

## MODERN METHODOLOGIES IN ENGLISH LANGUAGE INSTRUCTION

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**Abstract:** This paper explores modern methodologies in English language instruction, highlighting traditional approaches such as the Grammar-Translation and Audio-Lingual methods, as well as contemporary methods like Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Technology-Enhanced Language Learning (TELL). Each methodology is discussed in terms of its principles, applications, advantages, and limitations. The study emphasizes the evolution of language teaching techniques, with a focus on meeting learners' diverse needs and integrating modern technologies to enhance language education. The research aims to provide theoretical and practical insights for educators and policymakers in adapting and designing effective strategies for English language instruction in contemporary contexts.

**Keywords:** English Language Instruction, Grammar-Translation Method, Audio-Lingual Method, Communicative Language Teaching, Task-Based Language Teaching, Technology-Enhanced Language Learning, Language Teaching Methodologies, Language Education, Language Learning Strategies, Modern Education Technologies, Learner Autonomy.

**Современные методики преподавания английского языка**

**Аннотация:** В статье рассматриваются современные методики преподавания английского языка, включая традиционные подходы, такие как грамматико-переводный метод и аудиолингвальный метод, а также современные методы, такие как коммуникативное обучение языку (CLT), обучение языку на основе задач (TBLT) и обучение языку с использованием технологий (TELL). Каждый подход обсуждается с точки зрения его принципов, применения, преимуществ и ограничений. Исследование подчеркивает эволюцию методов преподавания языков, с акцентом на удовлетворение разнообразных потребностей учащихся и интеграцию современных технологий для улучшения языкового образования. Работа нацелена на предоставление теоретических и

практических рекомендаций преподавателям и политикам для адаптации и разработки эффективных стратегий обучения английскому языку в современных условиях.

**Ключевые слова:** Преподавание английского языка, грамматико-переводный метод, аудиolingвальный метод, коммуникативное обучение языку, обучение языку на основе задач, обучение языку с использованием технологий, методики преподавания языков, языковое образование, стратегии изучения языка, современные образовательные технологии, автономия учащихся.

### 1. Introduction to English Language Instruction

The importance and necessity of English today have expanded in terms of the number of users speaking the language and its social uses, covering national and international communication, culture and civilization, travel, a wide range of applications for professional purposes or business activities, and computer expertise. Thus, learning English becomes an urgent need in life, functioning as an essential "key" to open opportunities to develop and integrate into the world community. This is especially true in the context of a developing economy in Vietnam. Teaching English, therefore, carries a very effective communicational and cultural role, regardless of the types of instructors and learners and the contexts in which it is taught. Foreign language teaching methodologies are in constant evolution. This research essay aims to present diverse methodologies of English language instruction that have existed or are currently in use around the world, thus contributing to orienting, characterizing the methods, and designing new modern strategies to fit the current context of English language teaching and learning. The study draws theoretical and practical implications for learners, teachers, foreigners, and educational institutions in solving common difficulties, developing potentials, and taking advantage of the positives in learning and teaching styles. Language learners do not only differ in their individual characteristics, learning attitudes, and self-studying abilities, among other things, but are also diverse in terms of social contexts, cognitive references, beliefs, and expectations when studying a foreign language.

**Literature Analysis and methodology.** Traditional approaches to teaching English language instruction are an exercise in engaging people in using the English language for communication. Different methodologies have been devised for achieving this objective over the years, and some of these are still very useful. There has been a significant amount of research on the nature and function of spoken and written language informing much of educational practice even to this day. Because of the amount of published research produced by most

countries on English language education, most countries have a similar set of theoretical backgrounds to move from. However, in the field of English language education, countries may begin with a different theoretical approach to formalize an approach most suited to that country's level of development. Still, having said this, the theoretical principle of educating English language learners is very similar in many quarters.

The development of English language training has been significantly shaped by the development of the Grammar-Translation and the Audio-Lingual method of language instruction. While the aim of psycholinguistics was to define an underlying methodology in which to work for learners acquiring new languages, the emphasis on the Audio-Lingual method was to develop fluency in English for young learners of Korean. This was necessary as these individuals would be living and working in a foreign country with no English contact. While starting from divergent theoretical bases, neither grasped the complexity of language learning nor, probably more importantly, the complexity of communication. Fundamentally, these two methodologies lead to discussion of differing values in learning languages: written or oral discourse, formal or applied rules, and the relevance of structure. These philosophical attitudes are reflected in language teaching today and may contribute to evaluating certain values and influences in the application of each method. The Grammar-Translation method and the Audio-Lingual method are hugely popular with innovative technologies available for teachers in the delivery of English language training today. Yet they cannot and do not capture all ideas of communication, such as the need for human interaction, disambiguate, cognition, and description. These methodologies could satisfy primarily practical needs. Their relative value in learning is related to the relevant knowledge and the student's intention in learning. This balance in the evaluation of content, in the relative importance of formal and functional aspects, and in the type of generalization present in learning justifies the existence of applicability today. It is not just the emergence of teaching methods that have made the teaching of language changeable, but also the changing communication. Much more can be gained from learning English today beyond routine needs. A discourse in which to create opportunities needs to be the concern of English teachers - and thus the communicability of language, society, and culture. Student interaction and expression are the keys to such development. Not to provide these tools is not just our loss but the world's.

