

objectives of the Natural Approach are to help beginners to be able to function adequately in the target situation. However, specific objectives will depend on learner needs and skills and on the level being taught.

Chapter Ten deals with Suggestopedia, a method derived from Suggestology by Georgi Lazanov. Like Terrell and Krashen, Lazanov neither articulates a particular theory of language, nor is he concerned with language elements and their organization. However, the emphasis of this method on organization of vocabulary pairs, a target language item and its native language translation, suggests a view of language in which lexis is central.

A significant examination of the various methods forms the broad framework for the last chapter; a curriculum-development perspective on methodology is presented with a discussion of some of the limitations of the various methods and the need for evaluation and further research.

In this way, *Approaches and Methods in Language Teaching* serves as a handbook for language teachers to enable them to become better informed about the nature, strengths and weaknesses of a variety of approaches and methods. It also serves as a basis for language teachers to develop their own appropriate methodology by drawing on the best from different traditions according to the needs of learners, their own preferences, and the constraints of the school, or educational setting.

Techniques and Principles in Language Teaching

Diane Larsen-Freeman, Oxford University Press, 1986. Pp. 142

Reviewed by Saree Kulsiriswad

Chulalongkorn University Language Institute

There are a number of techniques and principles proliferating in second or foreign language teaching nowadays which have been invented to facilitate both the teaching of language and the learning process. There may be some, however who find the wide range of techniques and principles bewildering and potentially confusing. A great many books have been written to deal with this confusion, which aims at describing, discussing and analyzing the language teaching methods that are in use today. *Techniques and Principles in Language Teaching* is one of them; according to Russell N. Campbell and William E. Rutherford, the editors of this book, the writer attempts to provide an overview of language teaching methods in "an illuminating and imaginative manner".

As stated by the writer himself, the book has two main purposes; the first being to provide information about the language teaching methods being practiced today to facilitate the decisions teachers have to make in terms of methodology. The second purpose is to encourage teachers to examine their own beliefs about teaching and learning so that these can form the basis for the choice of their methodology. In addition, this book is also useful for teacher trainees attending inservice and preservice teacher training programs in that it provides useful ideas, suggestions, explanations, demonstrations and examples with regard to teaching strategies.

In the "Author's Preface", the writer tries to clarify three terms commonly used in the language teaching process, i.e., method, principle and technique. She explains that in this work the term 'method' is used differently from the way it is employed by Edward Anthony who favours the more familiar distinction between approach, method, and technique. To her, a method is comprised of "principles" and "techniques". Taken together, the principles represent the theoretical framework of the method. Techniques are the behavioural manifestation of the principles--in other

words, the classroom activities and procedures are derived from an application of the principles.

From Chapters Two to Three, eight different teaching methods are presented respectively, including the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response Method (TPR) and the Communicative Approach. In Chapter One, the writer states that each chapter follows an identical format, namely :

1. Experience : A particular class, where a particular method was being practiced, was observed.
2. Thinking about : After each lesson, the writer tries to infer the principles on which the the Experience teacher's behaviour and techniques are based.
3. Reviewing the : The principles underlying each method are identified by answering the ten Experience questions below :
 - 1) What are the goals of teachers who use that particular method ?
 - 2) What is the role of teachers ? What is the role of the students ?
 - 3) What are some of the characteristics of the teaching/learning process ?
 - 4) What is the nature of student-teacher interaction ?
What is the nature of student-student interaction ?
 - 5) How are the feelings of the students dealt with ?
 - 6) How is language viewed ? How is culture viewed ?
 - 7) What areas of language are emphasized ? What language skills are emphasized ?
 - 8) What is the role of the students' native language ?
 - 9) How is evaluation accomplished ?
 - 10) How does the teacher respond to student errors ?
4. Reviewing the : The techniques used in each class will be reviewed. Techniques
5. Conclusion : An exercise is provided to check the reader's understanding of what he has read.
6. Activities : Another exercise is designed to help the teacher understand the relationship between his own perception of the method and his own teaching situation.

Because of the application of the above-mentioned format, readers will find each chapter easy to follow. Also the book is presented in such a way that the principles underlying each method are arrived at inductively through class observation. In other words, the writer first presents her observation of the class itself and then infers the principles from the actual teaching. Therefore, this enables the reader to imagine what is going on in the real classroom where a certain method is being practiced. Although the class is--admittedly--highly idealized, it at least gives one an appropriate idea of the possibilities. This approach is quite different from that of other books of its kind in which the description of the language teaching methods always precedes a series of examples or, in some cases, forms the sole basis of the text, together with a minimal number of examples.

Of the secondary benefit to reader is the fact that the book provides room for self-examination. In other words, the reader will be called on to think about how the information as a whole can be of use to him in his teaching. Moreover, there is no personal evaluation of each teaching method. It's up to the reader to make his own decisions or to make the "informed choices," a process which will depend mostly on his own beliefs, needs and experiences.

Since the writer herself does not offer any comparison between these teaching methods, she suggests readers take a look at the answers to question 1 in each chapter : "What is the goal

of teachers who use this method?”, and then read the answers to each of the questions in sequence. In so doing, they will be reminded of some of the substantial differences which exist between the methods, thus enabling them to come up with ways in which they can adapt the techniques to their own situations in a creative way.

Techniques and Principles in Language Teaching is one of the most practical reference books in language teaching method published nowadays. When reading the book, readers will share the same feeling that they are not only being informed about the teaching methods and principles but also ‘observe’ the class, share their own experiences, think of the real situation, and make choices as to which method can be adapted to their own needs and beliefs.