

APPROACHES AND METHODS IN LANGUAGE TEACHING: A SHORT SUMMARY

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ABSTRACT: The aim of this paper is to give a highly on approach and methods in language teaching and learning. the wide variety of method options currently available confuses rather than comforts. Methods appear to be based on very different views of what language is and how a language is learned. This article refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the different language teaching methods and Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in.

Keywords: Approaches, Language, Learning, Methods, Teaching, and Theories.

1. INTRODUCTION

Language teaching has passed many years as methodological philosophies. The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. To some, this reflects the strength of our profession. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages (Nunan, 1991). The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of learners, the preferences of teachers, and the constraints of the school or educational setting.

To others, however, the wide variety of method options currently available confuses rather than comforts. Methods appear to be based on very different views of what language is and how a language is learned. Some methods recommend apparently strange and unfamiliar classroom techniques and practices; others are described in books that are hard to locate, obscurely written, and difficult to understand. Above all, the practitioner is often bewildered by the lack of any comprehensive theory of what an approach and method are. So, this paper tries to summarize the basic concepts of methods and approaches in language teaching, theories underling on it and its type in briefs and precise manner.

Differentiating the concept of method, approach, and techniques

Approach	Method	Technique
<ul style="list-style-type: none"> ✓ Approach describes the nature of the subject matter to be taught. ✓ Approach is set of correlative assumption based on nature of language teaching and language learning. ✓ Approach is axiomatic. ✓ Approach is not practical. 	<ul style="list-style-type: none"> ✓ Method is a general plan for orderly presentation of language material that no part material should be contrast all of the materials should be based on selected approach. ✓ An approach is axiomatic, a method is procedural. ✓ Within one approach there can be many methods. 	<ul style="list-style-type: none"> ✓ Technique is implicational that take place in the classroom. ✓ Technique is a particular trick used to do an immediate objective. ✓ Technique must be consistent with method therefore should be harmony with an approach as well.

2. THEORIES ABOUT THE NATURE OF LANGUAGE TEACHING

There are three different theories about the nature of language teaching:

1. **Structural view:** the view considers to a language as a system of related elements. To be mastering in structural elements in target language, is noted. This view claims that proficiency in grammatical, phonological and etc. elements can help learning occurs.
 2. **Functional view:** the view considers to language as s vehicle for the expression of functional meaning. This theory emphasis on semantic and communicative aspects of language.
 3. **Interactional views:** the view sees language as a vehicle for the realization of interpersonal relations and for the performance of social transaction between individuals.
- **Theory of language learning:** Theory of language learning associated with a method at the level of approach may emphasize either one or both dimensions: process-oriented and condition-orientes.
 - **Process-oriented:** the theories build on learning processes, such as habit formation, generalization and so on.
 - **Condition-oriented:** the theories build on the nature of human and physical context in which language learning take place.
 - **Design:** In order to an approach lead to a method, it is necessary to develop a design for an instructional system. Design as a level of method analysis we consider: objectives , the syllabus , learning and teaching activities, learner roles, teacher roles , instruction materials role ,
 - **Objectives:** objectives means different theories of language and language learning determine what a method sets out to achieve.
 - **The syllabus:** all methods involves decisions concerning the selection of language items such as words, sentence patterns or etc , that are used within a course or method, that is syllabus.
 - **Types of teaching and learning activities:** different philosophies at the level of approach may be reflected both in the use of different kinds of activities and different uses for particular activity types.
 - **Learner roles:** different methods have different contribution of learner implicitly or explicitly. According to Johnson and Paulston there are some terms about learner roles in language learning:
 - a. Learners plan their own program for language learning so they accept the responsibility.
 - b. Learners monitor and evaluate their own progress.
 - c. Learners learn of each other in a group.
 - d. Learners teach each other in a group.
 - e. Learners learn from the teacher from the students and from the other sources.
 - **Teacher roles :** Teacher roles in methods related to the followings issues:
 - a. The type of function that the teacher has for example director, counselor and etc.
 - b. Degrees of control that the teacher has over the learning take place in the class.
 - c. Degree of responsibility of teacher for determining what is taught.
 - d. The interactional patters that develop between teacher and students.
 - **The role of instructional materials:** The role of instructional materials within a method is based on the goals of materials, the form of materials, the relations of materials to other sources of input and the ability of teachers.
 - **Procedure :** Procedure is the last level within a method that encompasses three dimensions:
 - a. The use of teaching activities such as drills information gap activity and so on.
 - b. The ways of which particular activity will use for practicing language.
 - c. The techniques and procedure used in giving feedback of the learner's sentences or utterances.

