THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING

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ABSTRACT

Language teaching came as a profession in the twentieth century. The method concept in teaching practices based on a particular theory of language. The method of teaching practices provides a more effective teaching to the students. Language as a vehicle for the realization of interpersonal relations and the social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. The theory of language underlying the oral and Situational Language Teaching can be characterized as a type of British "structuralism". Speech is regarded as the basis of language, and structure is viewed as being at the heart of speaking ability.

INTRODUCTION:

Palmer and Hornsby prepared the basic grammatical structures of English the theory that knowledge of structures must be linked to situations. The oral and the Situational Language Teaching is a type of behaviorist habit- learning theory. It adopts an inductive approach to the teaching of grammar. The objectives of the Situational Language Teaching method are to teach a practical command of the four basic skills of language. The skills are approached through structure. The basic structures and sentence pattern is fundamental to reading and writing skills, and this is achieved through speak work.

Language teaching came as a profession in the twentieth century. Language teaching was characterized by change and innovation and by the development of language teaching ideologies. The method concept in teaching – the notion of systematic set of teaching

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practices based on a particular theory of language and language learning is a powerful one. The quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. Each method is the belief that the teaching practices provide a more effective and theoretically sound basis for teaching then the methods that preceded it.

There are three different theoretical views of language and the nature of language approaches and methods in language teaching. The first is the structural view. The language is a system of structurally related elements for the coding of meaning. The second view of language is the functional view. The language is a vehicle for the expression of functional meaning. This theory emphasizes the semantic and communicative dimension rather than the grammatical characteristics of language. The third view is the interactional view. Language as a vehicle for the realization of interpersonal relations and the social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations structural 54 functuional models of language provide a theoretical frame work that may motivate a particular teaching method, such as audio Audiolingualism.

Language teachers are familiar with the terms Oral Approach or Situational Language Teaching. The language teaching developed by British linguists from the 1930s to the 1960. The impact of the Oral Approach has been long-lasting and it has shaped the design of many text books. Harold Palmer and A.S. Hornby are familiar with this method. They attempted to develop a more scientific foundation for an oral approach to teaching English than the direct method.

According to Palmer, that vocabulary is one of the first aspects of foreign language learning. A second influence is the increased emphasis on reading skills as the goal of the language study. Language teaching is developing classroom procedures suited to teaching basic grammatical pattern through an oral approach. Grammar as the underlying sentence patterns of the spoken language. The main characteristic of the approach are as follows:

- Language teaching begins with the spoken language. Material is taught orally before it is¬ presented in written form.
- The target language is the language of the classroom.
- New language points are introduced and practiced situationall*y.*
- Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- Items of grammar are graded following the principle that simple forms should be taught before complex ones.

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- Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

The theory of learning underlying situational language teaching is a type of behaviorist habitlearning theory. It addresses primarily the processes rather that the conditions of learning. Like the direct method, situations language teaching adopts and inductive approach to the teaching of grammar. The meaning of words or structure is not to be given through explanation in either the native language or the target language but is to be induced form the way the forms is used in a situation. "it we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language , as soon as we introduce it we weaken the impression which the word makes on the mind" (Billows. 1961: 28). Explanation is therefore discouraged, and the leaner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. Expending structure and vocabulary to new situation takes place by generalization.

The leaner is expected to apply the language learned in a class room to situation outside the classroom. This is how child language learning is believed to take place, and the same processes are thought to occur in second and foreign language learning.

The objectives of the situational language teaching method are to teach a practical command of the four basic skills of language goals it shares with most methods of language teaching. But the skills are approached through structure. Accuracy in both pronunciation and grammar is regarded as crucial, and errors are to be avoided at all costs. The basic structures and sentence a pattern is fundamental to reading and writing skills, and this is achieved through speech work. " Before our pupils read new structures and new vocabulary, we shall teach orally both the new structures and the new vocabulary" (Pittman, 1963: 186).

Basic to the teaching of English in situational language teaching is a structural syllabus and a word list. A structural syllabus is a list of the basic structures and sentence pattens of English, arranged to the order of presentation. Structures are always taught within sentences, and vocabulary is chosen according to how well it enables sentence patterns to be taught.

The learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. More active participation is encouraged. This includes learners initiating response and asking each other questions.

In the presentation stage of the lesson, the teacher serves as a model, salting up situations in which the need for the target. Structure is created and then modeling the new structure for students to repeat. The teacher is required to be skillful manipulator using questions,

communards and other cues to elicit correct sentences form the learners. During the practice, students are given more of an opportunity to use the language in less controlled situations, but the teacher is even on the lookout the grammatical and structural errors.

The teacher's responsibilities are

1. Tinning
2. Oral practice to support the text book structures
3. Revisions
4. Adjustment to special needs of individuals.
 5. Testing

Some activities to follow this method:

1. Listening practice in which the teacher obtains his student's attention and repeater and example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once.

2. Choral imitation in which students all together or in large groups repeat what the teacher has said

3. Individual invitation in which the teacher asks several individual students to repeat the model he has given in order to check their pronunciation.

4. Isolation, in which the teacher isolates sounds words, or groups of words which cause trouble and goes through techniques.

5. Substitution drilling in which the teacher uses cue words (words, pictures, number names, etc) to get individual students to mix the examples of the new patterns.

6. Question answer drilling, in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.

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