

Language Teaching Methods and Significance of Rhetoric*

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ABSTRACT

Language teaching, like language learning, is undoubtedly a long and toilsome process for the instructors. In this process, along with the de facto methods, each instructor may also apply his or her own methods/approaches to achieve more positive results. Nevertheless, it is very significant that language teaching methods and approaches should be executed in accordance with rhetoric in terms of the procedural way. No matter what method or approach is used by the instructors, the sole purpose in language teaching should be to give the students the abilities to utilize the language, he/she wants to learn, in all ways of use (reading, writing, speaking and listening) and in all aspects (daily speaking, academic use etc...). Even though the teaching methods used for this purpose are many and varied, it is also necessary to use different and new methods in order to obtain a higher level of efficiency. However, whatever method or approach is used in language teaching, it is essential that the expression used in language teaching should have an impact on the interlocutor properly. If the interlocutor or the student is not provided to understand the subject by using correct and decent expressions, it is not important to use which methods are used by the instructor in language teaching. Furthermore, speaking and writing skills should be elaborately dwelled on in order to make the student competent in the language he/she wants to learn. Because this will enable the learner to achieve domination on the language, and to provide the students with the correct and proper use of the language at the right time and place. In this respect, rhetoric should be accepted as one of the basic elements of language teaching methods and approaches and this art should also be consulted in the language teaching process. In this context, in this study, the main methods and approaches used in language teaching were mentioned and in the following section of the study, significance and necessity of the rhetoric in language teaching in order to give the students the habit of proper and conformable use of the language was dwelled on.

Keywords: Language; Language Learning; Language Teaching; Rhetoric

Dil Öğretiminde Kullanılan Yöntemler ve Belâgatın Önemi

ÖZ

Dil öğrenimi gibi dil öğretimi de şüphesiz öğrenciler açısından uzun ve meşakkatli bir süreçtir. Bu süreçte genelgeçer yöntem ve yaklaşımların yanı sıra her öğretici daha olumlu sonuçlar almak adına kendine has yöntemlere de başvurabilir. Ancak dil öğretiminin yöntemsel açıdan belâgata uygun olarak verilmesi oldukça önemli bir husustur. Öğreticiler tarafından hangi yöntem ya da yaklaşım kullanılırsa kullanılsın dil öğretimindeki yegâne amaç öğrenciye öğrenmek istediği dili tüm kullanım şekillerinde (okuma, yazma, konuşma ve dinleme) ve tüm halleriyle (günlük konuşma, akademik kullanım vs.) kullanma yetisini kazandırmak olmalıdır. Bu amaç doğrultusunda, dil öğretiminde kullanılan yöntem ve yaklaşımlar çok ve çeşitli olsa da verilen eğitimlerden daha yüksek seviyede verim alınabilmesi için farklı ve yeni yöntemlerin kullanılması da gereklidir. Bununla birlikte dil öğretiminde hangi yöntem veya yaklaşım kullanılırsa kullanılsın her alanda olduğu gibi dil öğretimi gerçekleştirilirken de kullanılan ifadenin muhataba geçebilmesi elzemdir. Muhataba yani öğrenciye doğru ve düzgün ifadeler kullanılarak konuyu anlaması sağlanmadığı takdirde öğretici tarafından dil öğretiminde kullanılan yöntemlerden hangisinin kullanıldığı pek önem arz etmez. Ayrıca öğrenciyi öğrenmek istediği dilde yetkin hale getirmek için yerinde konuşma ve yazma becerileri üzerinde de durulmalıdır. Zira bu durum öğrencinin dile hâkimiyetini sağlayacak, dilin doğru zamanda ve yerinde kullanım alışkanlıklarını öğrenciye kazandıracaktır. Bu doğrultuda belâgat dil öğretim yöntemi ve yaklaşımlarının temel unsurlarından birisi olarak kabul edilmeli ve dil öğretim sürecinde mutlak suretle bu sanata başvurulmalıdır. Bu bağlamda çalışmamızda dil öğretiminde kullanılan başlıca yöntem ve yaklaşımlara yer verildi. Çalışmanın izleyen bölümünde de öğretilen yabancı dilin öğrencilere düzgün ve yerinde kullanılarak dil öğretiminin gerçekleştirilmesi hususunun önemi ve gerekliliği üzerinde duruldu.