3. PRINCIPLES OF LANGUAGE LEARNING

Language learning principles are generally sorted into three sub-groupings: Cognitive Principles, Affective Principals and Linguistic Principles. Principles are seen as theory derived from research, to which teachers need to match classroom practices. Here are some brief summaries of the principles that fall into each grouping:

Language learning principles	
Cognitive Principles	<ul style="list-style-type: none"> Automaticity: Subconscious processing of language with peripheral attention to language forms; Meaningful Learning: This can be contrasted to Rote Learning, and is thought to lead to better long term retention; Anticipation of Rewards: Learners are driven to act by the anticipation of rewards, tangible or intangible; Intrinsic Motivation: The most potent learning "rewards" are intrinsically motivated within the learner; Strategic Investment: The time and learning strategies learners invest into the language learning process.
Affective Principles	<ul style="list-style-type: none"> Language Ego: Learning a new language involves developing a new mode of thinking - a new language "ego"; Self-Confidence: Success in learning something can be equated to the belief in learners that they can learn it; Risk-Taking: Taking risks and experimenting "beyond" what is certain creates better long-term retention; Language-Culture Connection: Learning a language also involves learning about cultural values and thinking.
Linguistic Principles	<ul style="list-style-type: none"> Native Language Effect: A learner's native language creates both facilitating and interfering effects on learning; Interlanguage: At least some of the learner's development in a new language can be seen as systematic; Communicative Competence: Fluency and use are just as important as accuracy and usage - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

4. METHODS AND APPROACH IN LANGUAGE TEACHING

4.1. The Grammar Translation Method

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nine-tenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production (Richards, 1986).

4.1.1. Objectives

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level.

4.1.2. Key Features

According to Prator and Celce-Murcia (1979), the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in in grammatical analysis.

7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

4.1.3. Typical Techniques

Diane Larsen-Freeman (1986), in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method. The listing here is in summary form only.

1. Translation of a Literary Passage. (Translating target language to native language).
2. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).
3. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words)
4. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language)
5. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples).
6. Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).
7. Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms)
8. Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words)

Learning theory	Deductive learning is essential for accuracy
Language theory	Learning to translate the language for understanding the literature and for writing
Teacher's role	Teachers is the strict authority
Student's role	Students are the passive receiver of the new information

4.2. The Direct Method

The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking *meaning* to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

Still, the Direct Method was not without its problems. As (Brown, 1977;2000) and Brumfit and Johnson (1979) points out, "(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use." By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audio-lingual Method" expanded from starting half way through the 20th century.

4.2.1. Objectives

The basic premise of the Direct Method is that students will learn to *communicate* in the target language, partly by learning how to *think* in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime (Larsen-Freeman, 1986). There is to be a *direct* connection between concepts and the language to be learned.

4.2.2. Key Features

Richards and Rogers (1986) Summarize the key features of the DM thus:

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.

3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are taught through modeling and practice.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

4.2.3. Typical Techniques

Diane Larsen-Freeman (1986), in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Direct Method. The listing here is in summary form only.

1. Reading Aloud (Reading sections of passages, plays or dialogs out loud)
2. Question and Answer Exercise (Asking questions in the target language and having students answer in full sentences)
3. Student Self-Correction (Teacher facilitates opportunities for students to self-correct using follow-up questions, tone, etc)
4. Conversation Practice (Teacher asks students and students ask students questions using the target language)
5. Fill-in-the-blank Exercise (Items use target language only and inductive rather than explicit grammar rules)
6. Dictation (Teacher reads passage aloud various amount of times at various tempos, students writing down what they hear)
7. Paragraph Writing (Students write paragraphs in their own words using the target language and various models)

Learning theory	Inductive learning is essential for discovery and fluency
Language theory	Language is for oral use. L1 is forbidden. Daily speech in L2 is important.
Teacher's role	The teachers are partner and guide for students.
Learner's role	The learner are active participants

4.3. The audio-lingual method Based on behaviorist belief

The Audio-Lingual Method is based on the behaviorist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern – for example, subject-verb-prepositional phrase – is learned, the speaker can substitute words to make new sentences. The teacher directs and controls students' behavior, provides a model, and reinforces correct responses.

4.3.1. Approach

i. Theory of language	ii. Theory of learning
The theory of language under audio-lingualism to be known as structural linguistics. Structural linguistics developed in part as a reaction to traditional grammar. The reaction against traditional grammar move toward positivism and empiricism. It means that gathers data from the people then make rules. In the audio-lingual approach define that more practical interest in new patterns , phonetics and phonology and etc emerge when there is no new language in the society such as people in army who encouraged to learn another language	<p>The theory of learning under audiolingualism to be known as behaviorism. Based on behaviorism there are stimulus, response and reinforcement for learning. Stimulus serves to behavior, response triggered by stimulus, and reinforcement is behavior to occur again and become a habit.</p> <p>There are number of learning principles also as below:</p> <ol style="list-style-type: none"> 1. Foreign language learning is based on habit formation. 2. Language skills are learned spoken before written form. 3. Grammar is learned inductive rather deductive. 4. Teacher a language involves teaching culture of people in target language.

4.3.2. Design

Objectives: There are two ranges as short range and long range objectives in audiolingual. In short range objectives there are immediate objectives such as teach listening comprehension, accurate pronunciation, and ability to use symbol of writing. Long range objectives must be language as native speaker uses it.

The syllabus: Audiolingualism is a linguistic or structural based, so as we know the starting points in linguistic syllabus are phonology, morphology, and syntax of language that need to arranged as syllabus of audiolingual approach. Forming contrastive analysis, find differences and similarities between mother tongue and target language can help to find difficulties points in learning learners will encounter.

