Approaches and Methods in Language Teaching

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Abstract- **Language teaching came mad about its own as a vocation in the twentieth century. Language teaching in the twentieth century was branded by frequent change and revolution and by the development of sometimes contending language teaching ideologies. The Grammar- Translation Method reflected a time – honored and scholarly view of language and language study. At least three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The obligation placed on learners to figure out and test their assumptions about how the language works, and the constituents used to provoke and preparation language.**

Index Terms- language, approaches, decline of Audiolingualism, learning.

APPROACH AND METHOD

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language, is central. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. A number of other ways of conceptualizing approaches and methods in language teaching have been proposed. Hence it cannot really serve as a basis for comprehensive analysis of either approaches or methods.

THEORY OF LANGUAGE

Approach refers to theories about the nature of language and language learning that serves as the source of practice and principles in language teaching. The first, and the most traditional of the three, is the structural view, the view that language is a system of structurally related elements for the coding of meaning. As see in the Audio-lingual Method embodies this particular view of language, as do such methods as Total Physical Response and the

Silent Way. The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language. A notional syllabus would include not only elements of grammar and lexis but also specify the topics, notions, and concepts the learner needs to communicate. The English for Specific Purposes movement likewise begins not from a structural theory of language but from a functional account of learner needs. The third view of language can be called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or maybe left unspecified, to be shaped by the inclination of learners as integrators. Structural, functional, or interactional models of language provide the axioms and theoretical framework that may motivate a particular teaching method, such as Audiolingualism. But in themselves they are incomplete and need to be complemented by theories of language learning. It is to this dimension that we now turn.

TYPES OF LEARNING AND TEACHING ACTIVITIES

Teaching activities that focus on grammatical accuracy may be quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycho-linguistics processes in language acquisition will differ from those directed toward mastery of particular features of grammar. As well, tasks have become a central

focus in both second language acquisition research and second language pedagogy. In communicative language teaching, the same games may be used to introduce or provide practice for particular types of interactive exchanges. Activity types in methods thus include the primary categories of learning and teaching activity the method advocates, such as dialogue, responding to commands, group problem solving, information – exchange activities, improvisations, question and answer, or drills. Because of the different assumption they make about learning processes, syllabuses, and learning activities. These constitute the next three components of design in method analysis.

THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING

The Oral Approach was the accepted British approach to English language teaching by the 1950s. One of the most active proponents of the Oral Approach was Australian George Pittman. Most Pacific territories continue to use the so – called Tate materials, developed by Pittman's colleague Gloria Tate. The main characteristics of the approach were as follows:

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced positional.
4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

THE AUDIOLINGUAL METHOD

The emergence of the Audio-lingual Method resulted from the increased attention given to foreign language teaching in the United States. The need for a radical change and rethinking of foreign language teaching methodology was prompted by the launching of the first Russian satellite. The U.S. government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in other countries. They drew on the earlier experience of the army programs and the Aural – Oral or Structural Approach develop by Fries and his colleagues, adding insights taken from behaviorist psychology.

DECLINE OF AUDIOLINGUALISM

Audiolingualism reached its period of most widespread use in the 1960s and was applied both to the teaching of foreign languages in the United States and to the teaching of English as a second or foreign languages. On the one hand, the theoretical foundations of Audiolingualism were attacked as being unsound in terms of both languages theory and learning theory. The MIT linguist Noam Chomsky rejected the structuralists approach to language description as well as the behaviorist theory language learning. The Lexical Approach, Communicative Language teaching, the Natural Approach, Content – Based Teaching, and Task – Based Teaching are representative of his last group. The concern for grammatical accuracy that was a focus of Audiolingualism has not disappeared, however, and continues to provide a challenge for contemporary applied linguistics. There are many similarities between Situational Language Teaching and Audiolingualism. The similarities of the two methods reflect similar views about the nature of language and of language learning, though these views were in fact devolved from quite different tradition.

ALTERNATIVE APPROACHES AND METHODS

The communicative movement sought to move the focus away from grammar as the core component of language, to a different view of language, of language learning, of teachers, and of making the class room an environment for authentic communication. A different case is represented by Whole Language and Competency – Based Instruction. These are movements that emerged within mainstream education and have later been applied and extended to second and foreign language

teaching. The fact of others, such as the Lexical Approach, Whole Language, Neurolinguistic Programming, and Multiple Intelligence, has yet to be fully determined. Because of the limited influence of most of them have a relatively slight literature, we have generally provided less detailed description than for the approaches and methods described in competency– based instruction, design of national curricula in English as well as other subjects in some countries.

PHYSICAL RESPONSE APPROACH

Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. Developed by James Asher, a professor of psychology at San Jose University, California, it draws on several traditions, including development psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer. In addition, Asher has elaborated an account of what he feels facilities or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses:

1. There exists a specific innate bio – program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left – and right – brain hemispheres.
3. Stress intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

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