal style speaking.



2. Message focus: learners need be able to create and understand messages, that is, real meaning. Hence the focus on information sharing and information transfer in communicative language teaching activities.
3. Psycholinguistic processing: communicative language teaching activities seeks to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.
4. Risk taking: learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communicative strategies.
5. Free practice: communicative language teaching encourages the use of "holistic practice" involving the simultaneous use of a variety of sub skills, rather than practicing individual skills one piece at a time (Richards and Rodgers: 2001: 173).

2.5.4 .Techniques and Material of the Communicative

Approach:

1. Authentic material: Adherents of the communicative approach advocate the use of authentic language materials, to overcome the typical problem that student can't transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations.
2. Scrambled sentences: The students are given a passage(a text) in which the sentences are in scrambled order. This may be a passage they have worked with or one they haven't see before. They are told to unscramble the sentences so that the sentences are resorted to the original order. This type of exercise teaches students about cohesion and coherence properties of language. They learn how sentences are bound together at the supra-sentential level through formal linguistic devices such as anaphoric pronouns, which make a text cohesive, and semantic proposition, which unify a text and make it coherent.
3. Language game: Games are used frequently in the Communicative Approach. The students find the enjoyable, and if they are properly designed they give students valuable communicative practices. Games that are truly communicative have the three features of communication: information gap, choice, and feedback (Freeman :1986:135-137).

3. CONCLUSION:

Approaches and Methods of Language Teaching is a universal term so it is important to talk about it in detail. To know something about its history, to know something about methods and approaches as techniques to language teaching, and finally to know the differences between two of the most important approaches to language teaching and which one is suitable to use than the other.



Languages have severing from one extreme to another in terms of which approach to follow in teaching a language. Each of the different methods has contributed new insight and has attempted to deal with one or another of the issues of language learning. Language teachers- probably more than other professionals- find that they are constantly bombarded from all sides with a surfeit of information, prescriptions, directions, advice, suggestions, innovations, research results, and what purports to be scientific evidence. It is difficult to find one's way through this maze and this paper(as we hope) was written to help teachers to do just that so that they can develop their own theoretical position. We present two of the most important methods to language teaching, the classical method which failed because it represents a relatively fixed combination of language teaching beliefs, and it is characterized by the over emphasis on single aspect as the central issue of language teaching and learning..

REFERENCES;

- Al-Hamash, Khalil .(1985). "**Principles and Techniques of Teaching English as a Second Language**". IDELTI. Baghdad
 ----- .(1979) "**The communicative approach in action** ".
IDELTI . Baghdad.
- EL-Bettar, A.S. (1965). **Methods of Teaching English Old and New**. Baghdad; AL-Sha'ab Press.
- Brown, H.D. (1987). **Principles of Language Learning and Teaching**: Inc U.S.A.
- Freeman, Diane Larsen. (1986). **Techniques and principles in Language Teaching**.Oxford: Oxford University Press.
- Fromkin, Victoria, .(2003). **An Introduction to Language**: Internet (2000) **Monografies** . com.
- Internet (2006) **Englishraven** .com.
- Krashen, Stephen D.(1978). **Principles and Practices in Second Language Acquisition**. Prentic-Hall International (UK)L.T.D.
- Lado, Robert(1964): **Language Teaching** :Negraw Hill Ine.
- Littlewood, William.(1981). **Communicative Language Teaching**. Cambridge University Press.
- Mackey, w. F.(1967). **The Meaning of Method**: London.
- Munby, J .(1987). **Communicative Syllabus Design**. Cambridge : Cambridge University Press.
- Mohammad, Mohammad Fawzi.(1997). **A Practical Course in ELT, Methodology for Students Teacher Institute**.
- Prabhu, N .S .(1987). **Second Language Pedagogy**. Oxford: Oxford University Press.
- Richards, Jack C., Theodore s. Rodgers.(2001). **Approaches and Methods in Language teaching**: Cambridge University.



- Stern, H.H.(1983). **Fundamental Concepts of Language Teaching** .Oxford: Oxford University Press.
- Vossoughi, Hossien.(2000). **An Encyclopedic Dictionary of Teaching English as a Foreign Language**: Rahnama publications.
- White, Ronald.(1988). **The ELT Curriculum**.London: Blackwell publishers Inc.
- Wigard, Peter, Gerry Abbott(ed). (1981). "**The Teaching of English as an International Language**": Ereat Britain: London
- Wilkins,D .A . (1976). **Notional Syllabuses** . Oxford :Oxford University Press.
- Yule, George.(2006). **The Study of Language**.Cambridge Cambridge University Press.