Survey of Language Teaching/Learning Approaches and Methods 2

1. Communicative Approach

Known as Communicative Language Teaching (CLT) or Functional Communicative Approach to language teaching.

1.1. Definition and Principles

The Communicative Approach developed as a reaction against grammar-translation and audio-lingual methods which "did not sufficiently stress the communicative uses of the language. It built on the notional-functional syllabus which organizes teaching units according to the communicative 'notions' a learner requires in order to communicate successfully" (Carter, 1992:50). On its part the notional-functional syllabus is:

> A syllabus for teaching a foreign language which stresses the kinds of meanings learners need to express themselves and the kinds of language function needed to produce such meanings. Examples of notions include meanings and concepts such as time, quantity, location, frequency, motion, etc. Examples of functions include such communicative acts as requesting, describing, expressing likes and dislikes, and using language to mark social relationships. Notional-functional approaches have had a formative influence on the communicative approach to language teaching. (ibid: 54)

1.2. Pedagogical Implications

The approach emphasized:

> The learner's ability to use the language appropriately in specific situations. Considerable importance is given in this approach to the functions of language and to helping learners become communicatively competent, by knowing which language to select for particular purposes. The communicative approach

aims to teach an ability not simply to use the language in grammatically correct sentences but also to know when, where and to whom to use such language……..The communicative approach stresses the processes of communication and aim to engage learners actively in tasks such as problem solving, information retrieval, and social exchanges. One of the main challenges for the communicative approach is to interrelate the functions of language with the correct use of structures, that is, to combine communicative fluency with formal accuracy.

(Carter, 1992:11)

Though the emergence of CLT signed the major change of the view on language philosophy from grammar rules to communication rules, a shift to the Competency Based Approach (CBA) was made to pursue requirement of the digital globalized age.

2. Competency Based Approach

The Competency Based Approach also known as 'the Approach by Competence' or 'Competency Based Language Teaching' (CBLT) was first used in USA in 1986 in :"teaching refugees in the US who wished to receive federal assistance for achieving language useful in daily life and work related settings" (Rambe, 2013:43).

2.1. Definition and Principles

Many definitions are attributed to Competency Based Language Teaching (CBLT), a comprehensive one as presented by the Ministry of National Education in the national programme of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003:04), it is: "… a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- solving situations or in circumstances that have never occurred before".

Competency-Based approach is defined in relation to the definition of competency. Competencies consist of "a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. For example, areas for which competencies have been developed in a vocationally oriented English as a Second Language (ESL) curriculum

for immigrants and refugees include Task Performance, Safety, General Word-Related, Work Schedules, Time Sheets, Paychecks, Social Language, Job Application, Job Interview"(Richards and Rodgers, 2001:144). The actual approach, therefore, challenges students take full responsibility in learning and in different contexts.

2.2. Pedagogical Implications

Competency-Based Language Teaching is "an application of the principles of Competency-Based Education in language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work related and survival-oriented language teaching programmes for adults…(it) advocates defining educational goals in terms of: "precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study " (ibid.141).

One of The defining tenets of this approach is: "the transformation of our education system from a time-based system to a learning-based system" (Sturgis & Patrick 2010:1). In the same concern, it is explicitly maintained by O'sullivan and Bruce (2014:72) that: "the most important characteristic of competency-based education is that it measures learning rather than time. Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes". In addition, they claim that: "while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary"(ibid). Last and not least, the approach by competence approves students' autonomy to be a key to positive learning and progress.

As the world continues to evolve, we are in constant need for change and innovation. The approaches adopted so-far with attention and the methods advocated today with satisfaction may not feet within demand of future perspectives of the coming generation. A tolerant teacher is, thus, the one who can challenge classroom circumstances and contribute in the success of his students' learning whatever the approach, method or technique he will be called-upon to adopt in teaching the foreign language.

Bibliography:

➢ Anthony, E.M. (1965). Approach, Method and Technique, in Allen , H.B. and Campbell, R.N. (1972). Teaching English as a Second Language, pp.4-8. New Delhi Tata McGraw-Hill Publishing Company LTD.1st Published in 1965.

➢ Brooks, N.(1964). Language and Language Learning, Theory and Practice. Harcourt; 2nd Edition.

➢ Carter, R. (1992). Introducing Applied Linguistics (An A-Z Guide). Penguin English.

➢ Diller, K.C. (1978).The Language Teaching Controversy. Rowly, MA: Newbury House.

➢ Mackey, F.M. (1965). Language Teaching Analysis. London: Mongman.

➢ Ministry of National Education (May 2003), Programme of English as a Second Foreign Language, The First Year Middle school teachers' guide, Algeria: Algiers, 1-17.

➢ Miliani, M. (1987). TEFL Teaching English as a Foreign Language. Didactique de L'Anglais. Collection des Cours de Langues et Littératures. Université D'Oran. Office des Publications Universitaires.

➢ O'Sullivan, N. & Bruce, A. (2014). Teaching and learning in competency based education. *The Fifth International Conference on e-Learning (eLearning-2014), Belgrade, Serbia.*

➢ Rambe, S. (2013). Copmetency-based languge teaching: theory and guidance for classroom practices. English Education, 1 (01):42-61.

➢ Richards, J C. and Rodgers, T. (2001). Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press.

➢ Richards, J. C., & Richard S. (2002). Longman Dictionary of Language teaching and applied linguistics. England Pearson Education Limited.

➢ Rivers, W. (1981). Teaching Foreign Language Skills. 2nd Edition. University of Chicago Press.

➢ Sturgis, C., & Patrick, S. (2010). *When Success is the only Option: Designing Competency-Based Pathways for Next Generation Learning*. International Association for K-12 Online Learning. Retrieved 24 August 2018 from https://files.eric.ed.gov/fulltext/ED514891.pdf

➢ Freeman, D.L. (2008). Techniques and Principles in Language Teaching. 2nd Edition. Oxford University Press, Great Clarendon Street, Oxford Ox2 6DP.