

THE DEVELOPMENT OF METHODOLOGIES AND APPROACHES IN LANGUAGE TEACHING

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ABSTRACT

Language is very important for human life. They need it for their daily lives to communicate. Language has very close relationship toward societies. It can't be separated from societies or communities. When there is a community there must be language. Besides using language for communication human being also use language for other reasons like enjoying literary works, reading books and so on. Knowing the important of language, through out history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language, before Latin was the dominant language of education, commerce, religion, and government in the western world. Teaching English at that time was still based on the principles used in teaching Latin.

In 1940s, when the need of mastering foreign languages, especially English, became very important, linguists were called to aid language teaching. The linguists at that time thought that the existed theory was not relevant anymore to teach English. They, then, proposed some theories about nature of language that become basis of language teaching untill nowadays. Bloomfield proposed a theory which is called structural linguistics or it is wellknown as structuralism. This theory became fondation of audio-lingual method which was in 1940s widely used in America and even now is still used in most parts of the world. But it is finally found that the theory is almost similar with traditional ways of teaching and learning Latin, that is, by using repitition and drill.

In 1960s Noam Chomsky, a prominent linguist from America wrote a book entitle syntactic structure which became very famous. In this book Chomsky discussed the theory of transformational generative grammar that become basis of his theory called cognitive code learning and it is wellknown as cognitivism. Chomsky rejected structuralism. He said that language is not a set of habit. Human being, according to him has great ability in mastering language not just a result of habit-formation.

This short article discussess language teaching approaches and methods which have strong relation with theories of behaviourism and cognitivism. The methods and approaches which are discussed are grouped into two types, namely the methods and approaches based on behaviourism and the approaches based on cognitivism.

THE METHODS and APPROACHES BASED on BEHAVIOURISM

As have been mentioned in the introduction that the influence of method that was used in teaching Latin was still very strong toward teaching English at that time. Although the

status of Latin diminished from that of living language the principles of the way in teaching Latin was still adopted in teaching English in the eighteenth century. The methods which are associated with behaviourism are:

GRAMMAR TRANSLATION METHOD [GTM]

The principles of the method were:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language. “The first language is maintained as the reference system in the acquisition of the second language” [Stern 1983: 455].
2. Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening.
3. Vocabulary selection is based on the reading texts used, and words are taught through bilingual words lists, dictionary study and memorization.
4. The sentence is the basic unit of teaching and language practice. It is this focus on the sentence that is a distinctive feature of the method.
5. Accuracy is emphasized. Students are expected to attain high standards in translation.
6. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises.
7. The student’s native language is the medium of instruction. It is used to explain new items and to enable comparison to be made between the foreign language and the student’s native language.

THE DIRECT METHOD

Reformers toward the end of the century turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates “natural” method. The believers of Natural Method argued that a foreign language could be taught without translation or the use of the learner’s native tongue if meaning was conveyed directly through demonstration and action. These natural language learning principles provided the foundation for what came to be known as the Direct Method. In practice the principles and procedures of Direct Method are:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.

3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects and pictures, abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

THE ORAL APPROACH and SITUATIONAL LANGUAGE TEACHING

The origin of this approach began with the work of British applied linguists in 1920s and 1930s. Beginning at that time, a number of outstanding applied linguists developed the basis for a principled approach to methodology in language teaching. Two of the leaders in this movement were Harold Palmer and A.S Hornby. What they attempted was to develop a more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method. The the theory of language underlying Situational Language Teaching was structuralism. 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 situationally.
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

This method appeared in America in 1940s. It was inspired by the theory of structural linguistics developed by Bloomfield. It was used to train American Army personnels who would be sent abroad. In 1940s America was involved in world war 2, and American Army personnels were scattered around the world. Before they were sent abroad they were equipped with language.

For the next years this method was also used in regular language programs and even nowday it is still used in most parts of the world. Among the more central of learning principles of Audiolingual Method are:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than making mistakes. By memorizing dialogues and performing pattern drill the chances of producing mistakes are minimized.
2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.
3. Analogy provides a better foundation for language learning than analysis.
4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation.

TOTAL PHYSICAL RESPONSE

Total Physical Response [TPR] is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical activity. This method was developed by James Asher, a professor of psychology. The underlying theory of the method was behavioural psychology. The types of teaching and learning activities are imperative drills. In fact imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Learners in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher.

