

## METHODS OF ENGLISH LANGUAGE TEACHING

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**ABSTRACT.** *The methods of language teaching have gone through tremendous changes due to the controversies that still exist about their effectiveness and appropriateness. This review paper defines the most common and influential teaching methods: Grammar Translation Method (GTM), Direct Method (DM), Audio-lingual Method (ALM) and Communicative Language Teaching (CLT) by indicating their historical backgrounds and characteristic features along with the analysis of their strengths and weaknesses for future teaching implications. The paper also tries to find out if the mentioned methods are successful, especially in Asian countries where modern technologies are not ample.*

**Keywords:** *GTM, DM, ALM, CLT, Strengths, Weaknesses.*

Methods of English Language Teaching ENGLISH LANGUAGE TEACHING METHODS Grammar Translation Method The origination of the Grammar Translation Method (GTM) dates back to the late nineteenth and early twentieth century as a classical method of teaching a foreign language. Once, it was especially used for teaching the classical Latin and Greek languages. At that time, it was believed that body and mind were two different entities, and the mind consisted of three parts: the will, emotions and intellect. It was believed if the intellect was sharpened enough, it could control the will and emotions. Thus, it was believed that learning classical literature of Greeks and Romans and mathematics was necessary for mental discipline. Besides this, the goal of teaching Latin and Greek was not to develop the learner's ability to speak. It was rather the aim to develop logical thinking and intellectual capacities in

order to improve the standard of the learner's native language (Asl 18). Moreover, in the early twentieth century, GTM was used to help students read and appreciate foreign language literature. It was also expected by GTM that the study of target language grammar would help learners in terms of better familiarity with their native language grammar in order to help them write and speak better. Finally, it was even believed that foreign language learning would even help learners grow intellectually (Freeman and Anderson 32). However, it was an attempt to teach foreign languages in the twentieth century, but it is still practiced in too many educational contexts. However, it does practically nothing to develop a student's communicative competence (Brown 19), while it is "remembered with distaste by thousands of school learners, for whom foreign language learning means a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce a perfect translation of stilted or literary prose" (Richards and Rodgers 6). Besides this, it is also understood why GTM remains a popular method despite the lack of literature available to justify its foundation and relationship to any of the linguistics, psychology or educational theories (Richards and Rodgers 7). The reason behind its popularity is that it requires few skills on the part of teachers. For instance, tests of grammar rules and translation are easy to design and score objectively. Even today, there are many standardised tests of foreign languages that do not attempt to tap into communicative ability (Brown 19). Teaching Communicative Language Teaching (CLT) is a reaction to the classical methods (GTM and ALM) when linguists felt that students did not know how to use the target language communicatively. The CLT approach was developed by Robert Langs in the early 1970s and soon gained popularity and has been adopted at the elementary, middle, secondary and post-secondary levels. CLT, according to Kumaravadi velu, is "... the driving force that shapes the planning, implementation, and evaluation of English language teaching (ELT) programs in most parts of the world" (12). The emergence of CLT occurred when the field of language teaching was looking for a change since traditional language syllabuses

such as grammatical and situational syllabuses failed to develop learners' ability to use language for communication, so linguists attempted to design a syllabus that could accomplish the communicative goals of language teaching (Richards and Rodgers 64). Wilkins's notional syllabus had a significant impact on the development of CLT. In order to facilitate the communicative ability of learners, Wilkins included communication functions such as requests, denials, offers, complaints, etc. into the notional syllabus.

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