The Grammar-Translation Method is the oldest of the teaching methods, having been in existence for more than five centuries. On the one hand, it can be said that numerous awards

and contracts won by the language teacher have been due in no small part to the sweeping recognition of the culture, literature, language, and associated historical context that this teaching method has provided. It has been the best way of gaining rapid academic status and has carried the language teacher from higher secondary school and college teaching environments to a small circle of academics primarily engaged in the study of language and literature. No teaching method has had such extensive application in formal education over the years, and today continues to occupy a secondary place in the curricula of colleges and universities, preparing learners for the study of literature and language itself at higher levels. Most of the world's languages and cultures have been fairly portrayed as part of this method's approach, which can also claim the special affinity of those engaged in international business.

It is in no way our purpose to underestimate or play down the value and application of culture, historical studies, and language literature to a learner's task in a language, or to ignore the fact that a good number of learners are more interested in the study of literature and appreciate considerable geographical and sociocultural insights at arm's length. But it must be recognized that the application of a limited, bookish knowledge creates the same impression on a foreign host as that of a guidebook-equipped tourist, who might possess a good command of the written language but is found to be largely inarticulate when it comes to the practical use of the spoken language. Foreigners who are capable of saying things tend to get on extremely well with the natives of the land. Because this method has a cultural goal, language usage has always played second fiddle, as is evident in its history, materials, subject matter, contents, and classroom technique. In summary, the Grammar-Translation Method neglects the teaching of speaking elements, focusing on reading and writing. Various condemning statements have stated that the recitation of memorized dialogues in grammar-translation classes does little to develop communicative ability. Mainly, the emphasis of such classes is to write or translate in the language studied, but not to speak and listen orally. Although it is blamed for this, the mental training that comes to those who use this method is not less noteworthy. It does not deny the fact that a fair amount of grammar and a solid structural foundation is required when it is time to speak and communicate in the language, or that there is no communication without a vocabulary base.

#### **Audio-Lingual Method**

In the mid-20th century, the Audio-Lingual Method was developed in response to the demands to train large numbers of second language learners in oral skills and pronunciation.

The main goal of the method was to learn the language automatically, without speaking any theory or rule. For that purpose, the approach utilized drills of sounds, structures, sentences, and patterns. The teaching of reading and writing had very little or no place at all in the method. Since the beginning of the method, the processes usually included listening and speaking after practicing isolated sounds. Due to the strong lateral orientation of the fifth mental method, automated performance of pattern drills was also considered highly desirable in language teaching. In the Audio-Lingual Method, the main activity was learning the second language; becoming skilled at listening and speaking was the main objective and was also considered the path to right reading.

This approach emerged from behavioral psychology, where learning was viewed as a response to external and internal stimuli or triggers. According to the behaviorist approach, human and animal learning are similar; it is a change in behavior and takes place in a uniform manner for both human and animal behavior. Furthermore, leading behaviorists made it perfectly clear that the method was to be employed to have the learner perfectly memorize the word and sentence formulas, which are identified with the habit. It is with this method that automaticity could be achieved. The Audio-Lingual Method has its supporters today who still make use of its techniques and record results. Other methods of language teaching are not seen as competitive with the Audio-Lingual Method but as complementary.

**Methodology.** The goal of communicative language teaching (CLT) is communication. This modern approach is based on the idea that language is a relationship and that learning a language should be as similar as possible to learning your first language. Proponents of this approach believe that language is for communication and should be used to interact with and to get to know others; learning a language is often needed in 'real' situations; people need to communicate about something in a real context with all of the elements of communication like tone of voice, facial expressions, and body language; language is more than just a collection of structures – it is a system for creating meaning.

This approach is built on the premise that language is fundamentally a form of social communication. In order to gain a deeper understanding of CLT, it is important to look at its elements. This approach uses these methodologies to stimulate conversation: 1) role-play: two students act as different characters in a specific scenario; 2) group work: students discuss an issue and then present it to the class; 3) reasoning gap: information is divided between groups of students, who need to combine the information to reach a conclusion; 4) problem-solving

tasks: students collaborate and use the language to find a solution; 5) information gap: different people have different information, so they need to ask each other questions to find it out. CLT uses actual materials that native speakers use, such as authentic texts. It is necessary to use the language in other contexts so that your communication is not cartoon-like or often used in a single dimension. This approach is valuable but is often criticized because it does not provide many good explanations of language patterns.