Types of learning and teaching activities: Dialogue and drill form the base classroom activity of audiolingual. Learning accurate pronunciation and intonation are emphasized. Sort of drills used in audiolingual are as follow:

1. Repetition: the students repeat an utterance aloud as soon as hear it.
2. Inflection: one word in an utterance appears in another from when repeated.
3. Replacement: one word in an utterance replace by another.
4. Restatement: the dialogue repeat by three students.
5. Completion: Students hear an utterance that is no complete then repeat it in complete form.
6. Transposition: change in word orders is necessary when a word is added.
7. Expansion: the added word takes a certain place in the sequence.
8. Contraction: a simple word stands for a clause.
9. Transformation: a sentence change into negative, interrogative or tense and etc.
10. Integration: Two utterances integrate into one.
11. Rejoinder: the student makes an appropriate answer for a given utterance.
12. Restoration: put the words in order and tell the tense.

Learner roles: According to behaviorist learning theory, teaching focuses on external process rather than internal process. Learners should be directed by teacher and techniques to produce correct responses.

Teacher role: In audiolingualism, as in situational language teaching, teacher role is central and active. It is teacher dominated method. Teacher monitors the class activities and performances.

The role of instructional materials : Text book, tape recorders, language laboratory are the materials that help teacher to develop mastery in the learner in audiolingual method.

Procedure: Since audiolingualism is an oral approach to language teaching so the process of teaching includes oral instruction mostly. Translation or use native language is at least of degree in this method.

The decline of audiolingualism: There are three reasons to decline the audiolingual method:

1. Chomsky declines the structuralism approach as well as behaviorism in language teaching, because he believes language learning is derived from innate aspects of the mind and it is cognitive.
2. Another reason is that this method attacked to unsound both language theory and learning theory.
3. Learners were unable to transfer skills acquired in the real communication outside the classroom.

4.4. Total physical response Asher's approach

Total physical response (TPR) is a language teaching method built around of speech and action and attempt to teach language through physical and activity (Asher, 1969). To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies learning a foreign language.

i. Approach	Explanation
Theory of language	TPR view has been known as grammar based. Asher states most of the grammatical structure and vocabulary of target language can be learned from the imperative by the instructor.
Theory of learning	There are three theory of learning in TPR as below: <ol style="list-style-type: none"> 1. There is bio-program for language learning that is first listening then learn and speak. 2. There is lateralization in language learning that is the left and right hemisphere function in learning. 3. Stress as an affective filter cause make problem in learning, the lower stress, the greater learning.

ii. Design	Explanation
Objectives	The general objectives of total physical response are to teach oral proficiency at first, second comprehension and finally speaking skill to target language.
The syllabus	The type of syllabus uses in TPR is analysis the use of exercise. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical being in selecting teaching items. Grammar taught inductive
Types of learning and teaching activities	Imperative drills, conversational dialogue, role play and slide representation are classroom activities.
Learner roles	Learners in total physical response have roles of listener and performer. They listen to teacher commands and respond physically.
Teacher role:	In TPR method teacher's role is not so much to teach it is provide opportunity for learning. The teacher responsible for providing the best kind of exposure to language so that the learner can internalize the rules of the target language.
The role of instructional materials	Material and realia play important role for learning language in TPR. Teacher's voice, action and gesture also play role then books pen, furniture, pictures.
Procedure	A course taught lesson-by-lesson according to TPR principles. For example for adult need 159 hours of classroom instruction. That the procedure following ways are: review, new commands, ask simple question, role reversal, reading and writing.

4.5. Community language learning

Curren's method In CLL method, teachers consider students as "whole persons," with intellect, feelings, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students' fears, teachers help students feel secure and overcome their fears, and thus help them positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn in the target language.

4.5.1. Approach

Theory of language: Theory of language in community language learning is known as language as social process. That is knower and learners through interactions learn each other. This theory sees that language must start not end with sound features, the sentence, and abstract model of language.

Theory of learning: CLL theory of learning is based on whole-person learning. That is true human learn through cognitive and affective. Under theory of learning of community language learning there are psychological requirements for successful learning as known as SARD. SARD is:

- **S** stands for security. If learners do not feel security he finds difficulties in learning language.
- **A** stands for attention and aggression. Attention should be taken to learners who neither does not involve in learning and aggression is using knowledge as a tool for self-assertion. Lerner learns sth and seeks opportunity to show his strength.
- **R** stands for attention and reflection. This is consciously silence that students focus on learning and it is for re- evaluate developments and future goals.
- **D** denotes discrimination. Enable the students to use the language for purpose of communication.

4.5.2. Design

Objectives: The objective in CLL method is , Use linguistic and communicative competence in conversation course in a foreign language.

Syllabus CLL syllabus emerges from the interaction between the learners's communicative and teacher's reformulations of these into suitable target language utterances.

Learning activities CLL combines learning tasks and activities with conventional ones as below:

- Translation.
- Group work
- Recording
- Transcription
- Analysis
- Reflection and observation

- Listening
- Free conversation

Learner role: In CLL learners become members of a community their fellow learners and teacher and learn through interaction with the community.

Teacher role: Teacher role are as counselor, understand learner's problem and help them by applying orders and analyzing problems, monitor learners performances, providing assistance when requested.

The role of materials: Textbook is not material in CLL. Material develops by teacher as the course develops. It includes summaries on the blackboard, projector, script for dialogues and mini-dramas.

