BESONDERHEITEN VON ANSÄTZEN, METHODEN UND TECHNIKEN IM SPRACHUNTERRICHT

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Abstrakt

Dieser Artikel befasst sich mit dem Ansatz, der Methode und der Technik des Sprachunterrichts und den Unterschieden zwischen ihnen. Die Wechselbeziehungen zwischen den führenden Sprach- und Lerntheorien und den grundlegenden Methoden des Fremdsprachenunterrichts werden diskutiert. Es ist zu hoffen, dass diese Studie viele Sprachlehrer ermutigt, mehr über die zugrunde liegenden Theorien zu erfahren, die sich auf die Entwicklung verschiedener Ansätze, Methoden und deren Besonderheiten auswirken.

Schlüsselwörter: Ansatz, Methode, Design, Technik, Vorgehensweise, Sprachunterricht.

PECULARITIES OF APPROACHES, METHODS AND TECHNIQUES IN LANGUAGE TEACHING

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Abstract

This article considers the approach, method, and technique in language teaching and the differences between them. The interrelation between the leading linguistic and learning theories and the basic methods of teaching foreign languages is discussed. It is hoped that this study will encourage many language teachers to learn more about underlying theories that impact the creation of different approaches, method, and their peculiarities.

Keywords: approach, method, design, technique, procedure, language teaching.

Introduction. Since approach, method, and technique have close meaning with each other, it can confuse language teachers that they might think these terms are synonyms and refer to the same meaning. However, approach, method, and technique are quite different with a close relationship. Several scholars researched this topic and developed their model. In particular, Anthony's model, Mackey's model. Their model served as a basic explanation of approach, method, and technique. The approach is the theory of how language can be learned, gives rules or criteria to teach a foreign language. According to American applied linguist Edward Anthony, the approach is axiomatic while the method is procedural. The approach is theoretical principals of

teaching language and through methods, these theories can be implemented in practice [1].

An approach might include several methods. The method is a plan of conducting lessons and orderly using of materials, based on one approach. Many different techniques can be used in one method. Explaining hierarchically, the Technique is the smallest one, whilst approach is the biggest, method is in the middle of them (Fig 1).
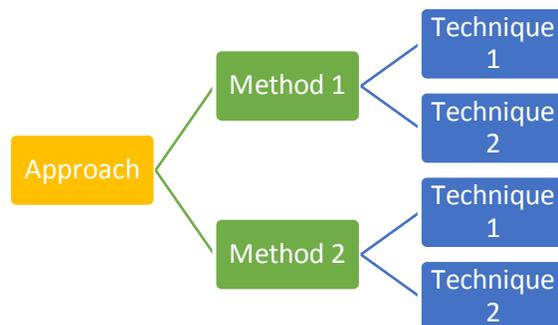

Figure 1

However, Richards and Rodgers criticize both of them as not comprehensive models so they extended Anthony's model to be more understandable. They use the terms *design* and *procedure* instead of *method* and *technique* in their model. The approach is the theoretical principle in the production of methods. Design is the second stage that role of teacher and learner, instructional materials are determined [5]. Ellie Boyadzhieva stated "As FLT deals with the language it may be suggested that the concept of approach involves a general linguistics theoretical framework. Design is further widened by involving the concept of culture as part of a language and thus immersed consciously or unconsciously in the teaching materials, and finally, the procedure involves issues like the degree of use of the mother tongue in the FLT classroom, the role of the teacher and the modes of evaluating the learners' achievements as a result of the learning process." [2].

Approaches and methods are created based on language and learning theories. What is language theory? Language theory is the nature of language, at least three of them discussed in many resources: structural view, functional view, and interactional view [5]. In a structural view, language is considered as a system and learners should learn language systematically. The objective of language learning supposedly is the mastery of components of this framework, which are phonological units, grammatical units, grammatical operations, and lexical items. Audiolingual Method, Total Physical Response, and the Silent Way methods are derived from this theory. The second language theory is the functional view which emphasized the expression of functional meaning. In this view, the semantic and communicative facets of the language are stressed rather than the grammatical features of the language. The third view is the interactional view, which considers language as a socializing tool. Language teaching

includes interaction analysis, conversation analysis, and ethnomethodology. Interactional theories emphasize the patterns of moves, performance, negotiation, and interaction that are used in conversation.

Furthermore, language learning theories serve the basis of several methods and therefore they ought to be considered. Language learning theories can be the basis for the method according to the learning process and required conditions to activate the learning procedure. For example, Stephen Krashen's Monitor Model of second language development is the basis of the Natural Approach. Monitor theory studies both the process and the condition aspects of learning [4]. Moreover, the Silent Way method is derived from language learning theory that addresses the conditions held to be necessary for learning the language. Another example is Total physical response (Asher 1977) originated from process and condition dimensions of learning. This method relies on the theory that as every child learns his or her native language with action, second language also can be learned with body movement successfully [3]. Or some methods are derived from a mixture of language theory and language learning theory. Audiolingual and Cognitive code learning methods can be given as examples. (Fig 2 & 3)

Figure 2

Figure 3

At the approach level, theoretical views are studied and it should be taken into account that approach might not tell us which technique we should use since it is a theoretical framework for language teaching and learning. Methods or design as Richards and Rodgers renamed specify suitable techniques for learners in the classroom [5].

At the method level, teachers think about the aim of the method, choosing language content, appropriate tasks, and activities, the role of learners and teacher. Some methods object to improve spoken language or written one, some of the communication skills while others emphasize on grammatical rules or translation. This objection is achieved through the interaction between teacher and learner and carefully selected instructional materials. According to the goal of each method, different teaching techniques are used. For example, techniques that are used in the Grammar translation method are quite

different from techniques in the Communicative approach. While translation is used in the grammar-translation method, dialogues are common in the audiolingual method, or in the Communicative approach information transfer techniques can be used. If method aimed to improve spoken language oral activities such as: making dialogue, information exchange, question, and answer are carried on in the classroom. If written language is objected to enhance, translating text, information gap, or ordering paragraphs are used widely.

Depending on the objection of method and conducting activities, lessons can be teacher-centered or learner-centered. For instance, In Grammar-Translation and audiolingual methods lessons usually be teacher-centered, the teacher is considered as a source of knowledge and mostly be active during the lesson. On the other hand, in the Communicative approach learners usually be more active comparing to the teacher, who is not the source of knowledge but serves as a facilitator or guide during the learning process. Some methods are quite different since in some parts of the lesson teacher ought to be active while later learners take responsibility and engaged in the lesson. Silent way, Oral-Situational, and Natural approaches can be given as examples of such methods.

According to the theory in approach, methods are created, consequently, instructional materials and activities are planned, and with the help of the technique, those activities can be integrated into the learning process (Fig 4).

Figure 4

Different techniques are used in the presentation, practice, and feedback stages of the lesson. For example, in the presentation phase, presenting dialogue in the Audiolingual method and in the practice phase of the lesson drilling, students repeat presented dialogue by the teacher and at the feedback stage, the teacher may correct students' mistakes and show how to work on that mistake.

Conclusion. It should be taken into consideration that approach, method, and technique are different concepts and have their peculiarities. The approach is the theory that includes a set of principles or criteria for teaching a foreign language while the method considers organizing lessons using resources in an organized manner. The technique is the way of conducting lessons and activities, explaining topics, or giving feedback. Altogether, it is necessary for every teacher who wants to improve their professional skills to know the difference between these three concepts and be able to use them accordingly in the classroom.

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