



## Foreign Language Teaching Methods

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**Abstract:** Having based on scientific approaches, several alternative methods as well as techniques, which can be helpful for people learning second or foreign languages, are going to be identified and discussed in this article. It, furthermore, emphasizes the importance of foreign languages. Apart from that, difficulties that are encountered in the language-learning process can be easily solved by using some directions given below.

**Key words:** approach, method, learning, foreign languages, direct, grammar-translation, audio-lingual, vocabulary.

No one can deny that there have been immense advances in most aspects of people`s lives, especially in the field of education, and being multilingual has already become one of the demands which are somewhat important for us to live happily. In spite of being aware of how arduous learning a new language is, a lot of people, from children to adults, try to learn foreign languages with great passion and insatiable desire for different purposes. Take students, for example, they learn languages to continue their studies in a foreign country, while working layer of society need to learn languages (especially English and Russian) for the purpose of having well-paid jobs. Fortunately, there are a number of useful methods which bring about various improvements for learners during their language-learning process. Most importantly, what is a *method*? It is more prescriptive in comparison with an *approach*, because it describes exactly what procedures should be followed, when an approach is simply based on certain beliefs. More than ten methods are included in the methodology of learning a language, and three of them – *grammar-translation method*, *direct method*, *audio-lingual method* – can be considered as the most commonly-used ones.

### Grammar-translation method

Each of the methods varies according to their special aspects. Thus, grammar-translation method is a method of teaching any foreign language in its simplest way, and it has its own distinctive features as well. It is one of the oldest methods used since ages in order to teach Latin and Greek languages and now, modern ones too. English as a foreign language can be easily learned with this method. First of all, there is little or no emphasis on developing learner`s oral ability in this method; conversely, GTM (grammar-translation method) more focuses on written, not spoken, language such as software grammar and correcting sentences. Language-learners who use this method learn any foreign language by translating sentences of their native language into the target language or by doing vice versa. In GTM classes, furthermore, students not only learn grammar rules of the foreign language, but also advance their intellectual development. Basically, the method enables students to learn the foreign literature in its original form and to use interchangeable words and phrases in their speech. What`s more, GMT classes are usually conducted in the mother tongue of students, as enhancing listening and speaking skills in foreign language is not a primary goal of the grammar-translation method, and this is the reason why focus on pronunciation and communication is lesser than reading and writing.

Coming to the procedure of grammar-translation method, it consists of several steps. In the first step, a teacher reads a paragraph, and then some difficult words are marked out of it. Having converted these words into the native language of students, a paragraph is read once more time and translated by a teacher, line by line. This is followed by all the grammatical items are taught about to them. Lastly, a teacher may ask students to convert the passage of their native language into a foreign one to make it clear for them. The main aim of translating a passage is to make language-learners understand that the grammar of native language and foreign language is different and usage of words ought to be accurately done.

### **Direct method**

When the grammar-translation method's weaknesses became apparent, the direct method expressly addressed those competencies scarcely touched by its predecessor. The direct method is also called as natural method. It was developed as a response to the grammar-translation method and is designed to take the learner to the domain of the target language in the most natural manner. In the direct method, there is more focus on listening and speaking skills, which is completely opposite to the grammar-translation method. Foreign language is taught through conversation, discussion and reading, in the language itself, without the using pupil's mother tongue. Interestingly, even any translation is not used during the learning process, teachers teach words by pointing to object or picture, or by performing actions, and additionally, complete procedure is accomplished in the language which is being learned. The direct method, besides, involve no exercises from grammar, no lessons on how to conjugate verb or how to write plural form of noun. That's why, it is sometimes known as "anti-grammatical method". Not being allowed to apply their own language, all learners need to communicate only in that language.

As mentioned above, grammatical features of a language are not explicitly taught in the direct method. Students are not told about rules or such. Instead, a teacher let them to figure out their own rules for themselves, and thus the only thing teachers should do is to give materials to piece together. Just as they acquired their first language through repeated exposure, so should it be in class. They did not memorize anything for their mother tongue, they simply acquired it by daily repetition of it.

### **Audio-lingual method**

With the outbreak of the Second World War, armies needed to be orally proficient in their allies and enemies' language as quickly as possible. Therefore the audio-lingual method was initially called the Army method, and it was the first to be based on linguistic theory and behavioral psychology. This method focuses on repetition and grammar over vocabulary. Classes are conducted in the foreign language, which is similar to the direct method. This method proposes to directly teach students without using their native language by explaining words or phrases in the target language. On the other hand, unlike the direct method, vocabulary is not closely learned, while students are taught about grammar. Instructors show correct language patterns, and student have to repeat it in order to memorize. A teacher then continues to introduce words, to which students can use to apply similar structures. In the audio-lingual method, there are no explicit grammatical instructions; everything is simply learnt by memorizing structures in the correct form. As mentioned, lessons in the classroom are based on the correct imitation of students to their teacher.

All the things considered, learning foreign languages is becoming a worldwide issue day by day in today's developing world. Different teaching methods, some of which we considered above, can help language-learners to learn a language faster and more easily than usual. In addition, these techniques have their own role to play in the language learning process. Some of them contribute to develop speaking and listening skills in the target language, when reading, writing and grammar are improved by using other methods. In short, each person has an opportunity to be multilingual by using such effective methods to learn any language they want.

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