# FOREIGN LANGUAGE TEACHING METHODOLOGY: APPROACHES, METHODS AND MODERN TENDENCIES

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## ABSTRACT

*In this article foreign language teaching methodology is precisely described as well as all approaches and methods are mentioned in terms of where they came from, how they developed and in what purposes they are used so far. Moreover, modern tendencies of FLT have been outlined in order to be developed for the future.*

**KEYWORDS:** *Approach, Method, Technique, Applied Linguistic, Correlative Assumptions, Total Physical Response.*

## 1. INTRODUCTION

Throughout history, changes in language teaching methods have reflected recognition of changes in the type of proficiency learners require, such as a shift toward oral proficiency as the goal of language study rather than reading comprehension; they have also reflected changes in theories of the nature of language and language learning. The goal of foreign language study is to learn a language so that learner can read its literature or benefit from the mental discipline and intellectual development that comes with it. While the various teaching approaches and methods that have emerged in the last 60 years have often had very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred teaching techniques, they all share the belief that if language learning is to be improved, changes and improvements in teaching methodology will be necessary. Professional organizations that endorse specific teaching approaches and methods, academics who support some and reject others, publishers who produce and sell textbooks based on the latest teaching approaches and methods, and teachers who are constantly looking for the "best" method of teaching a language have all contributed to this notion.

## 2. LITERARY REVIEW

The distinction between a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language is critical in describing methods. In an attempt to clarify this distinction, the American applied linguist Edward Anthony proposed a

scheme in 1963. He identified three levels of conceptualization and organization, which he termed approach, method, and technique: "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 orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A technique is implementation which actually takes place in 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." Another scientist describes these three concepts following: "An approach describes the theory or philosophy that underpins how a language should be taught; a method or methodology describes, in general, a way of implementing the approach (syllabus, progression, and types of materials); and techniques describe specific practical classroom tasks and activities".

The Oxford Advanced Learners Dictionary (2016) defines a technique as a way of carrying out a particular task, especially in the execution of duty. For instance, new surgical techniques mean quality treatment in a shorter time. Thus, a technique is a systematic formula by which a task is accomplished. Furthermore, Donald B.Hofler clarifies "Technique may be defined as the immediate procedure or strategy that is used to implement the method" . Even before Anthony (1963) discussed and defined the term, the language teaching literature generally accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, technique include all tasks and activities. They almost always planned and deliberate, done on purpose rather than by accident. They are the product of a choice made by the teacher and they can, for purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session.

## 3. METHODS

FLT methods arose as a result of the application of new theoretical discoveries. Methods are also influenced by educational philosophy, perspectives on the nature of language and how it can be taught and learned, and ideas about classroom interaction. Following we will discuss about evolution of methods step by step.

From the XVIIth to the XXth centuries, *the Traditional or Grammar-Translation* method applied the study of Latin and Greek grammars to the study of foreign languages. This method was popular for learning foreign languages in the nineteenth century, but by the end of the century, shifts toward the Direct Method were evident. Even today, despite its obsolescence, it has not completely died out, as evidenced by textbooks still in use and the practice of some classes.

The Grammar-Translation Method focuses on teaching foreign language grammar by presenting rules with exceptions and lists of vocabulary translated into the mother tongue. Its most important classroom activity is translation. This was the general procedure of a typical lesson: a presentation of a grammatical rule, followed by a list of vocabulary, and finally, translation exercises from selected texts.

Scholars such as Sweet, Vietor, and Passy wrote about how the applied linguistic principles could be best put into practice. However, parallel to the ideas advanced by Reform Movement members was an interest in developing principles for language teaching based on naturalistic principles of language learning, such as those seen in first language acquisition. This resulted in

what have been referred to as natural methods, which eventually led to the development of what became known as the Direct Method.

Enthusiastic supporters of *the Direct Method* introduced it in France and Germany (it was officially approved in both countries around the turn of the century), and it became widely known in the United States through its use in successful commercial language schools by Sauveur and Maximilian Berlitz. (In fact, Berlitz never used the term; instead, he referred to the method he used in his schools as the Berlitz Method.) It stood for the following principles and procedures in practice: All classroom instruction was given in the target language; only common words and sentences were taught; oral communication skills were developed in small, intensive classes through a carefully graded progression centered on question-and-answer exchanges between teachers and students; grammar was taught in an inductive manner. The Direct Method was thought to have several disadvantages. It necessitated the use of teachers who were native speakers or had native-like fluency in the foreign language. It was largely dependent on the teacher's ability rather than a textbook, and not all teachers were fluent enough in the foreign language to follow the method's principles. Critics argued that strict adherence to Direct Method principles was frequently counterproductive, because teachers were required to go to great lengths to avoid using the student's native language when a simple, brief explanation in the student's native language would have been a more efficient route to comprehension.