Procedure: Because each community language learning course is a unique experience, description of CLL procedure in a class is problematic. (as book said on page 95)

4.6. Suggestopedia

Lozanov's method seeks to help learners remove psychological barriers to learning. The learning environment is relaxed with low lighting and soft music in the background. Students choose a name and character in the target language and culture, and imagine that person. Dialogs are presented with music. Students just relax and listen to them being read and later playfully practice the language during an "activation" phase (Bancroft, 1978).

i. Approach	Explanation
Theory of language	In suggestopedia there is no specific theory of language, through memorization of vocabulary suggest a language which in lexis base.
Theory of learning	Suggestion is at the heart of suggestopedia method as learning theory. There are six principles of theory of learning in suggestopedia: <ol style="list-style-type: none"> 1. Authority: in suggestopedia teacher is an authoritative source because people are most influenced by information coming from an authoritative person. 2. Infantilization: learner takes part in role playing, games, and songs such as a child to regain self-confidence. 3. Double-planedness: the learner not only learns from the direct instruction but also from the environment in which instruction take place. 4. Intonation, rhythm and concert pseudo passiveness: the musical tones and rhythm helps to make a relaxed and emotionalize of learner then give meaning to linguistic materials.
ii. Design	Explanation
Objectives	The objectives of suggestopedia are to deliver advanced conversational proficiency quickly.
Syllabus	There is a dialogue are graded by lexis and grammar that is translated to the native language. Written test are given through the course, too.
Learning activity	Learning activities used in suggestopedia method are imitation, question and answer and role play.
Learner role	Learners must not to try study material presented but must maintain pseudo-passive in which material though them. And learners should encourage their infantilization in which accept the teacher orders as an authoritative source to regain self confidence.
Teacher role	Teachers role of suggestopedia are as below: <ol style="list-style-type: none"> 1. Show confidence in the method. 2. Display fastidious manner. 3. Organize stages of teaching process. 4. Maintain formal attitude toward the session. 5. Give tests 6. Reduce stress 7. Maintain enthusiasm
The role of materials:	Materials in suggestopedia include direct support material such as text and tape and indirect support materials such as classroom furniture and music.
Procedure:	The first part is oral review of previous sessions. The second part is new material is presented and discuss. The third part is concert which suggestopedia is best known.

4.7. Multiple intelligences (proposed by Gardner)

Based on human intelligence multiple intelligence refers to learner-based philosophy that sees human intelligence dimensions that must developed in education. Gardner proposed eight areas of human intelligences as below:

- a. Linguistic: the ability to use language as writers , editors
- b. Logical/mathematical: the ability to think rationally as scientists, engineers
- c. Spatial: the ability to form mental models of the world as decorators, architects
- d. Bodily/kinesthetic: have well-coordinated body as dancer, athletes
- e. Musical: a good ear for music as singer, composer
- f. Interpersonal: the ability to work well with people as teachers, politicians
- g. Intrapersonal: the ability to understand oneself as counselor
- h. Naturalist: the ability to understand and organize patterns of nature

4.7.1. Approach

Theory of language: The MI method is based on cognitive theory. MI looks at language of an individual, of central of whole life of language learner and user. Each single factor of intelligence is called “g” factor. Gardner sees “g” factors as cluster intelligences and Gottfredson sees “g” factors related to each of the intelligence factors.

Theory of learning: At the learning theory argument is to apply the single factor “g” model to multiple intelligences model. That is the higher the “g” factor in individual’s, the greater efficiency of that individual’s brain in performing cognitive operation.

4.7.2. Design

Objectives: There is no goal for MI instruction in linguistic term. MI look at language class as educational support systems that help the language learner make a better design for own learning experience.

Syllabus: There is no syllabus in MI method but there is sequence consists of four stages:

- Stage 1: awaken intelligence: Learner earns experience of around him by smelling, touching, testing and etc.
- Stage 2: amplify intelligence: learner gain experience by the subject which himself choose.
- Stage 3: teach with / for intelligence: learner focus to the class, to some aspects of language learning.
- Stage 4: transfer of the intelligence: learner use learning experiences out of the class world.

Type of learning activities: There are types of language learning activities for multiple intelligence as below:

1. Linguistic intelligence: such as : lectures , listening to tape, collect newspapers
2. Logical/mathematical intelligence: science thinking, logic problems and puzzle
3. Spatial intelligence: video, slides, charts, maps
4. Bodily / kinesthetic intelligence: role plays, mother may I?, cooking activities
5. Musical intelligence: playing recorded music, playing live music,
6. Interpersonal intelligence: peer teaching, cooperative group, group brainstorming
7. Intrapersonal intelligence: options for homework, independent student work, self-teaching

Learner role: In MI since language learning includes culture learning so it is useful language learner study language in the context that includes range of intelligences.

Teacher role: In MI teachers have a role that not only improves the second language ability of their students, but to become major contributors to the development student’s intelligence. Teachers then become curriculum developer, lesson designer and analyst, activity finder.

The role of material: Materials in multiple intelligence method enable learners to become more well-rounded individuals and more successful learner in general.

Procedure: procedure is the same as sequence in design:

- **The Stage 1:** awaken intelligence: Learner earns experience of around him by smelling, touching, testing and etc.

