APPROACH, METHOD, TECHNIC: DIFFERENCES AND USING THEM IN EFL CLASSES

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Abstract. It isn't secret that English is turning out to be increasingly more significant in all the field: business, showcasing, educating, voyaging and numerous other. It needs to show English language in each country's prior schooling frameworks.

During the schooling, it isn't not difficult to premium understudies to learn English and make them knowledgeable one. That is the reason English as an unknown dialect (EFL) instructors should know various sorts of approaches to help understudies, and urge them to acquire insight and information on English learning measure. English Language Teaching (ELT) phrasing can be now and again befuddling. This article attempts to depict the distinction between approach, strategy, and procedure. It is significant, for us educators, to be educated about what precisely every one of these terms implies.

Key words: approach, method, strategy, EFL, apparatuses.

What is Approach?

A methodology alludes to the overall suspicions about what language is and about how learning a language happens (Richards and Rodgers, 1986). It addresses the amount of our way of thinking about both the hypothesis of language and the hypothesis of learning. As such, a way to deal with language educating depicts:

1.   The nature of language,

2.	How information on a language is obtained,

3.	And the conditions that advance language securing.

What is Method?

A strategy is a down to earth execution of a methodology. A hypothesis is incorporated at the level a technique. It incorporates choices about:

•	The specific abilities to be instructed,

•	The jobs of the instructor and the student in language educating and learning,

•	The proper methods and procedures,

•	The content to be instructed,

•	And the request wherein the substance will be introduced.

It additionally includes a particular schedule association, decisions of the materials that will support learning, and the resources to survey students and assess instructing and learning. It is a kind of a getting sorted out arrangement that depends on the philosophical premises of a methodology.

What is Technique?

Executing a methodology requires certain practices and practices that work in showing a language as per a specific strategy. These practices and practices are the methods that each technique depends on. Methods, in this sense, are an integral part of strategies. They are the real second to-second study hall steps that lead to a predefined result. Each methodology is acknowledged through a progression of strategies. They could appear as an activity or simply any movement that you need to do to finish a job. For example, when utilizing recordings, instructors frequently utilize a strategy called "quiet survey" which comprises of playing the video without sound and requesting that understudies sort out the thing the characters were saying.

A series of expectations managing the idea of language, learning, and showing Method A general arrangement for deliberate show of language dependent on a chose Approach Technique Specific exercises showed in the classroom that are steady with a method and hence in concordance with a methodology

A methodology is the level at which suppositions and convictions about language and language learning are specified; Method is the level at which hypothesis is tried and at which decisions are made about the specific abilities to be instructed, the substance to be educated, and the request where the substance will be presented; Technique is the level at which study hall techniques are depicted.

The Grammar-Translation Approach

This methodology was truly utilized in showing Greek and Latin. The methodology was summed up to showing current dialects.

Key Features of the Grammar Translation Method

(GTM) Classes are instructed in the primary language, with littleactive utilization of the objective language. Much jargon is instructed as records ofisolated words. Long intricate clarifications of the complexities ofgrammar are given. Language gives the guidelines to assembling words, and guidance regularly centers around the formand emphasis of words.

Key Features of (GTM) (Contd.)

Reading of troublesome traditional writings is started early. Little consideration is paid to the substance of writings, which are treated as activities in syntactic investigation. Frequently the solitary drills are practices in interpreting detached sentences from the objective language into the primary language. Practically zero consideration is given to articulation.

Ordinary Techniques of GTM

Interpretation of a Literary Passage (Translating objective language to local language and the other way around) Reading Comprehension Questions (Finding data in an entry, making inductions and identifying with individual experience) Antonyms/Synonyms (Finding antonyms and equivalents for words or sets of words). Cognates (Learning spelling/sound examples that compare among L1 and the objective language).

Normal Techniques of GTM (Contd.) Deductive Application of Rule (Understanding punctuation rules and their exemptions, then, at that point applying them to new models) Fill-in-the-spaces (Filling in holes in sentences with new words or things of a specific language type). Retention (Memorizing jargon records, syntactic guidelines and linguistic ideal models)

Common Techniques of GTM

Use Words in Sentences (Students make sentences to show they know the significance and utilization of new words) Composition (Students expound on a point utilizing the objective language)

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