

INVESTIGATING SEVERAL TEACHING METHODS FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS

Sobirova Asilabonu,

Student of the 3rd English language faculty, Uzbek State University of World Languages

<https://doi.org/10.53885/edinres.2024.04.1.052>

Abstract. This study investigates novel approaches to teaching English as a foreign language, employing a library research methodology. It draws data from reputable national and international journals and then qualitatively analyzes it. The findings underscore the effectiveness of student-centered learning strategies, where students actively construct their knowledge. These innovative methods aim to equip students with the skills necessary for success in the digital and globalized world. Notably, they offer diverse advantages in language acquisition. Commonly employed strategies include “Direct method”, “Grammar translation method”, “Blended learning”, “Total physical response”, “Silent way”, “Suggestopedia”, “Audio-lingual method”.

Keywords: language learners, a welcoming learning environment, “Direct method”, “Grammar translation method”, “Blended learning”, “Total physical response”, “Silent way”, “Suggestopedia”, “Audio-lingual method”.

ИССЛЕДОВАНИЕ НЕСКОЛЬКИХ МЕТОДОВ ОБУЧЕНИЯ ДЛЯ АНГЛИЙСКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ (EFL) ДЛЯ ИЗУЧАЮЩИХ

Собирова Асилабону,

Студентка 3-го факультета английского языка Узбекского государственного университета мировых языков

Аннотация. В этом исследовании исследуются новые подходы к преподаванию английского языка как иностранного с использованием методологии библиотечного исследования. Он собирает данные из авторитетных национальных и международных журналов, которые затем подвергаются качественному анализу. Результаты подчеркивают эффективность стратегий обучения, ориентированных на учащихся, при которых учащиеся активно участвуют в формировании своих знаний. Эти инновационные методы направлены на то, чтобы вооружить студентов навыками, необходимыми для достижения успеха в цифровом и глобализованном мире. Примечательно, что они предлагают разнообразные преимущества в овладении языком. Обычно используемые стратегии включают “Direct method”, “Grammar translation method”, “Blended learning”, “Total physical response”, “Silent way”, “Suggestopedia”, “Audio-lingual method”.

Ключевые слова: изучающие язык, доброжелательная среда обучения, “Прямой метод”, “Метод грамматического перевода”, “Смешанное обучение”, “Тотальный физический отклик”, “Беззвучный путь”, “Суггестопедия”, “Аудиолингвальный метод”.

INGLIZ TILINI CHET TILI SIFATIDA O‘RGANUVCHILAR UCHUN TURLI O‘QITISH USULLARINI TADQIQ ETISH

SOBIROVA Asilabonu,

O‘zbekiston davlat jahon tillari universiteti 3-Ingliz tili fakulteti talabasi

Annotatsiya. Ushbu tadqiqot kutubxona tadqiqoti metodologiyasidan foydalangan holda ingliz tilini chet tili sifatida o‘qitishning turli yondashuvlarini o‘rganishga bag‘ishlangan. U nufuzli milliy va xalqaro jurnallardan olingan ma’lumotlarni o‘z ichiga oladi, keyinchalik ular sifat jihatidan tahlil ham qilinadi. Natijalar talabalar va ustozlar uchun ta’lim strategiyalarining samaradorligini ta’minlaydi. Ushbu usullar talabalarni raqamli va globallashtirilgan dunyoda muvaffaqiyatga erishish uchun zarur bo‘lgan ko‘nikmalar bilan ta’minlashga qaratilgan.

Shunisi e'tiborga loyiqliki, ular tilni o'zlashtirishda turli xil afzalliklarni taklif qiladi. Ko'p qo'llaniladigan strategiyalar "To'g'ridan-to'g'ri usul", "Grammatika tarjima qilish usuli", "Aralash o'rganish", "To'liq jismoniy javob", "Tinch usul", "Suggestopedia", "Eshitish usuli"larni o'z ichiga oladi.

Kalit so'zlar: til o'rganuvchilar, o'quv muhiti, "To'g'ridan-to'g'ri usul", "Grammatika tarjima qilish usuli", "Aralash o'rganish", "To'liq jismoniy javob", "Tinch usul", "Suggestopedia", "Eshitish usuli".

"A thousand teachers, a thousand methods"
Chinese Proverb

INTRODUCTION. English has risen as the dominant language in business, science, and diplomacy, intensifying the demand for individuals worldwide to master it. Consequently, universities, including those that stand at the top according to QS ranking, are altering their admission criteria, often requiring proof of English proficiency. This shift highlights a growing need for proficient English as a Foreign Language (EFL) teachers in France, who must possess a diverse skill set, including familiarity with effective teaching methodology and an understanding of students' specific learning needs.