- **Stage 2:** amplify intelligence: learner gain experience by the subject which himself choose.
- **Stage 3:** teach with / for intelligence: learner focus to the class, to some aspects of language learning.
- **Stage 4:** transfer of the intelligence: learner use learning experiences out of the class world.

4.8. The Lexical Approach

A lexical approach in teaching believes that language learning grammar and communication do not derive from functions, notions and so on but lexis, that is, word and word combinations is the references of a lexical approach for language learning. Structuralists, formalists and linguists give more attention to lexicon approach. As per as this approach, Lexical units or chunks are used as items to second language learning. The another names of lexical chunks or lexical units are “holophrases”, “prefabricated patterns”, “gambits”, “speech formula”, and “lexicalized stems”.

4.8.1. Approach

Theory of language: Theory of language of lexical approach is based on chunks, memorized patters, and collocation that are important.

Theory of learning: Collocations, other types of lexical units play important role in theory of learning in lexical approach. Within this theory Krashen believes that language input through reading is effective approach to such learning. Others propose that the context of lexical use and contrastive and important approach for such a learning. Lewis claim that lexical approach has lacked of coherent learning theory then he attempts to rectify this with following assumptions:

1. Encountering new learning items is necessary but sufficient condition for learning to occur.
2. Noticing lexical chunks or collocations is necessary but condition for input to become intake.
3. Noticing contrastive is necessary but formal descriptions of rules do not help.
4. Acquisition is based not on the application of the formal rules but based on examples.
5. Acquisition syllabus is nonlinear so the linear syllabus does not profitable.

4.8.2. Design

1. **Objectives:** The objectives of lexical approach are based on frequency, that is, frequency determines the contents of our course. For example level 1 aim to cover the 700 words.
2. **Syllabus:** The lexical syllabuses are structural, exemplified lexical structure, organize lexical for instruction, and classify collocations and distinguishing lexical phrases as social interactions.
3. **Learner role:** Learner's roles in lexical approach are as a discoverer and analyst data.
4. **Teacher role:** Teach have roles such as create environment, organizer and scaffolding.
5. **Teaching materials:**
 - Teaching materials are provided by tapes, manuals, texts, these are package type.
 - Collection of vocabulary
 - Computer corpora (gathering list of words)
 - Computer program (some programs with specific vocabulary)
6. **Procedure:** Hills suggests classroom procedure of lexical approach as below:
 - Teaching individual collocation
 - Making students aware of collocation
 - Extending what students know already by adding knowledge of collocations
 - Storing the collocations by students in a notebook.
7. **The decline of lexical approach**
 - Lexical not only component for communication competence.
 - This approach is lack of full characterization of an approach and method.

4.9. Communicative Language Teaching

The origin communicative language teaching CLT are to be found of changes in British language teaching tradition dating 1960s (Littlewood, 1981; Ur, 1996).The features of this approach are;

- a. Applied linguistic, that is, focus in language teaching on communicative rather than on mere mastery of structure.

- b. Unit credit system, that is, a system in which learning task broken into portions or units that each of them are related to the learner's needs and systematically related to all the other portions.
- c. Meanings system proposed by Wilkins that includes two types of meanings : notional categories (concepts such as time, sequence, quantity, location, frequency) and communicative function (requests, offers, denials, complaints)
- d. According Howatt communication language teaching distinguishes in two groups strong and weak. Strong version says that language is acquired through communication. Weak version says providing learners with opportunities to use their English for communicative purpose.
- e. The major distinctive features of Audio Lingual Method and Communicative Approach.

Audiolingual Communicative	Communicative language teaching
<ul style="list-style-type: none"> Language items are not necessarily contextualized Language learning is learn structures, sound or words Drilling is a central technique Native speaker pronunciation is sought Language is habit so errors must be prevented Accuracy is a primary goal The teacher must specify the language that student are to use Reading and writing cannot start before speech is mastered Translation is forbidden at the early level The target linguistic system will be learned by over teaching Linguistic competence is the desire goal 	<ul style="list-style-type: none"> Contextualization is a basic property Language learning is learn communicate Drilling is a central technique Drilling is not central technique Comprehensible pronunciation is sought Language is created by individual through trial and errors Accuracy not in the abstract but in context The teacher cannot know what language student will use Reading and writing can start from the first day Translation may use if students need or benefit from it The target linguistic system will be learned through process of communicate Communicative competence is the desire goal

4.9.1. Approach

Theory of language: The theory of communicative language teaching starts from a theory of language as communication. According to this fundamental principle Hymes claimed that such a view of linguistic theory needed incorporation communication and culture. Hymes's theory of communicative competence is a definition of what speakers needs to know in order to be communicatively in a speech society. Another linguistic theory of communication in CLT is Halliday's claim. He says through the study of language in use are all the functions of language and all the components of meaning brought into focus. Halliday elaborate seven basic functions that perform for children learning their first language:

1. The instrumental function; using language to get thing
2. The regulatory function; using language to control behavior of others
3. The interactional function; using language to create interaction with others
4. The personal function; using language to express personal feeling
5. The heuristic function; using language to learn and discover
6. The imaginative function; using language to create world of imagination
7. The representational function; using language to communicate information

So, learning the second language was similarly to acquire first language as view of communicative language teaching. Another theory is definition of Swain dimensions of communication competence as below:

- a. Grammatical competence; refers to grammatical and lexical capacity.
- b. Sociolinguistic competence; refers to understanding of the social context.
- c. Discourse competence; refers to interpretation of the individual message.
- d. Strategic competence; refers to how direct the communication.