Anahtar Kelimeler: Dil; Dil Öğrenimi; Dil Öğretimi; Belâgat

1. Introduction

Language learning and teaching are of great importance in today's world in order to be able to follow our historical, political, military, commercial and cultural values and to follow the rapidly developing world closely. Undoubtedly, foreign language teaching and learning is a long-term process that requires patience in terms of both instructors and students. In this context, it is necessary to have many factors together in order to reach the goals of the instructor and the student at the end of the learning process. The first of these, and most importantly, is the use of appropriate teaching methods and techniques. However, it is essential that the person who wants to learn a foreign language other than his/her native language should

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know their native language first. Because it is very difficult to learn this language by learning the rules of the language of the person who does not know the basic lines such as grammar rules, word order, and sentence structure. This situation eliminates the possibility for the person who wants to learn a language between his/her native language and the language he/she wants to learn.

As mentioned above, the most important factors in language teaching are the appropriate methods to be used in teaching. The taught language must be taught to the student in all aspects (listening, speaking, reading, writing). The aim of all aspects of the teaching process grammar and grammar rules, as well as teachers to facilitate learning, stimulating and creative work to be presented to students. The applied teaching method should be supported by rhetoric, which is proper and suitable for the interlocutor and leaves no room for misunderstanding. Apart from the effort and passion of the student, it is also essential that there should be educators who have enough knowledge regarding all bases of taught language and also use it effectively. The instructor should be able to process the knowledge he/she has acquired carefully fairly embroidering the student. As a matter of fact, strong expression and power of expression have an important place in language teaching.

2. Methods and Approaches in Language Teaching

Beforehand, the traditional idea of "the one who learns the rules of the language, he/she utilize the language very well" is commonly welcomed by and in the language teaching procedures, as time progresses, methods and approaches on language teaching have diversified according to the needs of the age. Taking into considering that the language that has a peculiar melody, provides communication among people and regulates our social ties, is a living and dynamic entity, inherently language teaching approaches have been changed from past to present. And yet, improving and meeting the novelties have become the peculiarities of the language. In this context, it is a necessity to use the same developments and changes not only in language teaching but also in language learning in accordance with the conditions of the age. The main methods and approaches used in language teaching are listed below:

2.1. The Grammar-Translation Method

The Grammar Translation method is an old method and this method, also called by different names, has been used by language teachers for many years. A term is also called Classical Method since it is used to teach classical languages such as Latin and Ancient Greek (Larsen-Freeman, 2000; Mukaddem, 2013). This method is mainly based on reading and exploit the literature of the language which is newly being learned in terms of students. Besides, by acquisition knowledge of the grammar of the target language, the students will be more familiar with the grammar of their native language and this familiarity will ensure to better speak and write their native language (Larsen-Freeman, 2000; 11). In this method, speaking and listening are not over-emphasized. In general, the aim of this course is to teach the rules of complex grammar, sentence patterns in detail and to develop the vocabulary set of students. All the rules of the language are given to the students from simple to difficult. The mother tongue is used more than the language taught. The main objective is to obtain sound translation from the target language to the main language and from the mother tongue to the target language (Memiş and Erdem, 2013; Kayalı, 2015). It is seen that the grammar-translation method, which is also known as a classical method, has become a language teaching culture in our country and it is still used as a language teaching method by the educators trained with traditional education, especially in the teaching of classical languages.

2.2. The Oral Approach and Situational Language Teaching

This method, which was known by very few language teachers until the 1990s, was developed by the English linguists and used between 1930-1960. This method basically focuses on two elements: word and grammar control. The aim of this method is to teach the four basic skills of the language (reading, writing, speaking, listening) just as other language teaching methods. In this method, word pronunciation and grammar knowledge are given vital importance. The control of basic elements and sentence structures in the language being learned is essential for reading and writing skills, which can be achieved through speaking studies (Richards and Rodgers, 1986; 31-36).

