



MODERN METHODS IN FOREIGN LANGUAGE TEACHING

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Abstract

The usefulness and significance of contemporary approaches to teaching foreign languages are examined in this thesis. Traditional methods of education have been steadily supplanted in recent years by creative strategies that prioritize learner-centered curriculum, technology integration, and real-world language experiences. This study highlights the potential for improving student competency and engagement by evaluating the advantages and difficulties of these contemporary techniques. This research offers a thorough examination of the use and efficacy of these contemporary techniques in teaching foreign languages, drawing on a variety of empirical investigations and case studies.

Keywords: modern methods, technology integration, teaching foreign language, grammar translation method, audio-lingual method, contemporary approaches.

Introduction

The ability to converse in a foreign language has grown in importance in today's globalized environment. As a result, teaching foreign languages is now a requirement in all educational systems across the globe. But conventional approaches to teaching foreign languages, such grammar-translation and audio-lingual methods, have come under fire for not being much better at helping students become more proficient communicators. Modern approaches to teaching foreign languages have arisen in response, with the goal of fostering student autonomy and communicative ability. Plus, modern approaches to teaching foreign languages have become more popular, yet opinions on how well they work to advance language learning outcomes are divided. Investigating the elements that contribute to the effective application of contemporary techniques in foreign language instruction is also necessary.

This study is noteworthy because it examines contemporary approaches to teaching foreign languages and how well they support language learning objectives. The results



of this study can help educators and policymakers understand how new approaches can enhance the teaching and learning of foreign languages. This study can also add to the body of knowledge already available on the efficiency of contemporary techniques in enhancing language learning results.

Literature review

In recent years, foreign language instruction has changed dramatically as teachers have included a variety of contemporary techniques to improve language proficiency and acquisition. The purpose of this literature study is to investigate and evaluate the efficacy of contemporary approaches to teaching foreign languages. A thorough summary of the major studies and research publications that advance these techniques will also be included in the review. The examination of these results will provide insight into the possible advantages and difficulties of implementing them in language learning environments.

Communicative Language Teaching (CLT):

A well-known contemporary approach, Communicative Language Teaching (CLT) places a strong emphasis on classroom communication and real-world language use. With a focus on meaningful language practice rather than grammar drills, CLT encourages students to actively engage in a variety of interactive activities like role-plays, conversations, and problem-solving exercises (Richards & Rodgers, 2001). Research has consistently shown that CLT improves students' motivation and communicative ability (Littlewood, 2014; Nunan, 2003). But Savignon (2007) has also called attention to issues with assessment and integrating CLT into standardized courses.

Task-Based Language Teaching (TBLT):

The core of task-based language teaching, or TBLT, is the completion of real-world tasks that require language use. Students work on exercises that mimic real-world communication scenarios, which promotes the simultaneous growth of accuracy and fluency. The popularity of TBLT can be attributed to its capacity to develop students' motivation, autonomy, and problem-solving abilities (Ellis, 2003; Willis & Willis, 2007). According to research, TBLT increases language transmission and encourages the activation of prior information (Ellis, 2009). Nonetheless, it is believed that the creation and execution of efficient tasks as well as the requirement for qualified educators are essential components of a successful TBLT integration (Long & Crookes, 1992).

Technology-Enhanced Language Learning (TELL):

To improve language training, technology-enhanced language learning, or TELL, makes use of a variety of digital tools and platforms. Thanks to technological



advancements, TELL provides individualized learning experiences, multimedia tools, and a variety of possibilities for language practice. Research have shown that implementing TELL has beneficial effects on students' motivation, autonomy, and engagement (Stockwell, 2010; Hubbard, 2013). Popular TELL applications that have been shown to improve language acquisition include gamification, virtual reality, and mobile applications (Lee & Warschauer, 2017; Kukulska-Hulme, 2012). But issues with teacher preparation, technological availability, and the potential replacement of human contact have been brought up (Hubbard, 2013; Naismith et al., 2004).