Theory of learning: There is some theorist that proposed some theory for CLT learning:

1. (Savignon, 1983) considers the role of linguistic, social, cognitive and individual variable in language acquisition.

2. Krashen sees acquisition as basic process involved in developing language proficiency and he distinguishes this process from learning.
3. Johnson and Littlewood consider the acquisition of communicative competence in a language is an example of skill development this involves both a cognitive and a behavioral aspects.

4.9.2. Design

Objectives: The followings levels are the objectives of CLT:

1. Language as a means of expression
2. Language as an object of learning
3. Language as a mean of expression about oneself and others
4. Learning based on error analysis
5. Language learning within the school curriculum

The syllabus: The CLT syllabus is notional syllabus which specified the semantic-grammatical categories and the communicative function categories. According to Malaysian communicational syllabus task and product have important role. Task is organized based on some objectives or goals with some identified outcomes or products. Product result from successful completion of task. The other syllabus of CLT is grammar, topics, notions, functions, and vocabulary.

Types of learning and teaching activities: Learning activities of CLT are engage learners in communication by sharing information, negotiation of meaning, and interaction. Classroom activities are based on completing tasks. Generally the activities of CLT classified two groups' functional communication activities such as comparing set of pictures and attention similarities and differences, discovering missing features in a map. And social interaction activities such as skits, discussions, role plays.

Learner roles: In CLT the role of learner is as a negotiator between the self, the learning process, and the object of learning which gain from classroom activities.

Teacher roles: The teacher role of communicative language teaching is as facilitate the communication process, act as independent participant. The teacher acts as independent participant specified in first, organizer, second guide and third researcher. Other roles assumed for teachers are needs analyst, counselor, and group process manager.

The role of instructional materials: We will consider three kinds of materials currently used in CLT as text-based, task-based, and realia.

- **Text-based materials:** there are numerous textbook designed to support and direct CLT. Texts written to support Malaysian Language Syllabus. It design a typical lesson consist of theme, e.g. providing information, a task analysis for development, e.g. understanding the message , asking for more information, taking notes and etc, a practice situation.
- **Task-based materials:** a variety of games, role plays , cue cards, exercise handbooks, pair communication materials, activity cards , have been prepared to support communicative language teaching classes.
- **Realia:** The realis are used in class of CLT should be authentic and from-life. Such as signs , magazines, advertisements, maps, pictures and so on.

Procedure: CLT procedure is as below:

1. Presentation of a brief dialog.
2. Oral practice of each dialog.
3. Questions and answers based on dialogs.
4. Questions and answers related to the personal life of students.
5. Study the communicative expression in dialog.
6. Discover the rule in dialog by learners.
7. Oral recognition activities.
8. Oral production activities.
9. Copying the dialogue
10. Sampling of the written homework assignment.
11. Evaluation of learning.

4.10. The natural approach Tracy Terrell (1977).

The natural approach of second language acquisition is based on “naturalistic”. There are some differences between Natural method and natural approach Terrell (1982).

- The Natural Method is another name of direct method.
- The Natural Method is teacher based.
- The Natural Method is based accurate production.
- The Natural Approach conform the naturalistic principles in order to acquire second language.
- The Natural Approach is not teacher center, it is student center.
- The Natural Approach makes students to exposure production.
- The Natural Approach prolongs period to hear before students produce language.

4.10.1. Approach

Theory of language: Theory of language of natural approach as per as Krashen and Terrell says is based on communication as the primary function of language. Terrell describe about the nature of language emphasizes the primacy of meaning. Also vocabulary is important as the theory of language of natural approach. Mastery of structures and the “I+1” level are other principles in theory of language. Actually “I+1” level expressed in the “input hypothesis”. It says the present knowledge the learner has is “I” and the class knowledge is “I” so the learner knowledge should be little more than class level that is “I+1”.

Theory of learning: The fundamental principles of theory of learning in natural approach is based on “the acquisition/learning hypothesis”, “the monitor hypothesis”, “the natural order hypothesis”, “the input hypothesis”, “the affective filter hypothesis”, the briefly explanation of each of them are below:

1. The acquisition / learning hypothesis: There are two distinctive ways to developing competence in second language or foreign language; acquisition and learning.

- Acquisition is a natural and unconscious way such as acquire first language. Naturalistic development second language process through understanding language through using language for meaningful communication. Learning refers to develop the process of second language consciously.
- Learning results in explicit knowledge about form of a language. Formal teaching is necessary in learning. Learning cannot lead to acquisition.

2. The monitor hypothesis: The monitor hypothesis claims that learned knowledge to correct when we communicate. The monitor hypothesis is based on concourse learning; the concourse learning must have below conditions for using the monitor about it:

1. Time; there must be sufficient time for learner to apply a learned rule.
2. Focus on form; the language learner must focus on correctness on the form of the output.
3. Knowledge of rules; monitor does not occur without enough knowledge so the learner should have knowledge to monitor outputs.