*Audiolingual method*corresponds to the FLT structuralist tradition in the United States, which became the dominant orthodoxy after WWII. Its roots can be traced back to Bloomfield's seminal work, which established the foundations of structural linguistics by segmenting and classifying utterances into their phonological and grammatical constituents. Fries, Brooks, Rivers, and Lado continued to apply these principles with a close relationship to behaviorism until the 1970s. Bloomfield (1942) became a foundational source for the Army Method, which was developed in response to the need for army personnel following the United States' entry into World War II. Its primary method was imitation and repetition. Teachers were encouraged to attend summer institutes to improve their knowledge of foreign languages as well as to learn linguistic principles and new linguistically based teaching methods. Language teachers set about developing a method that would work in college and university classrooms in the United States. They drew on their previous experience with army programs and the Aural-Oral or Structural Approach developed by Fries and his colleagues, as well as behavioral psychology insights. The Audiolingual Method was created by combining structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology. The following are the most important FLT principles in the Audiolingual Method : Foreign language learning is similar to other types of learning and can be explained using the same laws and principles; Learning is the result of experience and is visible in behavioral changes; Foreign language acquisition differs from first language acquisition; Foreign language learning is a habit-forming process; Rather than analysis, language learning is accomplished through analogy (habit formation involving discrimination and generalization) (deductive learning of rule, as the Grammar-Translation Method); Errors are caused by L1 interference and should be avoided.Audiolingualists demanded that the foreign language curriculum be completely reoriented.

The communicative movement sought to shift the emphasis away from grammar as the primary component of language and toward a different view of language, language learning, teachers, and

learners, one that emphasized language as communication and making the classroom an environment for authentic communication.

*Total Physical Response (TPR)* is a language teaching method that focuses on the coordination of speech and action; it tries to teach language through physical (motor) activity. Developed by James Asher, a psychology professor at San Jose State University in California. The method is based on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as Harold and Dorothy Palmer's 1925 language teaching procedures. Asher sees successful adult second language learning as a developmental parallel to child first language acquisition. He claims that speech directed at young children consists primarily of commands, to which children physically respond before producing verbal responses. Total Physical Response was popular in the 1970s and 1980s because it was supported by those who stressed the importance of comprehension in second language acquisition. For example, Krashen (1981) believes that providing comprehensible input and reducing stress are critical to successful language acquisition, and he sees performing physical actions in the target language as a way of making input comprehensible and reducing stress. Total Physical Response, according to Asher, should be used in conjunction with other methods and techniques. Indeed, TPR practitioners typically follow this recommendation, indicating that TPR is a useful set of techniques for many teachers and is compatible with other teaching approaches. Principles of the Total Physical Response method are follow: before speaking improve students' understanding of the new language. Students have the option of remaining silent; movement aids language retention; students are directed by imperatives; both watching and doing actions are beneficial; static routines are ineffective; because novelty is enjoyable, the teacher should mix up commands and add new ones; spoken language should be preferred over written language.

Caleb Gattegno developed *The Silent Way* as a method of language teaching. It is based on the premise that the teacher should be as silent as possible in the classroom while encouraging the learner to produce as much language as possible. Gattegno's previous experience as an educational designer of reading and mathematics programs informed the use of color charts and colored Cuisenaire rods in the Silent Way. The Silent Way has many similarities to other learning theories and educational philosophies. The Silent Way's overarching goal is to provide beginning-level students with oral and aural proficiency in basic elements of the target language. The general goal for language learning is near-native fluency in the target language, with emphasis on correct pronunciation and mastery of the target language's prosodic elements. The learner's immediate goal is to gain a basic practical understanding of grammar. Following are the main principles of Silent Way Method: teachers should begin with sounds that are familiar to them; Offer assistance only when absolutely necessary; teachers allow students to use their own language learning knowledge; teachers should not act as a role model for the students; teacher can allow students to record sounds to demonstrate what they have learned.It is the students who work on the language, not the teacher. The teacher takes a back seat. The teacher's role in the learning process becomes less important; mistakes are valuable and necessary for learning; progress, not perfection, is more important; it is critical for students to pay attention to the teacher. The Silent Way learning tasks and activities encourage and shape student oral response without direct oral instruction or unnecessary modeling by the teacher. Simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses are at the heart of the method. Learners then combine old and new information to create their own

utterances. To elicit learner responses, charts, rods, and other aids may be used. Although much of the activity may be directed by the teacher, teacher modeling is minimal. Responses to commands, questions, and visual cues form the foundation of classroom activities. Learners should strive for independence, autonomy, and responsibility.

*Community Language Learning method.* Charles A. Curran and his colleagues named their method Community Language Learning (CLL). Curran was a counseling specialist and a psychology professor at Loyola University in Chicago. Counseling-Learning refers to his application of psychological counseling techniques to learning. Counseling is defined as one person giving advice, assistance, and support to another who has a problem or is in need. The counseling metaphor is used in Community Language Learning to redefine the roles of the teacher (the counselor) and the learners (the clients) in the language classroom. The CLL method is founded on principles that encourage learners to communicate with one another rather than on the production of 'correct' language. Because communication requires comfort and security, learners' needs and feelings are taken into account in all aspects of the teaching process. To begin with, it is critical to establish a mutual relationship between the learner and the teacher in order to create a safe learning environment; students learn more effectively when they feel safe. Furthermore, the teacher should respect the learners' level of confidence and convey to them what is required for success. Learners must understand the boundaries of the teaching activity assigned by the teacher in order to feel more secure about it. Finally, in order to feel a sense of community and to learn from each other as well as the teacher, students must work in groups. Cooperation, rather than competition, is encouraged in this regard. When it comes to CLL implementation in the FLT context, the method can be used to overcome barriers to language teaching, such as anxiety. Learners are not treated as "whole persons" in most schools where English is taught as a foreign language; rather, they are treated as "empty vessels to be filled with knowledge" by the teacher. Adopting CLL techniques such as translation, reflection, reflective listening, recording, and being part of a supportive community would thus be extremely beneficial.

