PEDAGOGICAL ANALYSIS OF ENGLISH LANGUAGE TEACHING

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ABSTARCT

This paper challenges the stereotypical portrayal of English Language teaching of all .By analyzing the pedagogy of a 'traditional' teacher. The paper starts by distinguishing between 'pedagogy'-the teacher's personal construction of beliefs and practices about teaching and learning-and `methodology'-a generalized set of procedures underpinned by a theoretical rationale. Demonstrate your ability to apply rhetorical theory to your understanding of the teaching of writing. Also this assignment gives you practice at developing strategies that you need to understand the writing pedagogies and policies you encounter. Language learning is seen as a linear process, in which a certain structure cannot be taught/learned if the previous one has not been fully consolidated; Language is based on grammar rules and structures, disregarding functions, lexis, strategies and the social dimension of language learning;

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Introduction

A brief history of language teaching traditions and the role of grammar in EFL

The history of foreign language teaching can be traced back to the teaching of Classical languages, Latin and Greek. The Grammar-Translation Method is the first known method to have been used to teach EFL, and from then onwards many different methods and approaches have emerged. This introduction presents a short overview of methods and approaches throughout the years which will be grouped under four headings.

The first group includes what can be considered the "traditional approaches", including the Grammar-Translation Method, the Direct Method and the Audio-lingual Method. Though there are different principles and conceptions underlying these three methods, what they have in common is that they were first used in the 19th and first part of the 20th century and are still used in some teaching situations. They all viewed language teaching as the mere repetition and imitation of language forms.

The second group can be traced back to the 1980s with the emergence of communicative methodologies, which mark the beginning of a "major paradigm shift" (Richards and Rogers, 2001:151) whose influence is still felt today. The most widely known approaches in this group are the Natural Approach, Communicative Language Teaching (CLT), Content-Based Teaching (CBT), the Task-Based Approach, and Cooperative Language Learning. The main assumption underlying communicative methodologies is that communicative proficiency rather than mastery of structures should be sought.

A third group of approaches can be given the label of "Innovative" or "Alternative" approaches. The starting point of these methods is a particular theory of learners and learning rather than a theory of language and language learning. These are not so widely-known, and in some cases they are movements that emerged within mainstream education and were later applied to EFL.

Whole Language, Total Physical Response, the Silent Way, Suggestopedia, and Community Language Learning are some of the methods and approaches that belong to this group.

There is a fourth group which is not made up of particular methods and approaches, but rather indicates the tendency of the 21st century: eclecticism. The tendency today is not to choose one

or another, but rather to select those aspects which are useful and appropriate for certain teaching situations. Some authors, such as Richards and Rogers consider that being aware and knowing different methods and approaches can give teachers an initial practical knowledge base to explore and develop their own beliefs, principles and practices. In keeping with this notion, Larsen-Freeman claims that "…methods [and approaches] serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions".

These methodological perspectives have paved the way for the emergence of a debate over the role of grammar in EFL contexts that has survived over the decades.

EFL classrooms have long been characterized as contexts for the learning of grammatical rules. This is not a random fact, but the natural result of decades of a prevailing conception of language from a structural perspective which dominated several disciplines. In the field of linguistics, the Transformational-Generative approach proposed by Chomsky and his followers had an unquestioned prevalence for over 40 years. His ultimate aim was to provide a full explicit description of language which could serve as a basis for the provision of rules for grammatically correct sentences. From this perspective, grammar was equated to abstract rules to prescribe high levels of correctness.

However, language scholars started to perceive several limitations in this approach, mainly limitations in terms of its impossibility to account for individual differences, its view of the language learner as a passive individual, and its absolute neglect of language functions in real communicative events. It was then that some functionalist models emerged. For these scholars language is a form of social action. This focus on the social nature of language brought back the environment –context of situation and culture- into the analysis of language.

By no means do functionalists claim the uselessness of language structures, they claim that language, its nature, study, description and interpretation go beyond structures and encompass function. In this sense function refers to the purpose for which a language forms or phenomenon exists. Function refers not only to individual words and how they relate to each other, but also to how words are used .

In most EFL educational contexts, a shift in teaching practices and approach has accompanied and evolved along with theoretical contributions. Consistently, educators have become aware that apart from managing the fundamental structures of the target language

students also need to be able to link forms to function. They need to be able to describe the uses to which language is put. This means a focus on complete texts with a variety of social and cultural meanings and purposes which take communicative purpose as the key characteristic of human verbal communication, shifting its emphasis from language correctness to language appropriacy.

Theoretical and philosophical arenas of language has undoubtedly led to profound effects in all levels of language education, in the teaching of first as well as second and foreign language in all corners of the world. These effects can be observed in all areas, ranging from material design to evaluation and methodology, all of which reflect and reinforce one or the other perspective. Our Argentinean context is by no means an exception.

The standard deviation of the reading score in the achievement test is, however, greater than that in the placement test, which means ETC teaching has increased the dispersion degree in students' scores, and therefore widened students' score differences. This explains why some students complained in the questionnaire that the course was too difficult for them to make any significant progress in reading. From the assessment, it can be seen that the result of the test analysis is in accordance with that of the questionnaire.

Conclusion

On the basis of the questionnaire and the test analysis of ETC teaching, it can be concluded that students have a definite target need for technical communication and it is necessary to deliver ETC course to postgraduates. Most postgraduates desire to improve their abilities in English listening, speaking and writing, but they neglect the importance of style and rhetoric in advanced reading. The teaching materials of ETC course are practical and have raised students' ability in professional communication chiefly in the aspect of reading and writing, but not so significantly in speaking. This defect can be made up by delivering listening and speaking lessons separately by foreign instructors. It also requires the instructors of ETC course to improve their teaching methods. Student centered approach should be adopted in ETC teaching and the mutual

communication between teachers and students should be emphasized in class to raise students' oral ability in technical communication.

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