3. The natural order hypothesis: Research is said acquire grammatical structures has predictable order. This predictable ways exist in both first and second language. Errors are signs of naturalistic developmental process.

4. The input hypothesis: The input hypothesis claims that the more exposure of learners to second language, the more language acquisition occurs. There are five issues in input hypothesis as below:

1. The first is the hypothesis relates to acquisition not to learning.
2. The second is the acquire language best by understanding.
3. The third is the ability to speak fluently not taught but emerges.
4. The fourth is if there is the sufficient quantity of comprehensible input, the I+1 will usually be provided automatically.
5. The fifth is the finely tuned which refers the more high level of knowledge of class than the learner is necessary to learner learn better.

5. The affective filter hypothesis: Krashen sees the learner’s emotional filters effect on learning. The less emotional effects, the more learning occurs. There are three kinds of affective related to second language acquisition:

1. Motivation; learners with high motivation generally do better.
2. Self-confidence; learners with high self-confidence to be more successful.
3. Anxiety; low personal anxiety, low classroom anxiety, the more second language acquisition.

4.10.2. Design

Objectives: The natural approach objective is to help the learners become intermediate. The learner in level of intermediate is able to convey meaning. There is no need to learn every word and there is no need to be a master in grammar.

The syllabus: Syllabus of natural approach is based on basic personal communication skills and academic skills. The basic personal communication is based on course needs and there is oral and written skills. The academic skills is based on students needs, and also there is oral and written skills. As well as fitting needs of students in academic skills, should aim and create a low affective filter by providing friendly and relaxed atmosphere. In basic personal communication as provide the course needs it is necessary focus on grammatical structures.

Types of learning and teaching activities: From the beginning of the class in natural approach, emphasis on comprehensible input in target language, minimize stresses of learners, provides simple response opportunities, developing in Yes/No questions with simple sentences. The natural approach borrows activities from methods such as Direct method and CLT. From direct method borrowed: mime, elicited response, situation based practice and from CLT borrow communication, group work activities.

The learner role: Learner is as an acquirer role in natural approach. Learners seem to change their stages according development. Totally in natural approach there are two stages and one phase. The stages are pre-production stages which in learners participate in language activities without having to respond in target language. In early-production stage learners respond to the questions in target language by simple sentences. In the speech-emergent phase students involve role play and games (Harmer, 1991).

The teacher role: There are three central roles of teach in natural approach. First, the teacher is a primary source of comprehensible input in target language. Second, the teacher creates a low affective filter by being friendly to students. Finally, the teacher must be as an orchestrate and conduct the classroom. The role of instructional materials The primary goal of material of the natural approach is to make classroom activities as meaningful as possible. Materials are realias rather than textbooks, such as pictures, maps brochures.

Procedure: In natural approach procedures are:

- a. Start with TPR (total physical response) commands.
- b. Use TPR to names of body parts.
- c. Introduce classroom terms and props into commands.
- d. Use names of physical characteristic.
- e. Use magazines pictures to introduce new words.
- f. Combine use of picture with TPR.
- g. Combine pictures with commands and conditionals
- h. Using pictures then ask to student's describe.

4.11. Task-Based Language Teaching

Teaching Task based language teaching (TBLT) refers to the use of tasks as the core and center of unit of planning and instruction in language teaching. In this theory language learning is believed to depend on immersing students not merely comprehensible input.

The key assumptions are:

1. The focus is on process.
2. Basic elements are activities and tasks that emphasize communication and meaning.
3. When learners engage in the activities and task they learn by interacting communicatively.
4. Activities and act can be either about real life or pedagogical purpose.
5. Activities and tasks are sequenced according to difficulty.
6. The difficulty of a task depends on a previous experience of the learner, complexity of the task, and the degree of support available.

There are four categories of team performances function:

- a. Orientation function
- b. Organizational functions
- c. Adaptation functions
- d. Motivational functions
- i. Approach

Theory of language: The TBLT has theories of language as below:

1. Language is a means of making meaning.
2. Multiple models of language inform TBI (structural , functional , interactional)
3. Lexical units are central in language learning and use.
4. Conversation is central in language acquisition.

Theory of learning: The TBLT has theories in language learning as below:

1. Tasks provide the input and output processing necessary for language acquisition.
2. Tasks activities and achievement are motivational.
3. Learning difficulty can be negotiated and fine-tuned.

4.11.1. Design

Objectives: Is based on needs of particular learners.

Syllabus: Specify two types of tasks:

1. Real world tasks, based on real life.
2. Pedagogical tasks, based on psycholinguistic.

Types of learning and teaching activities: There are different views:

According Wills there are six task types base traditional knowledge hierarchies:	According Pica types of interaction occurs as following:	Other characteristic of task are:
<ol style="list-style-type: none"> 1. Listing 2. Ordering and sorting 3. Comparing 4. Problem solving 5. Sharing personal experience 6. Creative task 	<ol style="list-style-type: none"> 1. Jigsaw task 2. Information gap tasks 3. Problem solving task 4. Decision making task 5. Opinion exchange task 	<ol style="list-style-type: none"> 1. One way or two way 2. Convergent or divergent 3. Collaborative or competitive 4. Single or multiple outcomes 5. Concrete or abstract language 6. Simple or complex processing 7. Simple or complex language 8. Reality based or not reality based

Learner roles: In task based language teaching learner roles as follows:

1. Group participant
2. Monitor
3. Risk taker and innovator

Teacher roles: In task based language teaching teacher roles as follows:

1. Selector and sequencer of tasks
2. Preparing learners for task
3. Consciousness rising

The role of instructional materials: Instructional material play important role in TBLT . They have pedagogical role and realia role.