*Suggestopedia method.* GeorgiLozanov, a Bulgarian psychiatrist-educator, developed Suggestopedia, also known as Desuggestopedia. Suggestopedia is a subset of Suggestology, which Lozanov defines as a "science... concerned with the systematic study of the nonrational and/or nonconscious influences" to which humans are constantly responding. Suggestopedia attempts to harness and redirect these influences in order to optimize learning. The decoration, furniture, and arrangement of the classroom, the use of music, and the teacher's authoritative behavior are the most noticeable features of Suggestopedia. The claims made for suggestopedic learning are astounding. Dr. Lozanov defines suggestions as all the micro-messages of weak intensity that a person picks up and senses without realizing it. However, it is this barely perceptible information that determines a learner's self-image, attitude toward a subject, and likelihood of success. Lonny Gold defines four main principles that characteriseSuggestopedia: the first is no shame or guilt must be experienced by learners when errors are made; the second is every piece of information must have emotional meaning and pertinence; the third is important information should be largely hidden so that it is only perceived by students peripherally; and the fourth is assimilation must precede analysis. Then Lonny gives a brief comment in order for each of these principles: for the first principle - teachers who are afraid of losing control instill fear, shame, and guilt in their students. These have never assisted anyone in learning anything. In fact,

they inhibit learning because fear causes the release of adrenaline and cortisol, which block blood flow to the neocortex. This mechanism is critical for our survival. If a bus is approaching, the most important thing is to get out of the way, not to complete Einstein's Theory of Relativity. Blood flow to the legs is required, not to the brain. When people believe they are in danger, they remain alert in anticipation of the next threat to their safety; this state of alertness prevents them from relaxing sufficiently to absorb new information. For the second principle – long-term memory is sensitive to emotions and feelings, such as joy, sadness, fear, anger, and surprise (which is often several different emotions at once). These emotions will be triggered by powerful experiences and will be retained more easily than abstract information. A good teacher will thus imbue important knowledge with positive and "pleasurable" meaning that students will enjoy recalling. For this principle – even more surprising is the fact that, unless it is surprising or shocking, direct perception only makes it to short-term memory, and this memory operates like the blackboard in a traditional classroom: as soon as one lesson ends, the new teacher erases what was previously on the board to make room for new information relevant to the new lesson. According to current neuro-scientific thinking, short-term memory lasts about three and a half days before being repackaged by the hippocampus for long-term memory or fading into oblivion. Long-term memory kicks in and takes over at this point. For the fourth principle – analyzing material that students have not yet integrated emphasizes the complexity of the material and the difficulty of the task ahead. This could create a fear of failure and a psychological barrier. Analyzing previously assimilated information, on the other hand, provides students with tangible proof of their intelligence, which is always gratifying and reassuring. It is critical to do things in the correct order.

*Communicative Language Teaching* (CLT) represents the beginning of a major paradigm shift in language teaching in the twentieth century, the consequences of which are still felt today. The basic principles of Communicative Language Teaching are now widely accepted worldwide. The Communicative Approach to language teaching is founded on the concept of language as communication. The goal of language teaching is to develop "communicative competence," as Hymes (1972) defined it. This term was coined by Hymes to contrast a communicative view of language with Chomsky's theory of competence. Henry Widdows on is another theorist whose views on the communicative nature of language are frequently cited. Widdows on presented a view of the relationship between linguistic systems and their communicative values in text and discourse in his book Teaching Language as Communication (1978). He concentrated on the communicative acts that underpin the ability to use language for various purposes. Communicative Language Teaching is more of an approach than a method. It refers to a broad set of principles that reflect a communicative view of language and language learning and can be applied to a wide range of classroom procedures. These principles are as follows: Learners learn a language by communicating in it; the goal of classroom activities should be authentic and meaningful communication; communication fluency is an important aspect, communication necessitates the use of multiple language skills; learning is a creative construction process that involves trial and error.

## 4. CONCLUSION

It has been discussed about definitions of approach, technique and method. Furthermore, the article is dedicated for the development of the methods. The approaches and methods discussed

in this article have identified a number of issues that we anticipate will continue to shape the future of language teaching in various ways. Some responses to these issues may take the form of new approaches and methods, while others may result in the refining or reshaping of existing approaches and methods as the teaching profession responds to new research findings and developments in educational theory and practice. Regardless of changes in approaches and methods, we can expect the field of second and foreign language teaching in the twenty-first century to be no less of a ferment of theories, ideas, and practices than it has been in the past.

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