

“HISTORY AND PHILOSOPHY OF TEACHING METHODOLOGY”

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Abstract:

The history and the philosophy of teaching methodology bring to light, the importance of speaking skills. The author adopts a communicative approach for the enhancement of speaking skills of her students in the class. The researcher focuses on the philosophy of the teaching methodology processes involved in the conversational interaction of the students, thereby conducting such activities in the class which enable her students to be able to use the language appropriate to given social context. The teacher's task is to focus the students' attention, and provide exercises to help them develop language facility; however, to ensure their self-reliance, the teacher should only help the students as much as is strictly necessary.

Keywords: Philosophy, methodology, grammar, intermediate, act, communication, target language.

Introduction:

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. Researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

English language has become an international language. Among nations it serves as a Lingua Franca. It is spoken, learnt and understood even in those countries where it is not a native language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. Language learning today is regarded less of an 'acquisition of structure' and more of a learning of items of use. The teaching of language in relation to categories of use is likely to have methodological implications.

The methodologies for language teaching therefore are to be based on the Linguistic insights as to the nature of the language and also on the psychological insights as to the

processes involved in its use, for the development of communicative competence in the learners. The researcher adopts the techniques, which provide an opportunity to the learners to enhance their communicative competence. An important part of this ability is being able to use the language for self-expression; students should be able to express their thoughts, feelings, and needs in the target language. In order to help them achieve this, teachers emphasize self-reliance. Students are encouraged to actively explore the language, and to develop their own 'inner criteria' as to what is linguistically acceptable.

“History and philosophy of the teaching methodology”

In applied linguistics, the grammar translation method is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.

Throughout Europe in the 18th and 19th centuries, the education system was formed primarily around a concept called faculty psychology. In brief, this theory dictated that the body and mind were separate and the mind consisted of three parts: the will, emotion, and intellect. It was believed that the intellect could be sharpened enough to eventually control the will and emotions. The way to do this was through learning classical literature of the Greeks and Romans, as well as mathematics. Additionally, an adult with such an education was considered mentally prepared for the world and its challenges. In the 19th century, modern languages and literature began to appear in schools. It was believed that teaching modern languages was not useful for the development of mental discipline and thus they were left out of the curriculum. As a result, textbooks were essentially copied for the modern language classroom. In the United States of America, the basic foundations of this method were used in most high school and college foreign language classrooms and were eventually replaced by the audio-lingual method among others.

Method.

Classes were conducted in the native language. A chapter in a distinctive textbook of this method would begin with a massive bilingual vocabulary list. Grammar points would come directly from the texts and be presented contextually in the textbook, to be explained elaborately by the instructor. Grammar thus provided the rules for assembling words into sentences. Tedious translation and grammar drills would be used to exercise and strengthen the knowledge without much attention to content. Sentences would be deconstructed and translated. Eventually, entire texts would be translated from the target language into the native language and tests would often ask students to replicate classical texts in the target language. Very little attention was placed on pronunciation or any communicative aspects of the language. The skill exercised was reading, and then only in the context of translation.

Criticism.

The method by definition has a very limited scope of objectives. Because speaking or any kind of spontaneous creative output was missing from the curriculum, students would often fail at speaking or even letter writing in the target language. A noteworthy quote describing the effect of this method comes from Bahlsen, who was a student of Plötz, a major proponent of this method in the 19th century. In commenting about writing letters or speaking he said he would be overcome with "a veritable forest of paragraphs, and an impenetrable thicket of grammatical rules." [1] Later, theorists



such as Vietor, Passy, Berlitz, and Jespersen began to talk about what a new kind of foreign language instruction needed, shedding light on what the grammar translation was missing. They supported teaching the language, not about the language, and teaching in the target language, emphasizing speech as well as text. Through grammar translation, students lacked an active role in the classroom, often correcting their own work and strictly following the textbook.

The Grammar Translation Method

A number of methods and techniques have evolved for the teaching of English and also other foreign languages in the recent past, yet this method is still in use in many part of India. It maintains the mother tongue of the learner as the reference particularly in the process of learning the second/foreign languages. The main principles on which the Grammar Translation Method is based are the following:

Translation interprets the words and phrases of the foreign languages in the best possible manner. The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.

The structures of the foreign languages are best learned when compared and contrast with those of mother tongue.

In this method, while teaching the text books the teacher translates every word and phrase from English into the learners' mother tongue. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

Advantages.

The grammar translation method has two main advantages.

The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some sort of accuracy in understanding synonyms in the source language and the target language.

Teacher's labor is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions in the mother tongue. So, the teacher can easily assess whether the students have learned what he has taught them. Communication between the teacher and the learner does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long.

Disadvantages.

Along with its advantages, the grammar translation method comes with many disadvantages.

It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way a child learns his mother tongue in natural surroundings; but, in the Grammar Translation Method the teaching of the second language starts with the teaching of



reading. Thus, the learning process is reversed. This poses problems.

Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating using English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire a habit of speaking English. Therefore, they have to pay a heavy price for being taught through this method.

Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For example, the meaning of the English word 'table' does not fit in such expressions as 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Tashkent is far from Denov', 'He died of covid19', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', and 'through' can be translated into the Uzbek preposition '-dan, bilan' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.

It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign, entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learned through practice and not by just memorizing rules. The persons who have learned a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.

Conclusion:

The grammar translation method stayed in schools until the 1960s, when a complete foreign language pedagogy evaluation was taking place. In the meantime, teachers experimented with approaches like the direct method in post-war and Depression era classrooms, but without much structure to follow. The trusty grammar translation method set the pace for many classrooms for many decades.

Methods of foreign language teaching are closely related (connected) to other sciences such as pedagogy, psychology, physiology, linguistics, and some others. Pedagogy is a science connected with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogy. To study foreign language teaching one must know pedagogy. One branch of pedagogy is called didactics. Didactics studies general ways of teaching in schools. Methods as compared to didactics, study the specific ways of teaching a definite subject. Thus it may be considered special didactics. Pedagogy is the science or general theory, of the bringing up and teaching of children and the young, in other terms, the science of education in the narrower sense and instruction or of education in the wider sense. As Gattegno

says, "The teacher works with the student; the student works on the language." For example, teachers will often give students time to correct their own mistakes before giving them the answer to a question. Teachers also avoid praise or criticism, as it can discourage students from developing self-reliance. I am convinced that learning English plays a significant role in the development of cross-cultural understanding. Getting to know another group of people through the study of their language and culture is a good way to help them to understand and accept differences which exist in our beautiful but pretty anxious world. Galileo said, "You cannot teach a man anything, you can only help him find it within himself." I think language is the most powerful tool we have for reaching out to others. We can use it to express our feelings, spread our ideas and even to establish peace. I'm sure English must be taught with pleasure, because it opens the door into another world: the one of travelling, learning and working. It makes our life less difficult in any country. It's easier to listen to songs, watch films or surf the Net. English can help us everywhere. Learners shouldn't treat English as a foreign language. It's an international language, so it can be ours as well. As a field of study that involves the interaction of both language and society, sociolinguistics has contributed to help foreign language teaching achieve a greater understanding of the nature of language, along with the understanding of the nature of society.

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