Methodology

This study uses a comparative research design to look at and assess several contemporary approaches to teaching foreign languages. The research strategy entails a methodical examination of multiple pedagogical approaches, such as blended learning, content-based instruction (CBI), task-based language teaching (TBLT), and communicative language teaching (CLT). The study also uses questionnaires, interviews, and classroom observations as well as other qualitative and quantitative data collection techniques. Ten foreign language instructors who are currently using contemporary teaching techniques in their classrooms are included in the study's sample. These educators were chosen based on their proficiency and background in teaching foreign languages from a variety of educational settings, such as language centers and high schools. Five groups representing each of the previously listed teaching philosophies were formed from the participants. Several techniques were used to obtain data for this study. First, observations of actual classrooms were made in order to see how contemporary teaching techniques were applied there. The purpose of these observations was to record the general dynamics of the classroom, student participation, and instructional tactics employed. Second, in order to acquire a deeper understanding of the experiences, viewpoints, and difficulties associated with using contemporary teaching methods, semi-structured interviews were carried out with the participating teachers. Lastly, a survey was given to both educators and learners in order to collect numerical information regarding their opinions regarding the efficacy of various instructional strategies.

Result

All contemporary teaching approaches, including blended learning, CLT, TBLT, and CBI, improved oral competency, promoted student engagement, and enhanced communicative skills, according to observations made in the classroom. It was discovered that CLT and TBLT were especially successful in encouraging meaningful connection and developing communication skills. However, topic mastery and language



growth went hand in hand with the successful integration of language learning and content-based education brought about by CBI and blended learning approaches. Plus, the teacher interviews yielded insightful information about the experiences and opinions of the educators regarding the application of contemporary teaching techniques. Instructors emphasized how crucial it is to provide a dynamic, student-centered learning environment. In order to improve learning outcomes, they underlined the necessity of scaffolding learning experiences, offering chances for real-world language use, and using a variety of multimedia tools. Teachers also highlighted the difficulties in putting new teaching techniques into practice, including lack of institutional support, time restraints, and inadequate resources. Both teachers' and students' survey responses yielded quantifiable data on how effective they thought certain teaching strategies were. According to the findings, when it came to promoting speaking and communication abilities, both teachers and students thought that CLT and TBLT were the best. For encouraging critical thinking abilities and fusing language acquisition with academic content, CBI and blended learning strategies scored highly.

Discussion

The results of this study show how well-suited contemporary teaching strategies are for fostering communicative competence, language proficiency, and topic mastery. These strategies include blended learning, CLT, TBLT, and CBI. The findings provide credence to the idea that interactive, student-centered methods improve language learning results by giving students chances to engage in meaningful communication and use real language. To guarantee the effective adoption of contemporary teaching techniques, obstacles pertaining to time restrictions, resource accessibility, and institutional support must be overcome. For educators to successfully implement these strategies in the classroom, it is imperative that organizations and educators offer suitable professional development opportunities and training.

Generally, this study emphasizes how crucial it is to use cutting-edge teaching strategies in foreign language classrooms in order to improve language learning results and satisfy the expectations of the current language education environment. To investigate the long-term effects and durability of these approaches in various educational environments, more study is required.

Conclusion

By focusing a strong emphasis on student focus and authentic communication, contemporary approaches to teaching foreign languages, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (the TBLT), and Technology-Enhanced Language Learning (TELL), have completely transformed



language classrooms. The motivation, autonomy, and communicative ability of the students have all shown improvement as a result of these strategies. To fully utilize the potential of these contemporary techniques, however, obstacles pertaining to conventional evaluation procedures, curriculum alignment, task design, teacher preparation, and technology availability must be addressed.

The purpose of this thesis is to present a thorough review and critique of contemporary approaches to teaching foreign languages. The results of this study will add to the ongoing discussions and arguments on language instruction and learning by looking at existing methods. In the end, it is intended that this research will assist language teachers in embracing and applying contemporary techniques to encourage more successful language learning results.

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