2.3. Audiolingual Method

This method, originally called Audiolingualism, is derived from an approach proposed by American linguists in the 1950s. This method, also known as structuralist linguistics, has evolved as a response to traditional grammar teaching which is thought to have no effective results in language teaching. According to theoreticians of this method, the natural way of language learning is in the form of listening, speaking, reading and writing respectively. The basic and most important principle is based on listening and speaking. In other words, this method advocates that listening and speaking skills should be gained firstly and then reading and writing. Because language is a thing that primarily spoken and then written. In addition, grammar rules are shown in the sentence structures rather than focusing specifically on grammar teaching in the beginning. The sentence patterns, which are vital in language teaching, are taught in a decent way and similar sentence patterns are produced. Newly learned language is intensified through repetition. Thereafter students are given the ability to use their verbal expressions in reading and writing. The possibility of making mistakes with strict adherence to the structuralist approach involving new educational materials is minimized. On the other hand, this method focuses on two objectives: short-term and long-term. In the short term objective, it is aimed that the students will be able to understand listening, complete and correct pronunciation, and gain the ability to speak through symbols in printed sources such as graphics. This method redounds students three more different abilities. These achievements are controlling sound structures, patterns, and layout in the new language; recognizing the words and phrases that make up the content of the structures. And in the long term, it is aimed to be able to use the learned language as a mother tongue (Richards and Rodgers, 1986; Demirel, 2014).

2.4. Audiovisual Method

This method was created by adding visual materials to the audio-lingual language teaching method. It is known that there are some political reasons for the emergence of this method. Developed by the French experts in order to maintain its place among the world's languages, to increase its effectiveness and to prevent the rapid spread of English (Güneş, 2011; 131).

2.5. Communicative Language Teaching

The basics of this method were based on the change of British traditional language teaching methods in the late 1960s and emerged at a time when the English language teaching was fully ready for a paradigm change. Communicative language teaching is considered as an approach rather than a language teaching method (Richards and Rodgers, 1986; 64). This approach is based on the development of communication skills and within this approach, the instructor does not work separately on the rules of grammar contrarily these grammar rules of language are taught with activities and dialogues in the teaching environment (home, work, street, hotel, journey, etc ...). Improving students' communication skills in accordance with educational materials is provided in natural contexts (Memiş and Erdem, 2013; 306-307).

2.6. Total Physical Response Method

This method is based on word and movement coordination and aims to teach language through physical (motor) activity. The general purpose of this method, developed by James Asher, Professor of Psychology, is to give the student the ability to speak at a beginner level. Comprehension is the way to the main goal and the ultimate goal is to provide the students with basic speaking skills. In addition to this, it is aimed to educate students with a speaking ability without interruption and hesitation in order to make them understandable. In this method, instructional materials are not used for students who are new to language learning, and the movement, sound, and mimics of the instructor are considered sufficient by counting the means of activity. However, whatever target is determined, it should necessarily be achieved through action-based exercises (Richards and Rodgers, 1986; 87-91).

2.7. The Silent Way

It is the language teaching method developed by Caleb Gattegno and is based on the fact that the teacher is the silent observer in the classroom and the student uses the language he/she learns as much as

possible. In this method, color cards and plastic or wooden bars are used as materials. The aim of the silent method is to provide the students with the ability to speak at a good level in the language being learned. Besides that, in the language, the student learns, fluency of his native language is ensured in the correct pronunciation and the impersonal elements, and the student is given the basic grammar knowledge as the first aim. In addition, Gattegno sorts the other purposes of this method as ensuring the students ability to answer the questions easily and accurately in regard to themselves such as their education, their families, travel, and their daily routines; the ability of the target language to speak with a good accent by the students and to be able to make them mature in written or oral statements through photographs depicting time, space and number relationships; to answer general questions about the literature and culture of the learned language and to reach the students a sufficient level in spelling, grammar, reading, writing (Richards and Rodgers, 1986; 99-104). The most important feature of this method is to provide the students with only the necessary actions to enable them to learn by the instructors. As for the students, they infer and express their feelings and thoughts. Naturally, their ability to do this, allows them to develop their own internal validity criteria, to act independently from the instructor, and to be self-confident (Larsen-Freeman, 2000; 54-66).

