

METHODS AND APPROACHES IN TEACHING FOREIGN LANGUAGES

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This article demonstrates that an approach is a set of correlative assumptions dealing with the nature of language teaching and learning which describes the nature of the subject matter to be taught. Within one approach, there can be many methods. Thus an approach is axiomatic and a method is procedural. This article also enables teachers to become better informed about the nature, strengths, and weaknesses of various methods and approaches so they can better arrive at their own judgments and decisions.

Key words: approaches and methods, foreign language teaching, similarities and differences, philosophy of language teaching, axiomatic, semantic and communicative dimension, elements of structure and grammar.

The proliferation of approaches and methods in a prominent characteristic of contemporary second and foreign language teaching. Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching language. The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of learners, the preferences of teachers, and constraints of the school or educational setting. Methods appear to be based on very different views of what language is and how a language is learned. It is an attempt to depict, organize, and analyze major and minor approaches and methods in language teaching, and to describe their underlying nature.

Approaches and methods in language teaching is designed to provide a detailed account of major twentieth century trends in language teaching. To highlight similarities and differences between approaches and methods, the same descriptive framework is used throughout.

The book is not intended to popularize or promote particular approaches and methods, nor it is an attempt to train teachers in the use of the different methods described. Rather it is designed to give the teacher or teacher trainee a straight-forward introduction to commonly used and less commonly used methods. In this goal I know to enable teachers to become better

informed about the nature, strengths, and weakness of methods and approaches so they can better arrive at their own judgments and decisions. As «modern» languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin [4, p. 94-97].

By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages in schools. A typical textbook in the mid-nineteenth century thus consisted of chapters or lessons organized around grammar points. When linguists and language specialists sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how language are learned, how knowledge of language is represented and organized in memory, or how language itself in is structured. 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 language, is central. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method and technique [1, 56-59 cards].

The arrangement is hierarchical. The organizational key is that techniques carry out a method, which is consistent with an approach...

...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

Method is an overall plan for the presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods...

...A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well [1, 62-67 cards].

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Anthony's model serves as a useful way of distinguishing between different degrees of abstraction and specificity found in different language teaching proposals. Thus we can see that the proposals of the Reform Movement were at the level of approach and that the Direct Method is one method derived from this approach. A number of other ways of conceptualizing approaches and methods in language teaching have been proposed. W.F. Mackey, in his book «Language Teaching Analysis» (1965), elaborated perhaps the most well-known model of the 1960s, one that focuses primary on the levels of method and technique. Mackey's model of language teaching analysis concentrates on the dimensions of selection, gradation, presentation and repetition underlying a method.

Three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods 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. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (phonemes), grammatical units, (clauses, phrases, sentences), grammatical operations (adding, shifting, joining or transforming elements), and lexical items (function words and structure words) [5, p. 234-236].

The second view of language is the functional view, the view that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely grammatical characteristic of language, and leads to specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

The third view of language can be called the interactional view. It sees 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. Areas of inquiry being drawn on the development of interactional approaches to language teaching include interaction analyses, conversation analyses and ethnomethodology. Interactional theories focus on the patterns of moves, acts, negotiations, and interaction found in conversational exchanges. Language teaching content, according to this view, may specified and organized by patterns of exchange and interaction or may be left unspecified to be shaped by the inclinations of learners as inter-actors.

Structural, functional, or interactional models of language provide axioms and theoretical framework that may motivate to particular teaching method. A group of teachers holding similar beliefs about language and language learning may each element of these principles in different ways. Approach does not specify procedure. Theory does not dictate a particular set of teaching techniques and activities. What links theory with practice (or approach with procedure)

is what we have called design. Design is a level method analysis in which we consider:

- a) What the objectives of a method are;
- b) How language content is selected and organized within the method;
- c) The types of learning tasks and teaching activities the method advocates;
- d) The role of learners;
- e) The role of teachers;
- f) The role of instructional materials.

Different theories of language and language learning influence the focus of a method; that is, they determine what a method sets out to achieve. Some methods focus primarily on oral skills and they that reading and writing skills are secondary and derider from transfer of oral skills. Other methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation [5, p. 321-327].

Different philosophies at the level of approach may be reflected both in the use of different kinds of activities and in different uses for particular activity types. For example, interactive games are often used in audio-

lingual courses for motivation and to provide a change of pace from pattern-practice drills. In communicative language teaching the same game may be used to introduce or provide practice for particular types of interactive exchanges [2, p. 53-57].

This seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, the degree to which learners influence the learning of others, and the view of the learner as processor, performer, initiator, and problem solver.

Teacher roles in method are related to the following issues:

- a) the degree of functions teachers are expected to fulfill, whether that of practice director, counselor, or model, for example;
- b) the degree of control the teacher has over how learning takes place;
- c) the degree to which the teacher is responsible for determining the content of what is taught;
- d) the interactional patterns that develop between teachers and learners.

Thus methods typically depend critically on teacher roles and their realizations.

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МЕТОДЫ И ПОДХОДЫ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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Эта статья демонстрирует, что подход представляет собой набор взаимосвязанных предположений, касающихся природы преподавания и изучения языка, описывающего содержимое преподаваемого предмета. В рамках одного подхода может быть много методов. Таким образом, подход – это аксиома, а метод - процедура. Эта статья также позволяет преподавателям лучше узнать о сильных и слабых сторонах различных методов и подходов, чтобы они могли лучше прийти к своим собственным суждениям и решениям.

Ключевые слова: подходы и методы, обучение иностранному языку, сходство и различие, философия преподавания языка, аксиоматика, семантическое и коммуникативное измерение, элементы структуры и грамматики.
