

THE EXPLANATION OF PAST SIMPLE IN THE GRAMMAR- TRANSLATION AND AUDIO-LINGUAL METHODS

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We know that there are many methods which have their own distinct aims, techniques in teaching target language. According to the usage of the methods, the target language is acquired by the language learners differently. In order to identify the difference of The Grammar-translation and Audio-lingual methods, I decided to explain Past Simple in both methods. Because we can see the differences, similarities, advantages and disadvantages by the help of the example lesson.

Initially, I chose the same grammar theme 'Past simple' for both methods. Before the lesson in The G-T method, I prepared the small story which is called 'A week ago visit' to make students read and the theme was announced, grammar rules of past simple was theoretically taught by me. In contrast, I created a new dialog which was told by monkey and teddy in The A-L method. Because their conversation expressed positive, interrogative structure of past simple. The text was read and translated into The Uzbek language by the learners while the dialog was told a few times by me and then it was memorized through mimicry loudly by the students. When students were translating the text, they asked me new words' equivalents in our native language. I translated the words into Uzbek directly. During repetition of the dialog, we all together repeated the whole dialog in the question-answer form like chain drill. The students changed structure of the line of the dialog into negative, interrogative form as transformation drill. On the other hand, I explained the grammar structure completely and gave examples myself in The G-T method. In addition to this, learning new vocabulary in The G-T is not the same as in The A-L method. The new words and a list of irregular verbs were given to learn by heart but the students learnt a new word 'a banana' from the dialog and I showed the pictures of the fruit to teach other fruits' name. During the process I provided them only 'cue phrases', they could put them into proper places and they managed to learn new words. After the lessons I analysed and compared their goals, pros and cons. Both of them had advantages and disadvantages. The main advantage of the first lesson that I could explain the theme very quickly because of the native language. But The A-L method of explaining vocabulary items in second language was time consuming. Another good side of The G-T method there were not linguistic problems. So I could easily assess they had learnt what I had taught them, though I had to explain past simple's structure over and over by the dialog in The A-L method. Furthermore the skills and abilities of the students were developed in reading, writing and translating but the skills were neglected in the second lesson. On the other hand, the

primary lesson had drawbacks. The most important negative side is that my lesson passed unaturally. Because there was not natural surroundings in the teaching of the second language whereas the target language was used communicatively and the items to be learned in L2 were presented in spoken form before they were seen in written form in The A-L method. As a result the lesson was effective. Another argument against that it covered only reading and writing. So the learners failed to express themselves adequately in spoken English. But speaking and listening skills were the main stage in lesson 2. In particular, drills enabled learners to form correct pronunciation. The final drawback is that it did not give pattern practise. Because the language was taught through rules, not by using. Eventhough in A-L method the pattern was provided by me. For this reason I tried to be a real model of the native speaker. So they followed and imitated the pattern.

As nothing is quite complete, I faced problems in both lessons. For example the main problem of the first lesson was no natural surroundings in L2. They can not communicate in the target language. Moreover the students who were taught in The A-L method are poor in reading and writing skills. Their pronunciation is good but they can not read and write words correctly. As they have not the ability to recognize words' written form.

In my opinion, the teacher who utilizes The G-T method, should minimize the use of mother tongue to avoid emphasizing less oral communication and to build natural surrounding in L2. Written form of the dialog should be cut line by line, mixed them and distributed to the students for matching after the repetition, this helps to improve reading, writing, mental skills in The A-L method too. Because they can see and memorize words' written form even they manage to spell.

All things considered, the investigation helped to identify that The Audio-lingual method is much more beneficial in teaching target language when it can cover reading and writing skills. Even linguistic researchers proved that The Grammar-Translation method is mostly used to teach 'died language'.

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