Procedure: In TBLT the procedure is as follow: 1. Pretask activities 2. Task activities 3. Posttask activities

4.12. The Silent Way

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno. Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called cuisenaire rods and for his series Words in Color, an approach to the teaching of initial reading in which sounds are coded by specific colors. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

The Silent Way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypotheses underlying Gattegno's work could be stated as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

4.12.1. Approach

Approach	Explanation
Learning theory	Cognitive psychology is the basis. Learning occurs inductively-Rule for formation
Language theory	Cognitive coding-color road and Fidel chart. L1 can be used for explanation

4.12.2. Design

Objectives: The general objective of the Silent Way is to give beginning level student's oral and aural facility in basic elements of the target language. The general goal set for language learning is near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized. An immediate objective is to provide learners practical knowledge of the grammar of the language.

The syllabus: The Silent Way adopts a basically structural syllabus, with lessons planned around grammatical items and related vocabulary. Gattegno does not, however, provide details as to the precise selection and arrangement of grammatical and lexical items to be covered. There is no general Silent Way syllabus. But from observation of Silent Way programs developed by the Peace Corps to teach a variety of languages at a basic level of proficiency, it is clear that language items are introduced according to their grammatical complexity, their relationship to what has been taught previously, and the ease with which items can be presented visually.

Types of learning and teaching activities: Learning tasks and activities in the Silent Way have the function of encouraging and shaping student oral response without direct oral instruction from or unnecessary modeling by the teacher. Basic to the method are simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses. Learners then go on to create their own utterances by putting together old and new information. Charts, rods, other aids may be used to elicit learner responses. Teacher modeling is minimal, although much of the activity may be teacher directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities.

Learner roles: The learner first experiences a "random or almost random feeling of the area of activity in question until one finds one or more cornerstones to build on. Then starts a systematic analysis, first by trial and error, later by directed experiment with practice of the acquired subareas until mastery follows" (Gattegno, 1972). Learners are expected to develop independence, autonomy, and responsibility.

Teacher roles:

1. Teacher silence is, perhaps, the unique and, for many traditionally trained language teachers, the most demanding aspect of the Silent Way.
2. Teachers are exhorted to resist their long standing commitment to model, remodel, assist, and direct desired student responses, and Silent Way teachers have remarked upon the arduousness of self-restraint to which early experience of the Silent Way has subjected them.
3. Stevick defines the Silent Way teacher's tasks as (a) to teach, (b) to test, and (c) to get out of the way (Stevick, 1974).
4. More generally, the teacher is responsible for creating an environment that encourages student risk taking and that facilitates learning.

The role of instructional materials:

1. The Silent Way is perhaps as well known for the unique nature of its teaching materials as for the silence of its teachers.
2. The materials consist mainly of a set of colored rods, color-coded pronunciation and vocabulary wall charts, a pointer, and reading/writing exercises, all of which are used to illustrate the relationships between sound and meaning in the target language.
3. The materials are designed for manipulation by the students as well as by the teacher, independently and cooperatively, in promoting language learning by direct association.

Procedure: A Silent Way lesson typically follows a standard format. The first part of the lesson focuses on pronunciation. Depending on student level, the class might work on sounds, phrases, or even sentences designated on the Fidel chart. At the beginning stage, the teacher will model the appropriate sound after pointing to a symbol on the chart. Later, the teacher will silently point to individual symbols and combinations of symbols, monitor student utterances.

5. CONCLUSIONS

Generally this paper gives a highly on different concept of language teaching methods and approaches. Even though there are different methods in English language teaching there is no best method. There is no best method because (1) it all depends on context. This means that each context has a best method. It is very difficult to determine the relationship between numerous variables and appropriate methods. Catering to every possible need means creating a methodology that cannot be flexible, otherwise one of the variables of learning may not be met and the whole package falls apart. Focusing on a theory or practice that is more general, rather than specific, may be more beneficial. After all, the language learning process itself cannot be overly dissimilar across contexts. Or, in Prabhu's metaphor: "If all physiological variation among individuals (including fingerprints) were assumed to call for matching differentiation in medical treatment, no medical practice would be justifiable" (p. 164). (2) There is no best method because there is some truth to every method. This means that the methods that do exist are not actually complete but only contain partial truths. Believing this means making an eclectic mix of methods based on what is perceived to be true, or just randomly hoping what is conglomerated actually works. In this view, the eclectic method is a method in itself, and therefore likely only contains partial truths. (3) There is no best method because we need to rethink what "best" really means. Objective evaluation of a method is quite difficult. The classroom is too complex and environment to without a doubt state one method works better than another. It is also difficult to demonstrate a direct link between teachings and learning because learning is a very complex process. Even if we were to completely verify a method, it means we would have to follow that method precisely in order to reap its benefit. The method would be nothing but a routine – one which anyone could complete.

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