

Language Teaching Methods

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Abstract. This article represents methods of teaching. Three methods are Grammar-translation, audio-lingual, method direct method. Besides it this article explains techniques of each methods. With this technique, you may learn easily grammatical rules and vocabulary

Key words: language, grammar-translation method, audio-lingual method, direct method, vocabulary.

The very best language educators can often be identified by their commitment to creative and innovative classroom teaching strategies. They are constantly trying new language teaching strategies to engage their students and experimenting with new language learning activities and teaching tools to improve learning outcomes.

Firstly, we should ask ourselves why we should learn a language. Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world. This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences. And also Learning a language is a complex, time-intensive task that requires dedication, persistence, and hard work.

Good teaching is the key to learning a language. Language Teaching is the essential research resource for language professionals providing a rich and expert overview of research in the field of second-language teaching and learning.

There are three methods of teaching languages:

1. Grammar - Translation method
2. Audio-lingual Method
- Direct Method

What is the Grammar Translation method?

A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. The Grammar Translation Method was the traditional way Latin and Greek.

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In the 19th century it began to be used to teach "modern" languages such as French, German and English, and it is still used in some countries today.

A typical lesson consists of the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise.

Personal understanding of this point:

Grammatical rules + vocabulary translation

Because the Grammar Translation Method emphasizes reading rather than the ability to communicate in a language, there was a reaction to it in the 19th century (see NATURAL APPROACH, DIRECT Method), and there was later a greater emphasis on the teaching of spoken language.

The role of this method in Language and Learning Theory

Learning Theory:

Deductive learning is essential, first, the teacher gives rules explicitly then the rules are reinforced with examples and exercises.

Language Theory:

Language for understanding the literature. Translation is the way to learn the language. Oral communication is not primarily important. Written language is superior of their own native language.

The main Characteristics teacher's role:

Teacher is the strict authority. Classes are teacher centered.

Student's Role: Students are the passive receivers of the new information. The teacher starts the activities and directs them. Students are supposed to memories the rules and the new vocabulary with their meanings in their native language

The main objectives of GTM

- *To be able to read literature written in the target language.*
- *To be able to translate from one language to another*
- *To develop reading and writing skills*

Some useful typical techniques:

- *Translation of a Literary Passage*
- *Reading Comprehension Questions*
 - *Antonyms/ Synonyms*
 - *Cognates*
 - *Deductive Application of Rule*
 - *Fill - in - the - blanks*
 - *Memorisation*
 - *Use words in sentences*
 - *Composition*

The Audio Lingual Method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. It's also called "Army method".

This method is combination between behavioral psychology and linguistics.

Objectives:

Is to get accurate Pronunciation and grammar, the ability to respond quickly and accurately in speech situation and knowledge of sufficient vocabulary to use with grammar pattern.



The teacher uses with only the target language in classroom.

Actions, pictures are used to give the meanings. Teacher's should be monolingual. Bilingualism is discouraged in ALM.

The language is being studied through extensive repetition and a variety of elaborate drills.

Techniques of the Audio-lingual method

- Dialogue Memorization
- Backward Build-up (Expansion) Drill
- Receptition Drill
- Chain Drill
- Transformation Drill
- Single-slot Substitution Drill
- Multiple-slot Substitution Drill
- Question- and-answer Drill
- Use of Minimal Pairs
- Complete the Dialogue
- Grammar Game

Advantages

- Effective to the beginners
- Listening and speaking skills
- Vocabulary learning
- Quickly communicate



Disadvantages

- Make advanced students bored
- Limited language environment
- Many students in the class

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue

- Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance.
- This method intends for students to learn how to communicate in the target language



- This method is based on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.

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- No translation
 - Concepts are taught by means of objects or by natural contexts through the mental and physical skills of the teacher only.
 - Oral training helps in reading and writing listening and speaking simultaneously.
 - Grammar is taught indirectly through the implication of the situation creation

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by the key of international language schools such as Berlitz, Alliance Française and Inlingua in the 1970's and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

In general, teaching focuses on the development of oral skills. Characteristic features of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- teaching grammar by using an inductive approach (i.e. having learners find out rules through the presentation of adequate linguistic forms in the target language)
- the centrality of spoken language (including a native-like pronunciation)
- focus on question–answer patterns

Techniques of the Direct method

- Question/answer exercise – the teacher asks questions of any type and the student answers.
- Dictation – the teacher chooses a grade-appropriate passage and reads it aloud.
- Reading aloud – the students take turns reading sections of a passage, play or a dialogue aloud.
- Student self-correction – when a student makes a mistake the teacher offers him/her a second chance by giving a choice.
- Conversation practice – the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.

Conclusion

One of its positive points is that it promises to teach the language and Not about the language.

It is a natural method which teaches language in the same way the mother tongue is acquired. Only the target language is used and the learning is contextualized.

Its emphasis on speech mode is more attractive for those who have needs of real communication in the target language. It is one of the first methods to introduce the teaching of vocabulary through realia.



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