

EFFECTIVE WAYS OF APPLYING THREE APPROACHES OF ENGLISH LANGUAGE TEACHING

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ABSTRACT:

As we know, in modern teaching of foreign languages new methods and approaches are becoming compulsory to make the process of studying faster and effective. In this article has been discussed the merits of three language methods and the role of these approaches in a foreign language while studying it.

Keywords: techniques, methods, Grammar-translation method, Total Physical Response, The communicative method, strategies.

INTRODUCTION

Teachers use various the methods of language teaching because they are the broader techniques which help students to achieve learning outcomes. Most of the time, the main purposes of these are to be able to choose the best teaching methods for students to achieve good results and the teacher can apply it in his work.

RESEARCH METHODS

According to the research, methods can be effectual with their own merits but, nevertheless analysing disadvantages will allow them to increase the effectiveness of the lesson. Many linguists have been conducting research on the preferred methods of language teaching. In modern society student want to learn and understand the material quickly, especially a foreign language, therefore, it is compulsory to pay attention to the efficiency and quality of the process of learning foreign languages. The main aim of the article is to distinguish the role of methods of teaching English.

RESULTS AND DISCUSSIONS

Generally, teaching methods can help learners understand and realize what they have learned by instructing them. It can be easy and concise way to convey information and remind it over the long time if these following approaches are used during the lesson. It's great chance to make learning inspiring, paying their attention and fun for them. These approaches are used for preparing to think in an expended state of imagination.

Firstly, the most commonly used approach is The Grammar Translation method which is called the classical method to learn a foreign language. Richards and Schmidt have defined the grammar-translation method as “a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.”¹ This method is based entirely on written words and texts and its main function focuses on the literature and grammar of the target language with passages being translated from the mother tongue into another language.² Other features are to teach vocabulary through translation, read of literary passages with comprehension questions and so on. Merits of it are that teacher can direct students to read literature in target language and teach the structure of grammar of the language. A well as students are able to translate literacy extracts or read comprehensive texts. However, Grammar translation method does not emphasize the communicative aspects and as a result, speaking and listening skills are not improved. Generally, students can learn grammar rules by rote. In addition, depending on the topic of the lesson, this teaching method can be very effective.

The next one is Total Physical Response which is a language learning method that makes use of body actions with the learning of the new language. “TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.”³ In that case, we can use it to teach language through physical activity like role play, circle game, imperative drills or story-telling and so on. In addition, it works well for introverted students, mixed-ability or small and large groups. Teacher’s role is so important in this method because teacher is a director of a stage playing which the students may be the actors. It means that teacher should decide what to teach or present the new materials for classroom. Learners can be performer or listener and they are required to respond both individually and collectively. This method is a lot of fun although it is not flexible used to teach everything or everywhere. On the other hand, it is not considered a very creative method because; learners are not given the opportunity to share their thought in a creative way. One of the best ways is to combine this method with other approaches in the lesson.

Thirdly, The Communicative Method was offered by the psychologist, Asher, who takes up the psychological theory of *the footprint* to support his approach. The communicative method is focusing on the idea that learning language by using it to communicate. Byram, Micheal defined that “The child responds physically to the speech of the parent, and the parent reinforces the child's responses through further speech. This creates a positive

¹ Richards and Schmidt (*Longman Dictionary of Language Teaching and Applied Linguistics* 2002, p. 231)

² <https://literariness.org/2020/11/09/grammar-translation-method>

³ Handoyo Puji Widodo. (2 August 2005). “Teaching Children Using a Total Physical Response (TPR) Method: Rethinking” *Jurnal BS No. Handoyo Puji 5*. Pp.237.

feedback loop between the parent's speech and the child's actions.”⁴ From this thought, it is clear that young learners can internalize language when they reply to language input with physical movements. That's why, TPR is known as an example of the comprehension approach to language teaching and as we know, in these kinds of approaches listening to language development is important. Additionally, in early stages of learning language, speaking output is not demanded. It based on using of authentic materials to reflect the real-life situation. In this method, students' motivation plays important role. Furthermore, in real communication students their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Following that, teachers are responsible for establishing interest learning other languages. The main role of the teacher in this method is to teach grammar with actions, gestures or voice but books, handouts or notebooks that use specific situations when it's necessary. The teacher manages and decides what is taught that's why; she is active and direct when the new materials are presented during the lesson. In addition, there are a lot of techniques to teach and practice and learners can learn storytelling, vocabulary connected with actions, classroom language such as “Open your books!”, “Close your books!”, “Can I come in!” and so on. In this method, the teacher is manager, model and instructor while student is acting what teacher told. However, learners can know and evaluate their action and they are motivated to speak when they are ready to do it.

CONCLUSION

In conclusion, learning a language is a conscious, rational, information-processing event. Every teacher can use own approaches and methods in order to their capability for choosing appropriate strategy. In some cases, communication is a very essential part of learning language in the group work but there are some methods which are marred with setbacks because of many issues with practice. Despite this, teachers always try to make the lessons more effective by retain practical and theoretical knowledge equally through different methods. According to the analysis, most linguists have revealed that, one single method cannot be inherently superior in all contexts and the same approaches are not appropriate to all learners who have individual learning needs, ability, interests and objectives.

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