Didactics 3rd Year English

Lesson Three : Approach, Method, Technique, and Principle

1. A Short Historical Background to FLT

The history of language teaching has been categorized by a pursuit for more operative ways of teaching second or foreign languages. For more than ages, discussion and debate within the teaching occupation have often pinpointed on matters like the role of grammar in the language programme, the development of accuracy and fluency in teaching, the selection of curriculum outlines in course design, the role of terminology in language learning, teaching productive and receptive skills, learning theories and their applications in teaching and learning, memorization, motivating students, effectual learning strategies, techniques for teaching the four skills, and the role of materials and technology. Even though much has been managed to elucidate these and other significant interrogations in language teaching, the teaching occupation is constantly discovering new possibilities for lecturing these and other principal matters and the efficacy of dissimilar instructional strategies and methods in the classroom.

The most primitive European printed books of language teaching approaches and methods are from the 5th century AD, denoting definitely to Latin. For many centuries the language of the Romans was the first foreign system in Europe, operating as the language of sciences, business, and leadership. The establishment of universities in the last Middle Ages resulted in emerging the Grammar Translation Method, founded on the centuries of extended customs of reading Latin and Greek learned discourses. In the 15th century, Europeans started fluctuating from Latin to tackling the continent’s modern codes more broadly. By the 19th century, the Direct Method was fostered, demonstrated on first language acquisition and lecturing the larger demand for speaking skills in e.g., French, German, and English. In the early 20th century, studies predominantly in educational psychology resulted in optimizing the Audio-lingual Method in the 1940s. Maintaining that language use was a subject matter of stimulus and response, teaching approaches and methods accentuated repetition and dialogue memorization. After centuries, Chomsky’s revolutionary research about cognitive characteristics of language acquisition documented that those children do not acquire a stock-taking of linguistic stimuli and responses. On the contrary, deep-rooted processing in the brain allows them to produce infinite number of sentences from finite number of rules that they have never heard before. This resulted in revolutionizing the Direct Method by integrating cognitive proportions of language learning. Since the 1970s, language is further documented as a social event that integrally involves communicating, rendering, and exchanging and negotiating meanings. To nurture such aptitude, the current course of Language Teaching emphasizes having learners go deeper through the didactic units for grasping and exchanging new information.

Teaching any subject matter is usually grounded on an investigation of the nature of the subject itself and the function of teaching and learning standards extracted from research and theory in educational psychology. The upshot is commonly raised as a teaching method or approach, by which we convey a variety of central teaching and learning norms together with a body of classroom rehearses that are originated from them. The arena of teaching methods has been a very vigorous one in language teaching since the 1900s. Innovative approaches and methods thrived all the way through the twentieth century. Some attained comprehensive stages of approval and popularity at different times but then were swapped by methods established on fresher and more alluring thoughts and theories. Example of this genre comprise the Direct Method, Audiolingualism, and the Situational Approach. Also, Communicative Language Teaching, was approved almost globally and accomplished the standing of methodological orthodoxy and

conventionality. Simultaneously, replacements to conventional approaches have always obtained some levels of support within language teaching, though often this has not directed to broader recognition or application. Methods in this sort contain those from the 1970s such as the Silent Way, counselling Learning, Suggestopedia, and Total Physical Response, in addition to that newer different methods and approaches such as Multiple Intelligences, Neurolinguistic Programming, and the Lexical Approach.

1. A Concise History of English Language Teaching Approaches and Methods

Approaches and Methods in Language Teaching search for delivering an inclusive and understandable interpretation of the main and minor movements in language teaching methods from the beginning of the twentieth century to the present-day. To highlight the similarities and differences between approaches and methods, the identical expressive outline is applied throughout the paper. It designates approaches and methods in accordance with their inherent theories of language and language learning; the learning purposes; the syllabus pattern manipulated; the roles of teachers, students, and materials within the method or approach; and the classroom procedures and techniques that the approach/ method operates. Where a method or approach has comprehensive and recognized associations to a specific subject matter in a second or foreign language teaching, this historical background is considered to demonstrate relations

between the approach, method, technique and procedure.