LANGUAGE TEACHING BASED on COGNITIVISM

This article discusses three kinds of language teaching which are based on cognitive-code learning or cognitivism. They are: COMMUNICATIVE APPROACH, COMMUNITY LANGUAGE TEACHING AND NATURAL APPROACH.

COMMUNICATIVE LANGUAGE TEACHING

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence. At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language are as follow:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The major features of Communicative Language Teaching according to Finocchiaro and Brumfit are:

1. Meaning is paramount.
2. Dialogs, if used, center around communicative functions and are not normally memorized.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device which helps the learners is accepted –varying according to their age, interest, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Translation may be used where students need or benefit from it.
11. Reading and writing can start from the first day, if desired.
12. The target of linguistic system will be learned best through the process of struggling to communicate.
13. Communicative competence is the desired goal.
14. Linguistic variation is a central concept in materials and methodology.
15. Sequencing is determined by any consideration of content, function, or meaning which maintains interest.
16. Teachers help learners in any way that motivates them to work with the language.
17. Language is created by the individual often through trial and error.
18. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
19. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
20. The teacher can not know exactly what language the students will use.
21. Intrinsic motivation will spring from an interest in what is being communicated by the language.

The types of learning and teaching activities are varied. The range of exercise and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

COMMUNITY LANGUAGE LEARNING

Community Language Learning [CLL] is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning, Community Language Learning represents the use of Counseling Learning theory to teach languages.

CLL advocates a holistic approach to language learning, since “true” human learning is both cognitive and affective. This is termed “whole person learning”. Such learning take place in a communicative situation where teachers and learners are involved in interaction in which both experience a sense of their own wholeness [Curran 1972: 90]. The types of learning and teaching activities are as follow:

1. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it [and may interpret it in] the target language, and the learner repeats the teacher’s translation.
2. Group Work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class.
3. Recording. Students record conversation in the target language.
4. Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcription of target language sentences in order to focus on particular usage or on the particular grammar rules.
6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interaction.
8. Free conversation. Students engage in free conversation with the teacher or with other learners.

NATURAL APPROACH

This approach appeared around 1970s-1980 as the result of the work of Terrel and Krashen. The Natural Approach grew out of Terrel's experiences teaching Spanish classes. At the same time he has joined forces with Stephen Krashen, an applied linguist at the University of Southern California, in elaborating a theoretical rationale for the Natural Approach, drawing on Krahen's influential theory of second language acquisition. On the theory of language Krashen and Terrell see communication as primary function of language, and since their approach focuses on teaching communicative abilities, they refer to Natural Approach as an example of communicative approach. The Natural Approach " is similar to other communicative approach being developed today" [Krashen and Terrell 1983: 17].

Krashen proposed a theory of acquisition and learning. According to him there are two distinctive ways of developing competence in a second or foreign language learning. Acquisition is the "natural" way, paralleling first language development in children. Acquisition refer to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refer to a process in which conscious rules about a language are developed.

The types of teaching and learning activities according to Natural Approach is emphasized on presenting comprehensible input in the target language. Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach. These include command-based activities from Total Physical Response; Direct Method in which mime, gesture, and context are used to elicit questions and answers.

CONCLUSION

This is a short article discussed about the development of language teaching, especially English. The methods and approaches discussed above, have very strong relation with theories of language proposed by linguists who have great attention to language teaching. Eventhough, the methods and approaches were found long time ago but they are still used today. Even teaching methodology which is popular nowday, genre approach or text-based approach, is similar with communicative language learning which emphasize on the important of communication. Genre approach or text-based approach tries to give learners more chances in using language [English] in real context, so it can be said that text-based approach is almost similar with communicative approach.

All of the teaching approaches and methods which are discussed, each of them has strengths and weaknesses. In teaching English as a foreign language, English teachers should implement various methods. There is no best method. No teaching method that can meet with all conditions of the learners. No teaching method that can solve all problems faced by language teachers in classroom. The problems faced by the language teachers nowadays become more and more complex. Teaching method is only one of factors that brings success in teaching-learning process. The success of teaching-learning process influenced by many factors such as teaching methods, the learners, the parents, the societies, aids and equipments.

The learner is one of the most important factor for the success of teaching-learning process. In a classroom, each learner brings his own capacity and strategy in mastering the language skills. Learning will only take place in classroom when learners want to learn. Teachers can not transfer the language skills directly to the learners. Therefore, learners centeredness becomes an interesting issue nowday.

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