

## ENGLISH LANGUAGE TEACHING METHODOLOGY

*Baxshilloyeva Dilshoda Jamshidovna*

*Buxoro Davlat Universiteti 4-bosqich talabasi*

[\*baxshilloyevadilshoda@gmail.com\*](mailto:baxshilloyevadilshoda@gmail.com)

*Tohirova Umida Akramovna*

*Buxoro Davlat Universiteti o'qituvchisi*

[\*u.a.tohirova@buxdu.uz\*](mailto:u.a.tohirova@buxdu.uz)

**Abstract:** English Language Teaching (ELT) is a dynamic field that constantly evolves to meet the diverse needs of learners worldwide. The methodologies employed in language instruction play a pivotal role in shaping the learning experience. In this article, we explore various English Language Teaching methodologies, examining their principles, applications, and the impact they have on students' language acquisition. Main aim of the study was focused on the non-native English speakers and the difficulties they face while learning English as a second language (ESL) and the part of teachers. It is generally felt that English language plays a vital role in the job market so it is mandatory to learn the language. when the students enroll for the courses to develop the language most of the time they do not succeed because of various reasons like in- effecting teaching, lack of motivation, lack of practice sessions, poor training modules etc. The result indicates that the teaching methodology of the teachers is more important to develop the English language of the students.

**Key words:** English speakers, Second Language, Learning Difficulties and Teaching Methodology.

### INTRODUCTION

Communicative Language Teaching (CLT) One of the most widely used methodologies is Communicative Language Teaching (CLT). This approach prioritizes communication as the primary goal of language learning. In CLT classrooms, activities are designed to simulate real-life situations, encouraging students to use language for meaningful purposes. Dialogues, role-plays, and problem-solving tasks are common elements, fostering both linguistic competence and communicative skills.

Task-Based Language Teaching (TBLT) Task-Based Language Teaching centers around the idea that language is best acquired through the completion of meaningful tasks. Students engage in activities that require language use to achieve a specific goal. This approach emphasizes practical application, promoting a dynamic learning environment where language is a tool for accomplishing tasks rather than an isolated subject of study.

The Direct Method In the Direct Method, teaching occurs entirely in the target language, avoiding the use of the learners' native language. Vocabulary and grammar are taught inductively, with a focus on context and real-life situations. This method aims to create an immersive language learning experience, enabling students to develop an intuitive understanding of the language's structure and usage.

The Audio-Lingual Method The Audio-Lingual Method gained prominence in the mid-20th century and is characterized by a focus on oral skills through repetition and mimicry. Language learning is likened to the process of acquiring a new habit, with drills and pattern practices used to reinforce linguistic structures. This methodology emerged as a response to the need for effective language training during wartime.

The Grammar-Translation Method Historically significant, the Grammar-Translation Method is rooted in traditional language education. It emphasizes the explicit teaching of grammar rules and vocabulary, often through translation exercises. While it has fallen out of favor in communicative language teaching contexts, it is still employed in certain settings that prioritize reading and writing skills.

Blended Learning Approaches In the digital age, blended learning methodologies integrate technology into traditional teaching methods. Online platforms, multimedia resources, and interactive tools complement face-to-face instruction. This approach offers flexibility, catering to different learning styles and allowing students to access resources beyond the confines of the classroom.

Choosing the Right Methodology: The effectiveness of an English Language Teaching methodology depends on various factors, including the learners' proficiency levels, cultural backgrounds, and the specific language skills targeted. In many cases, a combination of methodologies, known as an eclectic approach, is adopted to address the diverse needs of students. In conclusion, the field of English Language Teaching methodology is rich and diverse, offering educators a spectrum of approaches to suit the ever-changing landscape of language education. By understanding the principles and applications of different methodologies, educators can create dynamic and engaging learning environments that empower students on their journey to language proficiency.