Task-Based Language Teaching (TBLT) is a contemporary set of principles for English language instruction based on the idea that people learn language best when their focus is on some meaning that they are preparing to convey or understand, rather than primarily on the structure of the language as the central learning goal. To put it simply, TBLT advocates learning language by using it for authentic purposes and emphasizes learner-to-learner interaction and collaboration. In TBLT, doing productive and meaningful tasks that require English rather than practicing skills is the means by which objectives are reached. The overall aim of TBLT is to prepare students for using the target language in non-classroom situations.

In TBLT, reading, writing, listening, and speaking are seen as communicative processes that share certain underlying processes to varying degrees, as opposed to isolated and compartmentalized skills. The focus is on the communicative process, not the end product, meaning that accuracy is also important, as meaning cannot be conveyed if the use of language is usually incorrect. The nature of the task dictates the level of importance for communication or form. There are several different types of tasks: information gaps (where learners are given the same set of materials but differ in terms of information known and concealed); jigsaw tasks (where different learners or groups learn different parts of a text and must share this information with others); decision-making and problem-solving tasks; role-play and simulations; games; and problem-solving activities that have a clear physical outcome, such as building models out of plasticine or constructing a story out of a reel of film. TBLT has been favored due to the flexibility it offers in the classroom; teachers have the freedom to completely manipulate the task according to their knowledge of their students' level, interest, and current events since TBLT materials use authentic material whenever possible.

**Discussion and Results.** Critics claim that TBLT is based on the fallacy that people can acquire language entirely through communication: some formal linguistic knowledge (i.e., grammar) is essential. Yet TBLT advocates typically claim that this is provided naturally as a result of needing to "push to one's currently maximum level of competence" in order to be able

to deal with the communication required in task-based lessons. Learning a language through TBLT tasks has real-world benefits. Rather than a grammatical task becoming an end in itself, and often a confusing and decontextualized one, learners focus on clarity of expression. In a project-based context, they share their ideas and collaborate with others in a more authentic way. In today's accelerated pace of change in language education, the TBLT approach offers methodological relevance that ties the contemporary pursuit of communicative language abilities to our best understanding of learning and language, based on potential parallels with advances in cognitive science.

In contemporary educational contexts, technology is increasingly made part of many English departments worldwide. The use of technology, in this case, is meant to support and even transform traditional education. In the field of language education, technology has brought various new learning resources into language learners' hands. These language learning resources come in a variety of forms including websites, online course modules, language apps, etc. When used in language learning, technology can enable personalized learning which supports language learners to progress at their own pace. Furthermore, spoken language software and video, a tool that enables students to record themselves speaking in English, allows students to do so anywhere without the guidance of a speaking teacher. Technology also provides access to authentic material. Multimedia resources are used freely in the early period of language learning.

From a more constructivist point of view, technology can support and promote language learning strategies, which underpin learner autonomy. Web-based materials provide opportunities for learners to explore a range of genuine and interesting reading and listening texts. The latest developments in technology have facilitated the teaching and learning of English in an online format. It is claimed that it is possible for people to teach and learn anywhere and anytime, just by being connected to the internet. Technologies support learner engagement and participation, going beyond the traditional paradigm of transmission. However, it can also be a challenging task for those who are not digital natives. Learners should at least have good enough digital literacy to deal with digital applications for distant environments. Students also need the ability to access and operate these apps. Not all students can take advantage of the online environments, but it only serves those who have access to the facilities of technological devices. Technologies offer a wealth of multiple experiences and thousands of unique and dynamic paths to discovery and learning that traditional approaches



cannot usually achieve. Nevertheless, it is rather widely acknowledged that TELL, like any other additional approach, should be considered as a complement rather than a substitute for traditional methods.

**Conclusion.** The study of modern methodologies in English language instruction reveals the dynamic evolution of language teaching approaches, transitioning from traditional methods like the Grammar-Translation and Audio-Lingual techniques to more interactive and student-centered strategies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Technology-Enhanced Language Learning (TELL). Each method has its unique strengths, challenges, and areas of applicability, reflecting the diverse needs of learners and the changing demands of society. Traditional methods provide a strong foundation in grammar and structure, emphasizing reading and writing but often neglecting speaking and listening skills. In contrast, modern methodologies like CLT and TBLT prioritize communication, learner interaction, and real-world application of language, enabling students to develop practical linguistic skills. The integration of technology through TELL further enriches the learning experience by offering personalized, accessible, and flexible tools for language acquisition. The findings underscore the importance of adopting a holistic approach to English language instruction, blending the best practices of traditional and modern methods. Teachers and educational institutions are encouraged to innovate by incorporating technology, fostering learner autonomy, and tailoring strategies to the unique characteristics of their students. By doing so, they can address the complexities of language learning and equip learners with the linguistic and cultural competencies required to thrive in a globalized world. Future research should focus on exploring the effectiveness of hybrid approaches, developing advanced technological tools, and addressing the challenges of equitable access to resources to ensure that English language instruction continues to meet the evolving needs of learners in diverse contexts.

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