2.8. Community Language Learning

This method was developed by psychology professor Charles A. Curran and his colleagues. Curran's psychological counseling techniques aiming to learn are named counseling-learning. This method argues that language learning is a holistic approach since human learning has cognitive and affective aspects. This is also referred to as total-personal learning. In this way, language learning takes place in a mutually well-intentioned interaction environment where instructors and students are together and everyone experiences their integrity. In this method, the development of the relations between the students and the instructors is central and it is aimed that the student aims a level close to his/her mother tongue in the targeted language and the instructor can easily transfer his/her knowledge and experience to the student. It is a language teaching style in which the students are the actors and the instructors observe them from outside and support the students when it is needed. In the classroom environment, the shape of the seat is round. Students have an important role as listeners and performers individually and collectively. As the content of the subject and the materials are determined by the instructor, the effect of the students on it, is low (Richards and Rodgers, 1986; 87-95).

2.9. The Natural Approach

In 1977, Tracy Terrell, a Spanish teacher in California, introduced a new proposition for a natural approach to the language teaching philosophy. The natural expression here refers to a direct method based on the principles of the method appropriate to the principles of natural language teaching for young people and children. Similarly, the natural approach considered the natural principles successful in the learning of a second language. However, the natural approach, unlike the direct method, does not dwell on teacher monologues, direct repetition, formal questions, and answers and on to produce the sentence in the language being learned. The natural approach focuses on aspects such as openness and inputs rather than practice, emotional preparation for learning, lengthening of the time they give their attention to before they try to produce sentences in the language they have learned, and the willingness to use written or other materials as comprehensible input. This method has been developed for beginner students and is designed to help them reach an intermediate level. The natural approach has four main objectives:

- Basic personal communication skills verbal (such as listening to public announcements)
- Basic personal communication skills in writing (such as reading and writing special letters)
- Verbal academic skills (such as listening to lessons)
- Written academic skills (such as writing a lecture note)

Besides, one of the main aims of the natural approach is to develop basic communication skills both in verbal and in writing (Richards and Rodgers, 1986; 128-135).

2.10. Suggestopedia

A method developed by Bulgarian psychiatrist and educator Georgi Lozanov. Among the striking features of this method are the organization of the class, its decoration, and objects, the use of music and the authoritarian attitude of the instructor. According to Lozanov, there is no public sector in which suggestion cannot be successful and learning with memorizing methods through suggestion is more effective than other traditional learning methods. The aim of this method is to give the student the ability to speak swiftly. In addition, it is based on the specialization of the word pairs and argues that this should be the main goal of the students. Lozanov, on the other hand, states that high memory power is not a distinctive feature, but is the result of a comprehensive urge for positive personality. According to Lozanov, the main purpose of the teacher is not to memorize but to grasp problems and to find creative solutions to these problems (Lozanov, 1978; Richards and Rodgers, 1986).

3. The Notion of Rhetoric and Its Contribution to Language Teaching

As emphasized at the beginning of our study, language teaching requires a long process. While the language is being taught, the teacher's choices directly affect the outcome of this process in general. In other words, in this process, the right of choice belongs to the teacher. Namely, the correct usage of words and expressions, the selection of appropriate ways regarding the verbal and written language and the timing of the usage of the colloquial and the academic language in the right place are used by the instructor. However, the ability to make these choices should be given to the student, as well. At this point, the rhetoric emerges as one of the important elements of language teaching.

While the meaning of rhetoric is linguistic skills, the fluency of the word and pleasant of conversation, as a term it refers to overt words. In other words, rhetoric is an art that examines the methods and rules of saying appropriate words and striking the right note. Rhetoric is the usage of correct, clear, understandable statements as well as the words arranged according to the person talked to. In other words, the very first condition of the using an eloquent statement is to say words in accordance with the person that being talked. In other words, it is not enough to use clear statements and to use the word correctly in order to wax eloquent (Değirmençay, 2014; 12). No matter how neat and adorned it is, it cannot be eloquent if the word is not used to the purpose and according to its interlocutor. The one who talks cavalierly in an official atmosphere or scholarly in a more private and sincere environment or scholarly to a relatively low-level educated person means that he/she does not know to hit the right note and to speak in the way that the situation requires to (Tâhir'ül Mevlevi, 1994; 25).

