METHODS OF TEACHING ENGLISH FOR LEARNERS: A SCIENTIFIC APPROACH

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Abstract; *This paper explores various methods used in teaching English to learners, highlighting their effectiveness, advantages, and limitations. The research examines traditional and modern approaches, including the Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), and Communicative Language Teaching (CLT). Additionally, it discusses how these methods are applied in different educational contexts and their implications for future teaching strategies. The study aims to provide insights into the most effective techniques for enhancing English language proficiency.*
Key words*: GTM, DM, ALM, CLT,*

Аннотация: *Данная статья рассматривает различные методы обучения английскому языку, подчеркивая их эффективность, преимущества и ограничения. В исследовании анализируются традиционные и современные подходы, включая метод грамматического перевода (GTM), прямой метод (DM), аудиолингвальный метод (ALM) и коммуникативное обучение языку (CLT). Кроме того, обсуждается применение этих методов в различных образовательных контекстах и их влияние на будущие стратегии преподавания. Цель исследования — предоставить информацию о наиболее эффективных методах повышения уровня владения английским языком.*
Ключевые слова*: GTM, DM, ALM, CLT*

Annotatsiya: *Ushbu maqola ingliz tilini o'rgatishda qo'llaniladigan turli usullarni o'rganib, ularning samaradorligi, afzalliklari va cheklovlarini yoritadi. Tadqiqot an'anaviy va zamonaviy yondashuvlarni, jumladan, Grammatika-Tarjima Usuli (GTM), Bevosita Usul (DM), Audio-Lingval Usul (ALM) va Kommunikativ Til O'qitish (CLT) usullarini tahlil qiladi. Shuningdek, ushbu usullarning turli ta'li muhitlarida qanday qo'llanilishi va kelajakdagi o'qitish strategiyalariga ta'siri muhokama qilinadi. Tadqiqot ingliz tilida til ko'nikmalarini rivojlantirishning eng samarali usullarini aniqlashga yordam berishni maqsad qiladi.*
Kalit so'zlar*: GTM, DM, ALM, CLT*

Teaching English to learners is like planting a tree – patience and care yield strong roots.-

English proverb

1. Introduction

English has become the global language of communication, making its acquisition essential for students worldwide. Various methods have been developed over time to facilitate English language learning. This study aims to analyze the most common teaching methodologies, examining their theoretical foundations, applications, and effectiveness. Understanding these methods will help educators select the best approach based on learners' needs and educational environments.

2. Literature Review

Numerous studies have investigated English teaching methodologies and their impact on learners' proficiency. GTM, for instance, has been used for centuries but has been criticized for its lack of focus on speaking skills. In contrast, CLT emphasizes communication and has gained popularity in recent years. Research by Richards & Rodgers (2001) highlights the advantages and limitations of various teaching approaches, providing a foundation for this study.

3. Methodology

This research employs a qualitative approach, analyzing previous studies and educational reports on English teaching methods. Data was collected through academic journal articles, books, and case studies from different educational settings. The effectiveness of each method was assessed based on factors such as student engagement, skill development, and real-world application.

4. Discussion of Teaching Methods

4.1 Grammar Translation Method (GTM)

The Grammar Translation Method (GTM) originated in the late 19th and early 20th centuries as a classical approach to teaching foreign languages. Initially, it was primarily used for instructing Latin and Greek. At the time, the mind and body were considered separate, with the mind comprising three components: the will, emotions, and intellect. It was believed that sharpening the intellect would enable individuals to regulate their will and emotions. Consequently, studying Greek and Roman classical literature, along with mathematics, was deemed essential for mental discipline. Additionally, the purpose of teaching Latin and Greek was not to develop speaking skills but to enhance logical thinking and intellectual abilities, ultimately improving proficiency in the learner's native language. (Brown, 2007).

By the early 20th century, GTM was employed to facilitate students' reading and appreciation of foreign literature. It was assumed that learning the grammar of the target language would enhance their understanding of their native language, helping them to write and speak more effectively. Furthermore, foreign language learning was believed to contribute to intellectual development (Freeman & Anderson 32). Although

GTM was a primary method for teaching foreign languages during the 20th century, it continues to be widely used in various educational settings today.

However, GTM does little to develop students' communicative competence (Brown 19). Many learners recall it as an unpleasant experience, as it often involved memorizing extensive lists of grammar rules and vocabulary with little practical application, along with translating complex literary texts (Richards & Rodgers 6). Even today, many standardized foreign language exams prioritize grammar and vocabulary over communicative ability (Brown 19). For example, Aptis, a language proficiency test developed by Cambridge University and administered by the British Council, emphasizes grammar and vocabulary as its core components (Aptis Candidate Guide 3)

4.2 Direct Method (DM)

DM focuses on immersive learning, where students are encouraged to think and communicate in English without relying on their native language. This method enhances speaking and listening skills but requires well-trained teachers and sufficient classroom resources (Larsen-Freeman, 2000).

Key Features of the Direct Method:

1. No Translation – The target language is used exclusively in teaching.

2. Oral Emphasis – Speaking and listening are prioritized over reading and writing.

3. Inductive Grammar Teaching – Grammar is taught through examples and practice rather than explicit rules.

4. Vocabulary in Context – Words and phrases are introduced in meaningful situations.

5. Question-and-Answer Format – Teachers engage students in conversations to encourage spontaneous use of the language

4.3 Audio-Lingual Method (ALM)

ALM is based on behaviorist theories, using repetition, drills, and pattern practice to reinforce language structures. It is effective in building pronunciation and listening skills but may lack depth in grammar comprehension and creative expression (Richards & Rodgers, 2001).

Key Features of the Audio-Lingual Method:

1. Repetition and Drills – Students practice set phrases and sentence structures through pattern drills.

2. No Use of Native Language – Lessons are conducted entirely in the target language.

3. Emphasis on Listening and Speaking – Reading and writing come later, with primary focus on oral proficiency.

4. Mimicry and Memorization – Learners imitate native speakers to develop correct pronunciation and intonation.

5. Grammar Taught Inductively – Instead of explaining rules, students internalize grammar through usage.

4.4 Communicative Language Teaching (CLT)

CLT emphasizes interaction, real-life communication, and fluency over accuracy. It is widely regarded as the most effective method for language acquisition. However, it may be challenging to implement in large classrooms with limited resources (Savignon,2002). Key Features of CLT:

1. Focus on Communication – Language is taught through interaction, discussions, and problem-solving activities.

2. Use of Authentic Materials – Real-life texts, videos, and conversations are used instead of textbook exercises.

3. Fluency over Accuracy – Making mistakes is seen as part of the learning process, with an emphasis on being understood rather than being grammatically perfect.

4. Task-Based Learning – Activities such as role-plays, group discussions, and simulations encourage real-world language use.

5. Student-Centered Approach – Learners actively participate in conversations rather than passively listening to the teacher.

5. Conclusion

Each teaching method has its strengths and weaknesses. While GTM and ALM provide strong foundations in grammar and pronunciation, they do not fully develop communicative competence. DM and CLT, on the other hand, focus on fluency and interaction but require well-trained instructors and suitable environments. The choice of method should depend on learners' needs, classroom settings, and available resources. Future research should explore hybrid models that combine the best elements of different methodologies to optimize language learning outcomes.

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