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## English Language Teaching Approaches: A Comparison of the Grammar-translation, Audiolingual, Communicative, and Natural Approaches

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### Abstract

This work compares four of the most widely used teaching approaches in foreign language contexts; Grammar-Translation, Audiolingual, Communicative, and Natural Approaches. For the comparison, seven features were considered; supporting theories, creation purpose, materials and techniques used, and the roles of teachers, students, and students' mother tongue in the teaching-learning process. A checklist was created to provide a visual representation of the characterization of the features compared in each approach. Several texts and articles were reviewed to be accurate in the characterization of the information. The results show that the characteristics of each approach were determined for the epoch in which they were proposed and promoted. Some characteristics such as the use of books overlapped all approaches compared in this work; others were unique to certain approaches, supporting theories, for instance; and, others were common in two or three approaches, as in the case of the use of conversations and the role of learners as active learners, to cite some examples.

### Keywords

ELT approaches; materials; techniques; ELT theories; teacher's role; students' role; mother tongue; L1

### Full Text:

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used at some schools. The main goal of this method is to enable a student to read texts in a foreign language, presuming that this might influence on other skills development in a magical way. With all its disadvantages, the Grammar Transla... Start studying Language Teaching Approaches. Learn vocabulary, terms and more with flashcards, games and other study tools. (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. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English. It refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language".