* 1. The Approach

An approach is a variety of prevalent conventions about what language is and how it is cultured. It is the aggregate of our philosophy and attitudes on both language and learning theory. Otherwise stated, a language teaching approach describes:

1. Language nature,

2. How knowledge of a given language is acquired,

3. And the circumstances that boost language acquisition.

An approach is a degree of confidence. In this area, expectations and principles about language and language learning are itemized. wherefore, theoretical philosophies are pronounced in an approach. Accordingly, we will explore that both language and learning theory are the concerns of an approach. The language theory symbolises a standard of language competence and a version of the essential features of linguistic system and language use. Alternatively, the learning theory shapes ‘a description of the dominant process of learning and a description of the conditions supposed to encourage successful language learning’ (Richards and Rodgers, 2001, p.24). No approach stipulates any practice of teaching a language. It is a project which ties an approach with a scheme. A precise interpretation of language and theory of learning will support an instructor to frame her/his own teaching scheme. Anthony (1963, pp.63- 67) avows that ‘an approach is a group of reciprocal assumptions coping with the nature of language teaching and learning. An approach is axiomatic. It designates the nature of the subject matter to be taught’, cited in Richards and Rodgers (2001, p.19). Once more, we find almost an analogous opinion in

Richards and Rodgers (2001, p.20) where they keep that ‘approach hints at theories about the nature of language and language learning that assist as the basis of performs and principles in language teaching.’ But there is no approach brings about ‘a definite set of prescriptions and systems to be applied in teaching a given language’, (Richards and Rodgers, 2001, p.245).

An approach to language teaching and learning epitomzes a framework concept of the mode in

which hypotheses should persist, ‘a seedbed from which an approach springs, but is not yet a policy postulating details of classroom practice’, (Johnson and Johnson, 1998, p.11). There must be a reasonable match between an approach and a method. Within one approach, there must be several methods. Approaches may be reviewed and modernized if any context requires. Therefore, it is the context that should have been the first contemplation of the language teacher during the application of an approach. It should be worth noting that we will see how a language teaching method is meticulously connected with the context where a language is imparted.

* 1. **The Method**

A method is a practical and functional implementation of an approach. In the field of a method, a

theory is put into action. It comprises verdicts about:

1. The specific skills to be taught (LSRW),

2. The roles of both teachers and learners in language teaching and learning,

3. The needed procedures and techniques,

4. The content to be tackled,

5. And the order in which the content will be organized.

It also entails a comprehensive curriculum organization, material selection to increase the quality

of education, and methods to evaluate learners and assess teaching and learning processes. It is a form of systematizing an arrangement that is founded on the philosophical motives of an approach. A method is a mode of teaching a language by following organized standards and procedures. A method contains the authentic activities the learner and the teacher are preoccupied with when teaching and learning a given language. Davies and Pearse (2000, p.208) view that a method is the ‘way of teaching constructed on thoughts about language, learning, and teaching, with definite indications about activities and techniques to be applied. A theory of language is put into action in a method. A method is more theoretical than teaching activities. Recognition of methods is a unit of the stock of knowledge of teaching. It sustains to broaden a teacher’s repertoire of procedures. Anthony (1963, pp.63-67) states that ‘method' is a general plan for the orderly demonstration of language material, no part of which opposes, and entirely is based upon the selected approach. An approach is “axiomatic, a method is procedural”, cited in Richards and Rodgers (2001, p.19). Methods ‘designate a firm model, constructed on certain principles. They cope with what, how and why interrogations. They state little or nothing about who/ whom, when, and where,’ (Larsen-Freeman, 2000, pp.181-182). Social connections, sorts of thinking and policies of learning are the manifestations of methods. From the above-mentioned discussion we are influenced that the appropriate evaluation of context is a necessity when a method is used. Language teachers should evaluate the context of a specific institution or an area when they implement a method to teaching.

* 1. **The Procedure**

On the word of Harmer (2001), procedures are "a prearranged set of techniques." They are the stepby-step procedures for functioning a method. In the Grammar Translation Method, for instance, a shared procedure is to start by clearing up the grammar rules and presenting these rules through sentences that learners should then translate into their mother tongue. A procedure, consistent with Harmer, is "smaller and slighter than a method and larger than a technique." Richards and Rodgers (2001) tackled the notion procedure to incorporate “the real moment- to moment techniques, practices, and behaviours that function in teaching a language along with a specific method” (p.26) Procedures from this characterization, embrace techniques. So, for Richards and Rodgers, this seems to be a universal conception, an item for keeping many small matters or account that comprises different things and that does not state plainly what is involved or not.

* 1. **The Technique**

Applying a procedure involves definite performs and behaviours which work in the teaching of a language in line with meticulous methods. These performs and behaviours are named as techniques upon which all procedures hinge on. In this fashion, techniques are a section of procedures. They are the genuine classroom stages that give rise to an explicit outcome. Each and every single procedure is conducted by means of a variety of techniques. They possibly will take the form of exercises and other different activities needed to achieve a certain task.

For example, once playing videos, instructors often apply a technique named “silent viewing” that

is made up of using the video without sound and requesting undergraduates to work out what the figures are discussing. Consequently, the notion of technique is an “application which essentially materializes in a classroom. It is a specific scheme, policy, or contrivance accustomed to complete an instant purpose. Techniques must be in line with a method, and so in conformity with an approach as well” (Anthony, 1963. P. 96).