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SUSTAINED METHODS OF FOREIGN LANGUAGE TEACHING: A REVIEW

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Abstract:

The English language has an immense importance in today's postmodern scenario. It has been teaching widely in school, colleges and universities across the globe. The process of language acquisition and language learning has been taking place dynamically and as a result of this the stakeholders or the students are dealing with multiple languages. In fact, they are multilingual and exploring the entire world with the help of internet and all. But still in order to have a sound command over the language and to make the students familiar with foreign language, there are different methods being taught to the students depending on the requirement and comprehensiveness. The said paper is an attempt to discuss the different methods of foreign language teaching which may help the students and readers to understand these methods and their significant elements.

Keywords: *Foreign Language, Teaching, Learning, Methods, GT Method, Natural Method, Direct Method, etc.*

Today student community is multilingual or at least bilingual rather than monolingual. Multilingualism or bilingualism is the norm. Foreign language learning has an important practical concern in the age of LPG (Liberalization, Privatization and Globalization). English is the language of the world. It is an official language. Once upon a time it was the language of the masters to rule and exploit the oppressed people. Now it is the language of the oppressed to retort them. So it is made as the language of the education, commerce and government. To have the mastery of this language various methods are used to learn and to teach. These methods are as follows:

• The Grammar - Translation Method:

In foreign language teaching the grammar-translation method is used "to know everything about something rather than the thing itself"(W.H.D. Rouse, quoted in Kelly, 1969:53). The characteristics of this method are:

- ✓ To learn foreign language in order to read its literature, to benefit from the mental discipline and intellectual development. It is a way of studying language that approaches the language first through detailed analysis of its grammar rules, following application of this knowledge to the task of translating sentences and text into and out of the target language.
- ✓ Reading and writing are the major focus; there is no systematic attention on speaking and listening.
- ✓ Vocabulary selection is based on reading texts used.
- ✓ Sentence is the basic unit of language practice.
- ✓ Accuracy is emphasized. Students are expected to attain high standards in translation.
- ✓ Grammar is taught deductively that is by presentation and study of grammar rules which are used in translation.



- ✓ Students' native language is the medium of instruction. It is used to explain new items and enable comparison to be made between foreign language and native language.

This method is used since 1840. But it often creates frustration for students. So it demands something more from the teachers. Actually this method has no advocates. It is a method for which has no theory. There is no literature that offers a rational justification for it. In the mid and late 19th century opposition to this method gradually developed and laid the foundation for the new ways of teaching foreign languages. There are innovations in foreign language teaching. These are:

● **Child Language Learning as a Model for Foreign Language Teaching:**

Children use contextual and situational cues to interpret utterances and that they use memorized phrases and 'routines' in speaking.

● **Reform Movement:**

From 1880s Phonetics, the scientific analysis and description of the sound systems of languages was established. Speech is the primary form of language. So Linguists emphasized on sound system. International Phonetic Association (IPA) was founded in 1886 and its IPA, International Phonetic Alphabets was designed to enable the sounds of any language to be accurately transcribed. The goal of this association was to improve the teaching of modern languages. It advocated-

- ✓ The study of Spoken Language.
- ✓ Phonetic training to establish good pronunciation habits.
- ✓ Use of conversation texts and dialogues to introduce conversational phrases and idioms.
- ✓ An inductive approach to the teaching of Grammar.
- ✓ Teaching new meanings through establishing associations within the target language.
- ✓ Henry Sweet (1845- 1912) in his *The Practical Study Of Languages*.
- ✓ (1899) set forth principles for the development of teaching method.

● **Natural Method:**

It should be used to learn and teach the foreign language in which translation or use of learner's native language is prohibited. Monolingual approach is expected in this method. Teacher must encourage direct and spontaneous use of the foreign language in the classroom. The learners would be able to induce rules of grammar.

● **Direct Method:** At the end of the 19th century, it was introduced in Germany and France. It is used for:

- ✓ Classroom instruction.
- ✓ Oral communication skills.
- ✓ Inductive grammar teaching.
- ✓ Correct pronunciation.

It follows the following guidelines for teaching oral language:

- ✓ Never Translate: But demonstrate.
- ✓ Never explain: But act.
- ✓ Never make a speech: Ask questions.
- ✓ Never speak with single word but use sentences.
- ✓ Never speak too much but make students speak much.
- ✓ Never use the book, use lesson plan.



- ✓ Never go too fast, keep the pace of the students.
- ✓ Never jump around, follow your plan.
- ✓ Never speak too slow, speak normally.
- ✓ Never speak too quickly, speak normally.
- ✓ Never speak too loudly, speak naturally. Don't be impatient, take it easy.

But this method has also drawbacks. These are:

- ✓ Required teachers who are native speakers.
- ✓ Dependent on the teachers' skill.

So audio-lingualism, oral approach or situational language teaching came forward and became the part of main stream. The communicative language teaching, total physical response, coordination of speech and action also used in foreign language teaching. The features of audio-lingual teaching method are:

- ✓ It attends to structure and form more than meaning
- ✓ It demands memorization of structure-based dialogues
- ✓ Language learning is learning the structures, sounds or words
- ✓ Drilling is a central technique
- ✓ Native-speaker-like pronunciation is sought
- ✓ Translation is forbidden at early level
- ✓ Students' native language is forbidden
- ✓ Linguistic competence is the desired goal

In Situational Language Teaching Method, language was taught by practicing basic structures in meaningful situation based activities. Harold Palmer and A.S. Hornby developed more scientific foundations for this method. According to them vocabulary was one of the most important aspects of foreign language teaching and learning. Vocabulary was seen as an essential component of reading proficiency. They emphasized the reading skills as the goal of foreign language study in some countries. Palmer also emphasized the problems of grammar for the .The objectives of SLT method are:

- ✓ To teach a practical command of four basic skills of language (LSRW).
- ✓ Skills are approached through structure.
- ✓ Accuracy, in pronunciation and grammar, is regarded as crucial.

Its strong emphasis is on the oral practice, grammar and sentence pattern. The features of this method are:

- ✓ Language teaching begins with the spoken language
- ✓ Target language is the classroom language
- ✓ Vocabulary selection procedures are followed
- ✓ Items of grammar graded from simple to complex
- ✓ Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

Communicative language teaching method is considered an approach rather than a method. This appealed to those who sought a more humanistic approach to teaching. Now teacher is an instructor, who instructs in the students' self learning. Multimedia learning is effective to understand and communicate in any foreign language. It is interactive learning process in which teacher, student and



multimedia get involved. Use of ICT is now common but useful in foreign language teaching and learning.

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