



THE ROLE OF METHOD IN LEARNING LANGUAGE

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Annotation

The article will look briefly at the language development of young children and this also is devoted to the language learners and the role of method and how to encourage language learners. This method traditionally considered as a theoretically consistent set of teaching principles that would lead to the most effective learning outcomes if followed correctly

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In today's society, English dominates as an international language. As a result of the use of methods in teaching ,learners achieve many successful knowledge. In order to learn some methods briefly language learners are becoming knowledgeable and has more opportunity to improve the level and quality of education in the field of foreign languages. Classrooms at the university are now digital language classes, as they are equipped with the latest technical means: computers, digital language laboratories, interactive whiteboards, projectors, etc

For over a century, language educators sought to solve the problems of language teaching by focusing attention on Method with methodologists. In recent years, however, the debate has developed in significant new directions. It has been argued that we are no longer asking the right question, that method, traditionally seen as a theoretically consistent set of teaching principles that would lead to the most effective learning outcomes if followed correctly.

Around twenty years ago, Prabhu (1990) proposed that any attempt to find a ‘best’ method was illogical given that teachers quite reasonably adapted and combined individual methods to accommodate contextual influences and their own personal beliefs. At the same time, applied linguists such as Pennycook (1989) argued that traditional views of Method frustrated teachers who, in the real world, were unable to implement them fully and consistently. Pennycook also argued that the idea of Method and the search for a best method maintained unequal power relationships within ELT between academics and researchers on the one hand, and teachers in language classrooms on the other.

Examining language teaching methods serves a clear purpose. Methods can be studied not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt or implement based on their own needs’ (Richards and Rodgers, 2001: 16). For example, the development, drilling and practising of dialogues in the classroom defined the audiolingual era, yet drills are still used by many teachers today, whether they explicitly associate such techniques with audiolingualism According to the modern methods we can see some interactive methods.



One of the most famous method is direct method. In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. This method improves understanding, fluency, reading, and listening skills in our language learner. Standard techniques are question and answer, conversation, reading aloud, writing, and student self-correction for this language learning method. Grammar rules are avoided and there is an emphasis on good pronunciation. Next usable method is grammar translation. In this method, learning language is used by translation from the target language. Grammar rules are to be remembered and learned by heart via long lists of vocabulary. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education. Principally, students often have problem in terms of conversation in the second language because they don't receive instruction in oral skill. Audio-lingual is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form. Therefore, all methods not only assist language learners to be autonomous learners but also promotes co-operative learning, and encourages higher thinking skills. In addition to the Direct Method for how to teach a foreign language is the same and shares many variation with the Natural Approach. The difference between these methods of foreign language teaching is that the Direct Method focuses more on practice. This is very similar to the language teaching methods used in classrooms around the world, where you only speak in the target language and any other communication is done through pantomime, images, and objects.

This learning method is based on the idea that you are learning in the same way you did as a child, with no prior way to communicate your idea verbally or written. There is no translation performed at all in the classroom, and teachers usually give students a choice for correcting themselves when an error is made. The goal of this language learning method is to get you thinking in the language you are trying to learn, rather than just trying to translate from one word to another at any given time.

Of all of the possible language teaching methodologies, the Direct Method is the one that has been adopted by the U.S, State Department as well as some of the top international schools in the world.

In conclusion, here is no single best language learning method that can be universally applied to everyone and deliver the same excellent results. In reality, fluency can be reached the quickest when different methods of learning new languages are combined together in such a way that they reflect the uniqueness of each learner, including their goals, priorities, and motivations.



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