The rhetoric is divided into two sections as the eloquence of talker (mütekellim) and the eloquence of the sentence (kelâm). The eloquence of the speaker is, no matter what the speaker's purpose, able to express himself by using a fluent and clear (smooth) style. This style indicates that the speaker has full command of the language. Poets, writers, preachers, and clerics are the speakers in this group. The eloquence of the sentence is being open of an expression or a word. In other words, it is the usage of sufficient, appropriate sentence considering all aspects of the interlocutor (Bolelli, 2017; 28-29). More precisely, as mentioned above, the characteristics of the contact person on the opposite side determine the openness, the literariness or the academic level of the sentence to be established.

The rhetoric, that has a long historical process, is a scientific discipline that can set rules for both good and correct use of expressions and writings and teaches proper and effective words. In this context, the rhetoric examines the ways of using the language from different perspectives, retrieves language from the mediocrity, and relies on three main principles; *meânî*, *beyan* and *bedî* (Tâhir'ül Mevlevi, 1994; Köktaş, 2002; Değirmençay, 2014; Güneş, 2016). *Meânî*, is concerned with the usage of the statement in accordance with the appropriate situation; *Beyan*, dwells on the acceptations that are easier to understand than others and more open ones; *Bedî*, is also concerned with the adornment in terms of the acceptance and expression and with adding harmony and vitality to the statement (Tâhir'ül Mevlevi, 1994; Köktaş, 2002; Dikici 2016).

As it is known and stated before in this study, various methods and approaches have been applied in the field of language teaching until today. In accordance with the spirit of the developing world and the

flow of time, new methods and approaches are tried to be applied, the deficiencies in the language teaching process are tried to be eliminated and acted in accordance with the needs. However, it can be said that the desired level of language teaching cannot be reached. The basic point of the language teaching is to convey what the instructor has in his mind to the student through the appropriate methods. At this point, the rhetoric emerges as one of the most important elements to be applied when teaching the language. In this respect, the instructor should be aware that the functionality of the rhetoric is of great importance, and he must provide appropriate expression to the interlocutor. In the same way, he/she should teach the student who is learning a new language where and when to use it correctly and properly. This approach, which forms the basis of the science of rhetoric, should be taught to the student by the instructor regardless of which language teaching method and technique is used.

4. Conclusion

In the process of teaching a new language apart from the mother tongue of the students, too many various components should come together in order to execute the language teaching. Many different methods and approaches have been developed in the language teaching process, and many of them are currently used today. It is an undeniable fact that all methods and approaches used in language teaching are gathered around the purpose of teaching the language that the student wants to learn in the best way. However, there should be many different motivations, except for choosing the most appropriate method or approach to bring the student to the highest level of language. The determination and tenacity of the student, the role and competence of the instructor in language teaching and the use of appropriate materials to contribute to language teaching are among the *sine qua non* of the language teaching process.

In addition, in teaching, what the instructor says is important, however, how he/she tells is more important or the way they use. The instructor should execute the process by conveying the purified information he/she acquired from the various activities in every sense, by choosing the appropriate styles for the interlocutor and by using adequately clear, away from the misunderstanding, sentences. As a matter of fact, any narrative that is not said in accordance with the interlocutor does not reach the target and lose its value. While teaching language, the main purpose of the instructor should be to acquire the students reading, writing, speaking and listening skills, as well as teaching how to use the language correctly, appropriately and properly. Because, the student should be able to use the language effectively and properly, and to gain the ability to express himself/herself fluently and clearly. This depends on being eloquent in both written texts and verbal expression. When the student starts to use the language he/she has learned in an appropriate manner, the problem of not being understood disappears and this indicates that he/she has control over the language he/she has learned. Because the fact that the student becomes eloquent in the language he/she learned is the most important sign that he/she has full command of the language.

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