

Free approaches evolution essay sample

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When Latin was the dominant language, teaching language implied teaching rules of grammar. The introduction of new European languages led to the Grammar-Translation Method. The Reform movement brought the spoken mode into focus. Direct Method was developed as a reaction to Grammar-Translation method. It insisted on the use of Target language. It lacked a proper methodology, so Coleman Report suggested the Reading Method. This method neglected other language skills. Needs for teaching languages changed during the Second World War and gave rise to the Audio-lingual method in U. S. and the Situational Approach in Britain. Gradually, the function of language for the purpose of communication was realized and the innovative Communicative Method became important.

SYLLABUS DESIGN EVOLUTION

As learner needs change, methods and syllabus change accordingly. When Latin was the lingua franca, the curriculum consisted of rules of grammar and language analysis. People believed that the study of Latin helps to develop intellectual abilities. The teaching method was informal. No books were used. A few texts and dictionaries in two languages served the purpose. Gradually the status of Latin diminished, but the same tradition of Grammar-Translation method continued for other languages as well. Towards the end of the 19th century, Naturalistic language learning method prevailed and the Direct Method came into being. Vocabulary was taught directly by using objects or pictures and grammar was taught inductively. There was strict use of the target language in the classroom. With the Reform Movement, the spoken aspect of language was emphasized. Pronunciation and speech were previously ignored, but they became an

important part of the syllabus. The I. P. A. was established.

Later, the Coleman Report came up with the Reading Approach. The syllabus consisted of great works in literature and philosophy. The need for language learning changed during the Second World War and it became necessary to teach speaking and understanding of languages quickly. These circumstances gave rise to the Audio-lingual Approach in U. S. and the Situational Approach in Britain. All four language skills, namely, listening, speaking, reading and writing came to be included in the syllabus that was Notional- Functional. It consists of common situations like making inquiries, giving instructions etc. The method consisted of drilling sentence structures and common expressions.

Celce Murcia has explained the difference between language teaching and teaching other subjects like physics and chemistry. She talks of language teaching methods as changing ‘ fads’ like fashions in youth. She has traced historical changes and the parallel changes in language teaching approaches. She has forcefully stated the need for a language teacher to know about the history of trends. This historical survey is included in the writings of Rogers also, but the former sounds more convincing. The arguments of both the writers are supported with appropriate examples. Rogers compares communicative competence to a game of football. Just as the players use various strategies, language consists of linguistic, grammatical and socio-linguistic strategies which make communication effective. Both the writers have explained the concepts like Approaches, Methods and Techniques. Rogers has illustrated them with an example of Silent Way.

Rogers seems to be documenting the changes while Celce Murcia persuades the readers by discussing the issue of language teaching from all angles.

This is the strength of the essay. She has a message for the readers, which is her valuable contribution. She takes the issue till the end while Rogers merely takes a survey. Celce's views make us think about the best way for second language teaching in the classroom. Rogers goes a step further and mentions the use of computers and internet. His future vision adds value to his argument.

CONCLUSION – The nature of language teaching has to be taken seriously. It is true that with changing modes of communication and increasing use of technology, not only methods, but also the syllabus must be modified. Skills required for writing short messages, emails and blogs must be included in the syllabus. Online teaching learning, use of audio-visual aids, chatting, teleconferencing and virtual classrooms will all require a fresh outlook. There will be relevant change in the content and syllabus. There is little possibility of a swing of the pendulum to any old, previous pattern although it may have happened in the past as stated by Celce Murcia. Yet, even she has subtly shown an awareness of future needs. She emphasizes that the past approaches are a foundation for future practices. The change this time is definite, progressive and in a specific direction. At the same time, it must be remembered that the present is a continuation of the past. Hence, it is up to language teachers to make discrete use of methods and technology in future, taking into account the past and present approaches.