

APPROACHES IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

The main goal in language teaching is to meet the needs of students and provide them with comprehensive assistance in learning a second or foreign language. To achieve this goal, as being language teachers we need to find effective activities and strategies to meet our learners' needs. In this regard, this article discusses current approaches in foreign language teaching and compares the differences between communicative approach and traditional approach.

KEYWORDS:- Approach, Communicative Approach, Traditional Approach, Method, Technique.

INTRODUCTION

We know that educators have adopted various teaching methods and approaches, such as grammatical method, audio-lingual method,

direct method, and many others. However, the traditional method of language teaching (sometimes called the grammar-translation method), as well as the communicative approach, have been used most widely for a

long time. As learning, a second or foreign language is different from learning a first or mother tongue, educators and linguists are constantly looking for new methods and approaches that will lead to more successful learning outcomes. Still, the main goal is to meet the needs of students and provide them with comprehensive assistance in learning a second or foreign language. To achieve this goal, it is assumed that linguists and educators should look to find effective activities and strategies to meet needs.

MATERIALS AND METHODS

In order to improve the quality of language teaching, the American linguist Edward Anthony defines three important concepts - approach, method and technique, the relationship of which is hierarchical. Approach, method and technique are the most used terms in any curriculum of an educational institution. To prevent confusion, Anthony defines each term as follows:

An approach is a set of correlative assumptions that deal with the nature of the language of teaching and learning, describing the nature of

the discipline being taught.

A method is a general outline of a systematically presented language material in which all parts are consistent and based on specific approaches. One approach includes several methods.

Technique is exactly what takes place during the conduct of language classes, namely specific techniques, strategies or plans to achieve the set goals.

In addition to E. Anthony, M. Selse-Murcia and Nigel P. Brown suggested that among the three concepts mentioned above, the method is the most fundamental in the process of teaching English as a second or as a foreign language and is a series of "arranged in a systematic order presentations", used by teachers when conducting classes in order to motivate them to further study the language.

If we discuss about methods of teaching languages, we should note that teacher-oriented, memorization, memorization of rules and vocabulary, passive learners - all this is a description of the traditional approach to teaching a foreign language, which focuses on

the rules and structure of the target language. One of the unique features of the traditional approach is the teacher's explanation of grammatical phenomena, so to speak, "in person." This approach assumes that students adapt to the lesson plan and the material taught in accordance with the requirements of the lesson.

On the other hand, the traditional approach has disadvantages. Being educator-oriented, it leaves little room for student creativity. During the learning process, learners are passively involved. The educator carefully explains a certain grammatical phenomenon and really does not leave students a chance to think. It is worth saying that both types of interaction, such as teacher-student and student-student, are minimal and this fact leads to the fact that the classes are boring and uninteresting.

According to Larsen-Freeman and Anderson, the main characteristics of the traditional method of teaching a language are translation from a foreign language into the mother tongue, deductive learning of grammar, memorization of foreign words, teacher-

oriented lesson, little teacher-student and student-student interaction, paying attention to vocabulary and grammar more than semantic content, immediate elimination of errors.

Due to the existing shortcomings in the traditional approach to teaching languages, the communicative method was presented. Linguists have tried to create an approach that would help students use language for the purpose of communication, since using the traditional method does not achieve this goal. Consequently, the concept of isolated learning has been supplanted by the concept of learning in context and has become more successful in social understanding.

In contrast to the traditional approach to language teaching, the terms that best describe the communicative approach are student-centered, active listener, group work, and context. During the communicative teaching process, the teacher is considered more of a mediator. Students work on assignments in small groups. Thanks to this, students have the opportunity to interact more and use language

for communication. In addition, the communicative approach prepares students for the use of the target language in real life situations. However, less time is devoted to the form and structure of the language. Teachers focus more on meaning and shy away from correcting mistakes.

According to Larsen-Freeman, Anderson and Wei, the main characteristics of the communicative approach of language teaching are the communicative goal (focus) of almost all types of activity, the use of communicative activities (games, role-playing games), communication as a goal, the use of authentic materials, group work, interaction students, target language used for explanation and teaching, patience with erroneous structures, teacher as coordinator, fluency over accuracy.

Using a communicative approach, teaching English as a second language is believed to have become a more “practical and useful tool for communication, interaction, discovery and creativity” and has 5 main goals:

1. Teaching communicative competence.
2. Using the language for various purposes

and functions.

3. Change and modification of the language in formal and informal communication.
4. Reproduction and understanding of a wide range of texts such as interviews, lectures and narration.
5. Using a variety of communication strategies to maintain communication.

It is worth highlighting that finding a methodology that is right for our students is an important part of the learning process, especially when teaching English as a foreign language. Soon after its inception, the communicative approach became one of the favorites among teachers teaching English as a second / foreign language with the aim of improving students' sociolinguistic competence. Accordingly, the traditional approach, especially the study of grammar and structure, took a relatively low position in most language classes. In fact, in order to improve the quality of teaching and obtain better results, it is recommended to implement an integrated approach that combines traditional and communicative approaches in

the process of teaching English as a second / foreign language.

CONCLUSION

In short, in order to improve the quality of teaching and to achieve better results, the advantages of both methods should be combined and applied during the classroom. While Chester Himes suggested that the rules of grammar would be useless without the rules of word use, M. Kanale and M. Swain suggest that word use would be meaningless without knowledge of grammar. Moreover, L. Wei argues in his work that some teachers are sure that there is no “best method” and different approaches are required for different situations. From the point of view of Wach, Burns and McKay, the best pedagogical method is achieved by mixing “local and global”, which leads to the desired result. If educators use a communicative approach to teaching and never comment on the rules of sentence structure and word order, if they do not point out errors and inaccuracies at the appropriate time, then students will be unable to produce grammatically correct sentences

and identify their mistakes. Better not to ignore different approaches. Educators can teach grammar and structure to help students build correct sentences as they communicate. They can teach how to use language for the purpose of communication, where and how they can benefit from knowledge of the rules of the language. Finally, the future is not yet known. A new day, a new approach, a new language theory are always waiting to be discovered.

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