



TEACHING METHODS FOR FOREIGN LANGUAGES

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***Abstract** This expanded article provides an in-depth examination of the major methods used in foreign language teaching, focusing on their theoretical foundations, pedagogical applications, and comparative effectiveness. It also highlights recent trends such as technology-enhanced learning, task-based instruction, and learner-centered methodologies. The study concludes that integrating various methods leads to more effective and adaptable language instruction.*

***Key words:** methodology, interactive methods, pedagogical technologies, traditional methods, communication, interaction, cultural competence, flexible and effective instructional strategies*

Introduction In today's global healthcare environment, foreign language proficiency has become an essential skill for medical university students. As medical science advances rapidly, students must be able to access international information, communicate with diverse patients, and participate in global academic activities. Learning foreign languages - especially English - plays a crucial role in shaping competent and successful future healthcare professionals. The teaching of foreign languages has evolved significantly as educational needs, linguistic theory, and technology has developed. Earlier methods emphasized grammatical accuracy and translation, while modern approaches prioritize communication, interaction and cultural competence.

Understanding the strengths and weaknesses of each method allows educators to design flexible and effective instructional strategies that meet learners' diverse needs.

Grammar-Translation Method

The Grammar-Translation Method (GTM) focuses heavily on grammar rules, vocabulary memorization, and translation between the target language and the learner's native language.

Advantages include its structured approach, suitability for academic contexts, and minimal resource requirements. However, its limitations - such as poor speaking and listening practice - make it less effective for communicative proficiency. Despite criticism, GTM remains relevant in contexts where literacy and translation skills are essential.

Direct Method

The Direct Method emphasizes exclusive use of the target language in the classroom. Grammar is learned inductively, and emphasis is placed on pronunciation, everyday vocabulary, and oral communication. Its strengths include improved conversational skills and natural language acquisition. Challenges include the need for highly trained teachers and greater classroom resources. The Direct Method laid the foundation for modern immersive language teaching approaches.

Audio-Lingual Method

The Audio-Lingual Method (ALM), influenced by behaviorist psychology, uses repetition, pattern drills, and reinforcement. It aims to develop automatic language habits.

ALM is effective for improving pronunciation and structure but often fails to promote spontaneous speech. While less dominant today, ALM

techniques remain useful for pronunciation training and initial language pattern formation.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of the most influential modern methods. It seeks to develop communicative competence through meaningful interaction and authentic tasks. Fluency and functional language use are prioritized alongside accuracy. CLT promotes creativity, interaction, and learner autonomy. Typical activities include role-playing, simulations, debates, and group tasks. Despite its strengths, some critics argue that CLT may insufficiently emphasize grammar unless supplemented with structured instruction.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) builds on communicative principles by organizing lessons around real-life tasks. Tasks often involve solving problems, making decisions, or completing projects using the target language.

TBLT increases learner engagement, encourages collaboration, and provides authentic communicative practice. It is particularly effective for intermediate and advanced learners. However, teachers must carefully design tasks to ensure balanced development of accuracy and fluency.

Content-Based Instruction (CBI)

Content-Based Instruction integrates language learning with subject matter learning. Instead of learning language in isolation, students acquire new vocabulary and structures through academic content such as science, history, or literature. CBI enhances motivation, provides contextualized learning, and improves both language

competence and subject knowledge. It is commonly used in bilingual programs and higher education.

Technology-Enhanced Language Learning (TELL)

Technology has revolutionized foreign language teaching. Digital tools provide interactive, personalized, and authentic learning experiences. Examples include language learning apps, artificial intelligence tutors, online communication platforms, and virtual classrooms.

TELL supports autonomous learning, increases exposure to real-world language, and enhances motivation. However, digital literacy and teacher guidance are essential to ensure effective use of technology.

Comparison and Integration of Methods

No single method is sufficient for all learners and contexts. Traditional methods provide strong grammatical foundations, while communicative and task-based approaches develop practical communication skills. Technology enhances access and personalization. An eclectic approach combining techniques from various methods - provides the most balanced and flexible instruction. Teachers should consider learner preferences, proficiency levels, learning objectives, and available resources when selecting methods.

Conclusion Foreign language teaching continues to evolve as new theories and technologies emerge. Effective instruction requires an adaptable, learner-centered approach that integrates elements from multiple teaching methods. Educators who combine traditional, communicative, and technology-enhanced strategies can create dynamic and inclusive learning environments that promote linguistic, communicative, and cultural competence. Foreign languages -

particularly English - are essential for medical university students. They provide access to global medical knowledge, improve clinical communication, and open international career opportunities. As healthcare becomes more interconnected, language proficiency becomes a vital component of professional competence for future doctors, nurses, and medical specialists.

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