



THE ROLE OF METHODS IN TEACHING FOREIGN LANGUAGE

Annotation:

This article explores the crucial role that various teaching methods play in the process of learning foreign languages. It examines traditional and contemporary approaches, emphasizing their impact on student engagement, retention, and overall language proficiency. The study analyzes the effectiveness of different methods and provides insights into best practices for educators.

Keywords:

Communicative approach, effectiveness, foreign language teaching, immersion, language acquisition, pedagogy, teaching methods, task-based learning.

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INTRODUCTION

Foreign language teaching has been among those fields to have undergone a great amount of evolution through the years since linguistic, psychological, and educational theories that form its bases are in constant evolution. Whether or not effective language teaching takes place rests in the chosen teaching method, because the methodology profoundly affects motivation, engagement, and achievement in the learners. This article will try to explain what different methods play in the teaching of foreign languages, drawing on both traditional and innovative approaches in order to enhance language acquisition.¹

MAIN PART

Overview of teaching methods.

The languages learned have been traditionally approached, along with the Grammar-Translation and Audio-Lingual method, and the contemporary one, such as Communicative Language Teaching-CLT, Task-Based Language Teaching-TBLT, and Immersion.

Traditional Methods

Grammar-translation method. Focuses on grammar rules and vocabulary, often relying on rote memorization. Audio-lingual method. Emphasizes listening and speaking through repetition and drills.

Contemporary methods.

Communicative Language Teaching supports interaction, real-life communication, and at the expense of accuracy, it develops fluency. Task-Based Language Teaching: It is to be centered on meaningful tasks that will enable the learners to use the language more authentically. Immersion: Keeps the learner submerged in a linguistic environment, with context helpful to elicit natural acquisition. The exact methodology of teaching would, therefore, depend upon factors such as learner demographics, educational context, and the desired outcome. For example, in the case of young learners, a teaching

¹ Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.



methodology with more immersion and interactive methods can be done; but in cases where it involves adult learners, the desired methodology can take up structured approaches so that it fits best into the specified purposes.

RESEARCH

Objects of the research are an analysis of the effectiveness of varied methods of teaching and what is most applicable in teaching foreign languages.

Data Collection The study is of a mixed-method type: While the quantitative surveys of the students' language proficiency are combined with qualitative interviews with the language instructors.

METHODOLOGY.

This will involve the administration of pre-and posttests to determine students' levels of proficiency, whereas a questionnaire needs to be completed if data is to be acquired concerning students and their teachers about the perception they have over the methods used. More information about such methods would be gotten if interviews of the teachers involved were sought. All the respondents are informed of the purpose and the procedure that would be followed for this research study, maintaining the aspect of confidentiality and rights to leave at any moment. Informed consent forms are procured from all the participants prior to data collection. The generality of this study has been maximized, but the sample size is bounded and can affect self-reporting biases of respondents in questionnaires. More studies should investigate further by increasing sample sizes and using longitudinal studies for long-term effects of teaching methodologies on language proficiency.

DISCUSSION

Analysis of Results, Data analysis indicates that students who receive communicative and task-based teaching are more participatory and retain the language more effectively. As far as teacher opinions are concerned, interviews will be given to highlight the fact that preferred teaching methods include interaction and real-life use corresponding to the needs and contexts of learners.

Teaching Practice Implications

These results confirm that language programs should adapt far better to different learner profiles through the use of different approaches. Flexibility will probably enhance motivation and improve overall results.

RESULTS

Thus, research establishes that the current methodologies, in particular CLT and TBLT, have indeed taken over when it comes to proficiency attainment and the satisfaction of the learner. The impression given is that whereas the traditional methods do continue being useful and effective in particular contexts, they are not quite as effective in fostering the same class interaction or retention.

Quantitative results.

Proficiency Gains: The pre- and post-test scores indicate that those students exposed to the current methodology, especially CLT and TBLT, showed huge gains in their proficiency in the language. The average score of proficiency was 25% higher in the case of the students in the CLT and TBLT groups, while for those who were taught traditionally, it was an increase of 10%.²

Qualitative findings.

Teacher Insights: The interviews generally established that CLT and TBLT are good to go for an immersive and interactive learning environment. The teachers have expressed creating real-life scenarios in the class to develop fluency. Some teachers complained about the traditional method as not very

² Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.



engaging, students were not motivated enough, and there is less participation from the students. They complained that the students were unable to apply language ability in real life.³

Comparative analysis.

The results sharply contrast the findings between the traditional and modern methods. Traditional methods may thus be helpful in laying the foundation but tend to be less effective in the actual use of the language and the students' participation. The mixed-method approach furthers the quantitative conclusions with qualitative evidence that the kind of teaching methodology used is important regarding the needs and preferences of the learners.

CONCLUSION

Another determining factor is the teaching methodology adopted. Changing like the field itself, educators also need to combine various methods in answering the constantly changing learning needs of people. More research is needed with respect to long-term outcomes, regarding acquired language proficiency and cultural competence, because distinct teaching approaches are adopted.

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