

## TEACHING ENGLISH THROUGH VARIOUS METHODS

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In spite of the fact that there are several methods and approaches in language teaching, Uzbek teachers are not familiar with most of them. Their knowledge is restricted to certain methods and approaches such as Grammar Translation Method, the Direct Method, and the Audio-lingual Method. This lack of awareness is reflected in their teaching so that only the mentioned methods are used, particularly Grammar Translation Method. Uzbek teachers need to know all the teaching methods and approaches whether traditional or modern in order to select whatever suits their students. Because of this enormous need, a historical review of the various teaching methods and approaches is presented.

Learning and teaching speaking has been influenced by the continuous advances over the past decades. Martínez-Flor, Usó Juan and Soler (2006) account for how speaking has been learned and taught in the approaches, namely, of environmentalist, innatist and interactionist. They state that within the environmentalist approach, i.e. up to the end of the 1960s, the primacy of speaking was obvious since it was assumed that language was primarily an oral phenomenon. Thus, learning to speak a language followed a stimulus-response-reinforcement pattern which involved constant practice and the formation of good habits (Burns and Joyce, 1997 cited in Richards and Rodgers, 2001). Consequently, it was assumed that speaking a language involved just repeating, imitating and memorizing the input that speakers were exposed to. These assumptions gave rise to the "Audio-lingual approach". This instructional method emphasizes the importance of starting with the teaching of oral skills, rather than the written ones, by applying the fixed order of 18 listening- speaking- reading-writing for each structure (Burns and Joyce, 1997; Bygate 2001). Though this approach stressed the development of oral skills, speaking was merely considered as an effective medium for providing language input and facilitating memorization rather than as a discourse skill in its own right (Bygate, 2001). In the innatist approach, speakers' role changed from merely receiving input and repeating it to actively thinking how to produce language. In this type of methods, learners took on a more important role in that they were provided with opportunities to use the language more creatively and innovatively after having been taught the necessary grammatical rules. However, speaking was still considered to be an abstract process occurring in isolation and the functions of language were still ignored. With the advent of the functional view of language, speaking was seen as a contextualized process in which both the context of culture and the context of situation influence the nature of the language to be used (Malinowski, 1935). This paved the way to 'pragmatics' which not only focuses on the speakers' intentions, but also on the effects those intentions have on the hearers.

Advances in language learning over the past decades have led to significant changes in how listening is viewed. Up to the end of the 1960s, listening comprehension in language learning and teaching was neglected. Additionally, it was viewed as a passive process with no role in language learning. Furthermore, it was assumed that just by repeating, imitating and memorizing what listeners heard, listening comprehension took place. However, the Audio-lingual Approach emphasized the practice of listening by engaging learners in a series of exercises that focus on pronunciation drills, memorization of prefabricated patterns and imitation of dialogues (Morley, 1999, cited in Martínez-Flor and Usó-Juan, 2006). By the late 1960s, the status of listening changed to have another shape rather than being a habit 19 formation under the influence of innatist views. Asher (1969) proposes the pedagogical system "Total Physical Response" which advocates the priority of listening over speaking. This approach was supported by Krashen and Terrell's "Natural Approach", which sets a natural order of language acquisition by making learners listen to the language first and then involving them in a production phase next. According to Usó-Juan and Martínez-Flor (ibid), the role of listening assumed greater importance due to significant shifts in a variety of research fields that shaped the interactionist approach to language learning by the late 1970s by adopting an interactive, social and contextualized perspective to the language learning process. As a result of all previous

assumptions underlying the view of learning to listen, the trend in language teaching has been to adopt a Task-Based or Interactive Approach to Listening (Morley, 2001). Jack Richards (2008) considers listening from two different perspectives: listening as comprehension and listening as acquisition.

To conclude, it is true that there is no one teaching method that is best because students are very different from one another and so are teachers. Teachers need to be trained in a variety of methods. Teaching is a complex art and the more methods a teacher has the better he or she will be able to use the right one at the right time. In addition, some methods will work for some students and teachers but not for others. What has been presented above is just a summary of the various methods and approaches.