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Abstract: Language teaching requires specific methods that are important for students to develop language skills and acquire vocabulary and grammar. Methods used in language teaching include a range of instructional approaches and techniques used to facilitate grammar acquisition. Methods are essential because they provide an organized framework for teachers to deliver instructions and knowledge effectively. The choice of teaching method is vital to meet all the requirements of successful language teaching and learning. Today there are many teaching methods, but this paper will touch on the most significant ones that marked the historical development and beginnings of methods in language teaching and learning. The choice of teaching method plays a crucial role in shaping the learning process. Choosing a method is a demanding decision that requires assessing various factors such as teaching goals, student characteristics, and teacher preferences.

Keywords: English language teaching, teaching methods, English language learning, primary tools, teaching practices, fluency.

There are five general teaching methods of teaching English language: Grammar-Translation Method (GTM), Direct Method, Audiolingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT), their historical background, aims, principles, techniques, and limitations. By presenting each of the methods and their instructional techniques, the paper aims to enhance the understanding of their differences and similarities. To that end, a comparative table was designed illustrating the key features of each method. Additionally, the paper provides a critical view of each method in order to inform and assist young English language teachers in evaluating their own teaching practices.

The Grammar-Translation Method (GTM) is one of the earliest methods that emerged in language learning. Also known as the Prussian method, the Classical method, the Traditional method, the Grammar school method, and the Latin method, GTM was used for teaching classical languages, such as Latin and ancient Greek. It became dominant in the 19th century, but it is believed that its beginnings go back even earlier. According to Machida (2008), GTM was used in European schools and universities in the 16th and 17th centuries. The name is often associated with German scholars who applied GTM in their classrooms, such as Seidenstrucker, Plotz, Ollendorff, and Meidinger. This method spread in North America during the 19th century, while in Europe, new methods emerged simultaneously. Regardless of the emergence of new methods, GTM continued to be applied even during the 20th century. For example, Eisa (2020, p. 386) states, Although initially used for teaching classical languages, over time, the scope of the GTM expanded and became one of the most used methods for language teaching, especially ESL/EFL. This is why Richards and Rodgers (2014) compare English to Latin as the most learned foreign or second language nowadays.

The Direct Method

The Direct Method, also known as the Natural Method, appeared as a response to all the flaws of the Grammar-Translation Method. From its emergence until the present, the goal of this method has remained the same - to develop oral proficiency and the ability to think in the target language. To achieve this goal, the Direct Method demands using the target language while minimizing using learner's native language.

Learning and communication are followed by visual aids, gestures, pictures, pantomime, and real-life objects to convey meaning. These aids serve as teacher's primary tools when it comes to the association of ideas with no translation or any help from the native language. Besides oral communication, various techniques are used within this method, such as interactive question-answer exercises, listening activities, and oral activities such as reading aloud. Teachers often use situational role-plays, which enhance fluency and confidence during and after communication while including the learning of vocabulary and grammar in context.

Audiolingual Method

Due to the impact of the Second World War, the development of language learning methods went in a different direction. In 1942, the Army Specialized Training Program (ASTP) introduced the Audiolingual Method, also known as the Army method. The Audiolingual Method's focus on oral-based communication skills makes it suitable for training soldiers to develop language proficiency for practical military purposes. This method relies on behaviorist theory, which focuses on how external factors, such as things we see or experience, can influence and shape our behavior and how we learn. In Audiolingual Method, language learning relies on repetitive drills and memorization, emphasizing correct responses and providing positive feedback. Supporters of this method believe in habit formation, which means teaching students to communicate in the target language by developing habits. The more something is repeated, the stronger the habit and the more successful the learning.

In order to successfully apply this method, students must use listening and speaking skills that are in focus. Little or no attention is paid to reading and writing. With a strong focus on productive language skills, correct pronunciation is practiced along the way. The native language is not used in the classroom, and translation is avoided, as in the Direct Method. The Audiolingual Method can be seen as a combination of the Direct Method and the GTM. It has some elements of the GTM, such as drilling exercises, and the already mentioned elements of the Direct Method, such as avoiding translation and the use of the native language.

Communicative Language Teaching

Communicative Language Teaching (CLT) or Communicative Approach (CA) emerged in the 1970s as a response to the limitations of the previous methods. Bax (2003) points out that CLT's popularity is its problem-solving approach to learning. Research in linguistics, which denied drilling exercises and turned to communication, had a significant influence on the spread of this method. According to Fathurrochman (2019), part of the credit goes to Noam Chomsky and his research in linguistics and his ideology of CLT in the 1960s. In CLT, Chomsky's ideas contributed to the belief that

language learning should focus on meaningful communication and the ability to use language in real-life situations.

CLT contrasts with traditional methods emphasizing grammar rules, translation, drilling exercises, or only focusing on one language skill. CLT's aim is the learners' ability to use the target language fluently and accurately, emphasizing understanding and expressing meaning rather than solely focusing on formal grammar rules. In contrast to previously discussed methods, CLT is learner-centered. At the same time, the teacher acts as a facilitator leading the lesson to engage students in interactions with each other. The teacher does it through classroom activities that simulate real-life communication situations by applying various techniques such as role-playing, task-based activities, and pair and group work that encourage student interaction. Errors are considered a natural part of the process and are corrected, acknowledging their natural occurrence.

Task-Based Language Teaching

Task-Based Language Teaching (TBLT) can be seen as a result of the limitations of traditional language teaching methods. The origins of TBLT can be traced back to the work of researchers and educators who tried to create a more learner-centered and meaning-focused approach to language teaching influenced by CLT. The concept of making tasks the central focus of instruction gained popularity in the 1980s with the work of practitioners such as Prabhu, Willis and Nunan. Prabhu's pioneering work in the 1980s emphasized the importance of meaningful tasks that engaged learners in authentic language use. He advocated integrating language and content through task-based activities simulating real-world communication. Michael Long played a significant role in promoting TBLT as a practical approach to language teaching. His research highlighted the significance of tasks in facilitating language learning and the importance of learners participating in meaningful communication. TBLT presents specific challenges for both teachers and students. Implementing TBLT can be time-consuming for teachers, as tasks require extensive preparation.

The review of the five language teaching methods provides insights into their characteristics. Each method presents a unique approach to language learning, with

different emphases on grammar, translation, and communication. Considering everything presented above, no unique method can be applied to language, especially teaching. The choice hinges on numerous factors such as lesson goals, teacher preferences and experience, student's level of fluency.

All of the above methods are still subject to research, analysis, and comparison. Spahiu and Kryeziu (2021) conducted research and revealed significant GTM and Direct Method effects. The research conducted by Bagheri et al. (2019) revealed that Audiolingual Method was less effective in enhancing speaking skills, whereas CLT demonstrated significantly greater success in this regard. Shaoqian and Baoshu's research on TBLT shows that teachers and students strongly favor this method. What can be inferred from this review is that the newer teaching methods yield superior results according to research and enjoy greater acceptance among both teachers and students, in contrast to older methodologies like the Grammar-Translation Method (GTM), which tend to be less effective. Nonetheless, it is crucial to recognize there is not a one-size-fits-all approach that can comprehensively address all aspects of language acquisition, including language skills, vocabulary, and grammar. Teaching is a multifaceted endeavor, demanding adaptability to numerous factors within the classroom environment.

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