

METHOD AND PEDAGOGY IN LANGUAGE TEACHING: WHERE DO WE GO FROM HERE?

by:

Orlando I. Pragas

Teacher I, St. Francis National High School

Teachers are exposed to different theoreticians' methods. In some ways, teachers are kept on adopting such to teach specific subject matter. However, relying on those traditional methods and strategies in teaching the language keeps the bind between being a conventional thinker and a traditional teacher. Yes, those methods and procedures are helpful for language acquisition, but we must be aware that the world is swiftly changing to the fact that even the way of teaching is also evolving. Language-teaching method is described as a comprehensible set of teaching-learning processes and actions built on a theory of what language is and how it is acquired. Great researchers and philosophers developed various prominent language-teaching methods; however, opposition to those methods is continuously arising.

In current years, a few expressions have been increased in opposition to the concept of the language teaching method. Prabhu (2002) emphasized that the teacher's 'sense of plausibility is the best criterion for choosing a method rather than an approved method. Also, Kumaravadivelu (2004) suggested a set of 'macro-strategies,' or overriding principles, rather than a set of procedures, thus supporting more teacher choice. Moreover, Pish-ghadam and Mirzaee (2008) perceive the method as an over-rigid outline imposed on the teacher, but disapprove because of a partisan insinuation, they feel it is unsuited with a post-modernist approach, categorized by subjectivism, relativism, and liberty from pre-determined constraints.

The notion of the language-teaching method continues to be predominant in professional discourse. Waters (2012) showed that there is still a compelling thread of

what practices in the professional literature. But then again, we still forget to consider the so-called language pedagogy. This pedagogy is not a method; it is not based mainly on expectations regarding the disposition of language and theories of language acquisition, nor is it constrained to a set of measures that pact with these notions. Indeed, it will be informed by linguistic and applied linguistic research. Still, the underlying principle for selecting the applicable standards would be centered on the tiniest general pedagogical considerations relevant to the lecturing of all disciplines. These comprise classroom administration, the provocation, and preservation of learner enthusiasm and attention, dealing with substantial or various classes, and the establishment of a constructive classroom environment.

Also, language pedagogy must be ethical. It should not be unscrupulous or grounded on artificial goals like 'keeping the students busy' or 'getting through the textbook. Teachers who claim to be 'eclectic' in their practice should be vibrant as to why they select to use the measures they do. The essential instructional tenet is the attainment of excellent learning. This is, for instance, considering other suitable techniques wherein they will surely learn the required competencies. More so, considering the activities that would promote educational values and would pursue students' confidence in knowing the course.

It points out the uncomfortable dissension in professional conversation growing out of the contradiction between what the specialists are advocating as the suggested approach and what is going on in the classroom. It precedes reciprocal retaliation, and educators are alleged to be outdated, traditional, and unacquainted. Teachers see theoreticians and methodologists as impractical and out of contact with the school.

The underlying explanation is that educators should be freed from the strain of using any specific approach in the classroom. As a substitute, teacher formulation of courses should offer chances for entrants to the career to learn about an array of techniques and forms of classroom practices, as well as to examine the recent debatable

matters. Experts have the right to create alternatives and educate in the manner they presume suits the learners' needs.

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