In this fast growing competitive world English has been spoken by one quarter of world's population. English language has become a compulsory link language, "the lingua franca" (language that is adopted as a common language between speakers whose native languages are different) in the world of language acquisition and in school education, it has been adopted as a subject, medium of instruction and examination as well. Most of the students learn English to enhance their competence and efficacy in education, training and work. Though their mother tongue and medium of instruction varies from one another their choice of second language in the school is undeniably English. Out of the world's approximately 7.5 billion inhabitants, 1.5 billion

speak English that's 20% of the Earth's population. However, most of those people aren't native English speakers. Such learner remains deficient to face the interview and participate in group discussions which make them feel inferior in the job market and work environment. The main obstruction for them to learn the language is the medium of instruction, students from medium of English could speak the English language comparatively better than the other medium of instruction, "once in a blue moon" some students pick up speaking English even from other medium, vice-verse English medium students fails to come up to acceptable standard to communicate fluently in English. In this case students of different backgrounds commit different types of errors in the learning process such as pronunciation, spelling, grammar and vocabulary usage. Mostly students pacify themselves for not speaking English fluently because of their medium of instruction, ambiance and background. This hitch will not highly impact them until they get decline in the interviews and failure in competitive exams. The diplomatic ways to learn English language are as follows:

1. A regular conversation with people whose native language is English.
2. Watching English movies and videos.
3. Reading English newspapers
4. Joining a language course for a basic and a proper learning.
5. For a child, creative learning such as comic reading is much more efficient.

In language training Teachers play a vital role "A good learner can only be a good teacher" that every teacher should bear in mind, and our teaching methods are changing every now and then according to the advancement of the technologies so teachers are also expected to be updated accordingly. In learning a new language process listening, reading louder and writing are the key factors to improve the vocabulary and mirror practice and practice is to gain confident for the learners, it's a challenge for the teachers to handle these types of students because they are late adolescents and matured so they cannot be treated so childish by giving them homework, imposition and punishment etc., but at the same time they have to be taught the basic things like rules of grammar and so on. This study intends on a comparative analysis of the students difficulties faced while learning English as a language from English medium students and other medium of instruction. The difficulties encountered by the students when they were taught in the similar manner. To carry out an analytical study, we underwent two stage of field work: conducted analytical test and personal interview for both the set of medium students and some teachers. The aim was to get an honest feedback and to analyze the data and bring out remedies and suggestions.

Motive of the study: In the language learning process different background students faces different types of problems in making mistakes while speaking a second language and the teacher's effort to analyze the error and to overcome the issues like

grammar, vocabulary, fluency and pronunciation, also to conquer the fear of speaking a second language without errors.

In conclusion, Language teaching is an art especially global language like English from non-native speakers which includes lot of effort, education system has become more commercialized where teachers have no exceptions, student's curriculum has no scope for creativity, and our teaching methodology should improve in quality. Self-involvement of the learner must be there but the motivation and encouragement should be given by the teachers then they can definitely achieve their goal of transferring knowledge. Teachers should update themselves and make the class more effectively and impressive is also a main reason for the students to admire and learn faster and the teachers should project as an ideal guide for every learner.

### **References**

1. William J. Samarin, *Lingua francas of the world* (Cited on 6th September 2018)
2. Robert Lado. *Linguistics across cultures: applied linguistics for language teachers*. Publisher University of Michigan Press, 1957 pg 141.
3. Naveen K Mehta. *English newspapers: exploring innovative. methodological paradigm. a study into classroom dynamics*. Romanian Journal of Education, Volume 1 number 1, Page 55 – 60.
4. S. ARCHANA & K. USHA RANI. *Role of a teacher in English language teaching (ELT)* International Journal of Educational Science and Research (IJESR) ISSN(P): 2249-6947; ISSN(E): 2249-8052, Vol. 7, Issue 1, Feb 2017, 1-4
5. Akramovna T. U. *Jahon adabiyotida ilmiy-fantastika janri va yo'nalishlari* //the journal of integrated education and research. – 2023. – C. 112.
6. Tohirova U. A. *The description of image in H. Shaykhov's works* //Студенческий вестник. – 2021. – №. 8-3. – С. 52-54