By the decision of the President of the Republic of Uzbekistan, "On measures to bring the activities of popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level", dated May 19, 2021 No. PQ-5117, special attention is paid to teaching foreign languages in our republic [1]. The incorporation of English into educational establishments' curricula can be attributed to various factors, with one of the key motivations being the acknowledgment of its significance for academic and professional advancement in the contemporary world. Daniel Brooker, an expert in this field, has emphasized the crucial role of English as the predominant language for global communication. He contends that English is frequently recognized as an integral component of the 21st-century skill set' and deemed essential for engaging in the global knowledge economy [2].

Primary approaches of language acquisition are as follows:

Direct method – a teaching approach that prioritizes the use of the target language (in this case, English) as the primary medium of instruction. It aims to immerse learners in the language through real-life situations, visual aids, gestures, and demonstrations rather than relying on translation or the learners' native language. This method emphasizes active participation, meaningful communication, and developing listening and speaking skills before introducing reading and writing. Often associated with language immersion programs, the Direct Method is widely considered adequate for teaching communicative competence in a language [3].

Grammar translation method – a conventional way of teaching languages, which highlights the direct teaching of grammar rules and translating texts between the target language and the native language. It usually includes tasks such as memorizing vocabulary, learning grammatical principles, and practicing translation exercises. This approach prioritizes the development of reading and writing abilities over speaking and listening skills. While it was once prevalent in language education, especially for teaching classical languages like Latin and Greek, it has faced criticism for its narrow focus on grammar and translation, neglecting communicative fluency and authentic language usage.

Blended learning – an integration conventional classroom teaching with online learning components, enabling students to participate in both in-person classes and digital activities. Through the use of digital tools or educational software, students enjoy flexible and customized learning experiences, accessing resources and finishing tasks online according to their own pace. Despite the online aspect, students maintain direct interaction with instructors and classmates during face-to-face sessions. The goal of blended learning is to optimize the advantages of both traditional and online teaching methods to improve student engagement, collaboration, and overall learning achievements [3].

Total physical response – a language teaching technique created by Dr. James J. Asher, which

highlights the integration of physical actions to support language acquisition. In this method, students react to instructions provided by the teacher by engaging in physical movements, like standing or sitting or interacting with objects, exhibiting comprehension of vocabulary and grammar concepts [4].

Silent way – a language teaching method developed by Dr. Caleb Gattegno in the 1960s. In this approach, instructors limit verbal communication and utilize gestures, cues, and physical objects to assist students in understanding language concepts autonomously. Learners are encouraged to actively engage with the language and rectify their own mistakes, fostering self-sufficiency and enhancing their confidence in language acquisition [5].

Suggestopedia – an innovative teaching method developed by the Bulgarian psychologist and educator, Dr. Georgi Lozanov, in the 1970s. It is based on the idea that the mind can learn and retain information more effectively when the learning environment is relaxed and conducive to learning. Suggestopedia utilizes a variety of techniques to create this environment, including positive suggestion, music, relaxation, and rich sensory experiences. One of the key features of suggestopedia is its emphasis on creating a positive and supportive atmosphere for learning. Learners are encouraged to relax and remain passive during the learning process, allowing information to be absorbed more readily. The method also incorporates elements such as background music, art, and visualization to engage multiple senses and enhance learning [6].

Audio-lingual method – also referred to as Audio-lingualism, emerged in the mid-20th century, particularly during the 1950s and 1960s. It is rooted in behaviorism and structural linguistics, focusing on oral proficiency through repetitive exercises and pattern drills to ensure accurate pronunciation and grammatical structures. Key elements of this method involve extensive listening and speaking tasks, including drills and dialogues, to internalize language patterns. Learners are encouraged to mimic and repeat model sentences for precise pronunciation and intonation. Language structures are systematically presented, and learners practice using them across various contexts for reinforcement [7].

RESEARCH METHODOLOGY.

The research was conducted using a library research methodology (book, journals, archives, library catalogues, databases etc.). It aims at methodological theories and educational approaches to thoroughly evaluate the effectiveness of teaching methods. Furthermore, the qualitative information was acquired from language teachers and students via paper materials on incorporating novelty into language instruction.

ANALYSIS AND RESULTS.

The results section summarizes the key insights obtained from both theoretical data and the literature review. It emphasizes the importance of utilizing a variety of teaching methods, enabling instructors to customize lessons and evaluations to suit the specific learning needs of EFL students. It highlights the importance of multisensory approaches in enhancing understanding through interactive activities. Additionally, it discusses how these diverse strategies can be incorporated into the teaching process.

DISCUSSION.

The findings highlight the importance of using diverse instructional methods to create a welcoming and supportive learning environment for English as a Foreign Language (EFL) students. By incorporating a range of learning approaches, student engagement is enhanced, and educators are better able to recognize and address individual strengths and weaknesses in the educational process. The methods provided above improve productivity of teachers and students.

CONCLUSION.

In summary, the paper summarizes the main findings of the study, emphasizing the significance of utilizing varied instructional techniques to address the requirements of students in English as a Foreign Language (EFL) classrooms. The primary objective is to create a welcoming learning atmosphere conducive to effective learning and academic advancement. The summary stresses the ongoing need for further study and innovation in language education to develop strategies and approaches.

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