

**MODERN METHODS USED FOR ENGLISH LANGUAGE TEACHING IN UZBEK
PUBLIC INSTITUTES**

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Abstract: There is no doubt that the teaching method has a significant effect on the student's outcome and the responsibility for choosing the right method falls on the teacher. With experience, the teacher will be able to decide which method will fit the student's needs. This research (article) examines the most popular teaching methods and materials for teaching the English language in Uzbek public institutes, particularly in the upper elementary groups. It also aims to explore the perceptions of English language teachers of the methods and materials they consider to be the most effective in the teaching of new comer groups in Uzbek public institutes, who will be exposed to the English language for the first time. The sample of the study comprised 10 English teachers in Uzbek public institutes. The findings show that the majority of the English language teachers use Communicative Language Teaching (CLT) either alone or with other teaching methods. Moreover, most of them are willing to use it with the new comer groups. The findings also show that the most used materials in the classroom are videos, pictures, audiovisuals and the least used are written texts. These were the same materials that the teachers would like to use (with the same order of preference) for teaching the new comer groups. The findings have implications for current English language teachers who are willing to change their way of teaching and future teachers who would benefit from being aware of the effective methods of teaching the elementary groups in particular.

Keywords: English language teaching methods, Teacher's perceptions, students, new comer groups.

1.Introduction

It is well known that the teacher's role is significant in students learning progress. One of the important decisions that this role demands is choosing the right teaching method to achieve the lesson objectives. In the English language classroom, the accomplishment of this goal will ensure the success of the educational process and enhance student's language competence. Teachers often change their teaching methods to fit their students' needs, cope with the changing classroom situation, or to suit the new educational decisions from higher authorities. Here is an example where introducing the English Language to Public institutes went through different stages. Alshahrani (2016) assumed that the English language was introduced in higher groups in in Europe in the late 1920s without a specific syllabus. Then in the 1950s, it was introduced with a syllabus in the intermediate levels. Finally, in 2012 it was introduced to the upper groups of higher educational institutes starting from course 2. Recently, a new decision has been issued by the Ministry of Education in Uzbekistan to introduce the English language in the new comer groups in public institutes starting from 2021.

1.1 Statement of the Problem

The new decision issued by the Ministry of Education in Uzbekistan to introduce the English language for the lower groups of the elementary public institutes starting from 2021 is expected to bring some challenges. English teachers who teach the upper groups in public institutes are likely the ones who will teach the lower groups. Therefore, those teachers teaching methods and materials should be explored to find out their effectiveness along with their perceptions related to the methods and materials they will use if they teach the lower groups.

1.2 The Aim of the Study

- Explore the conventional methods and materials for teaching the English language to students of upper groups in Uzbek public institutes.
- Explorer English teachers' perceptions of the effective methods and materials that should be used for the students of new comer groups in Uzbek public institutes.

1.3 Research Questions

1. What are the conventional methods for teaching upper groups of students in Uzbek public institutes?
2. What are the English teachers' perceptions of the effective methods that should be used to teach the students in Uzbek public institutes?

1.4 The Importance of the Study

The study aims to encourage English teachers who are using traditional methods and materials, to adopt alternative and effective teaching methods that would enable their students to achieve the required learning outcomes of their English language course. The study also aims to help English teachers to decide which teaching method should be used to teach the new comer groups by providing other's opinions and perceptions.

2. Literature Review

2.1 The Positive Outcome of Studying a Second Language Early

Some studies show the existence of successful cases of L2 acquisition in late learners like in Julie and Laura cases (Ioup, 1995). Other research on late learners showed that some of them scored within the native speakers range as seen in a study by Birdsong and Molis (2001) and Johnson and Newport (1989). However, according to Ortega (2014), the majority of evidence indicates the lower levels of ultimate attainment and more individual variability in late and adult L2 compared to the developmental levels of morph syntactic and phonological competence that are very close to native-like in the early learner who begins to acquire the L2 before puberty. One of the research that corresponds with this finding is that of Abrahamsson and Hyltenstam (2009) who conducted a large-scale study on 195 Spanish/Swedish bilinguals of different ages. The participants identify themselves as native-like in their L2. On close examination, a small number of them who started their L2 acquisition after the age of 12 was considered as native-like in the L2, but the majority of the participants who had acquired the L2 before the age 12 were perceived as native speakers of the L2.

2.2 Factors Affecting Student's Achievement Level in learning the English Language

Alrabai (2016) mentions the problem of the low achievement level in learners that can be linked to internal factors including those related to the student self like motivation, and anxiety or external factors such as sociocultural, problems with the educational system, and EFL instruction like the curriculum, and the teaching method. Since the current study is related to the teaching methods and materials, this will be elaborated on in the literature review.

2.3 The Teaching Method in Uzbek Public institutes

Different methods were invented in the quest for better students' learning outcomes. Ahmad (2014) states that English language learners have limited knowledge about the proper linguistic use in English due to their teacher's use of traditional teaching methodologies and the prohibition

of the use of the first language in classrooms. Alqahtani (2018, pp. 125-128) has classified the historical development of language teaching in English contexts to three approaches:

A. The Grammar Translation Method (GTM) was popular in Central Asia from the 19th century onwards. This method depends on using the L1 commonly for interaction with little attention to the target language (Richards & Rodgers, 2014). The method has been criticized for its emphasis on writing instead of speaking and its weak outcomes in the learner's ability to communicate using the target language (Al-Seghayer, 2011). Therefore, in the early 1950s, the teaching and learning of the English language shifted to the improvement of a student's oral skills.

B. After GTM, the Audio Lingual Method (ALM) was used, which is based on structural Linguistics, behavioral psychology, a focus on the language's oral/aural structure and on the teaching of the four language skills (listening and speaking before reading and writing) using drills and pattern practice (Richards & Rodgers, 2014). After more than 20 years of using these approaches, the inability of learners to use English in real-life communication has been noticed. This resulted in a move towards improving learners' communication skills in the target language (Alqahtani, 2018).

C. Communicative Language Teaching (CLT) was agreed on to improve the learners' communication skills. Richards (2005, p. 2) considers CLT as an approach and defines it as "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". The teachers' rejection of CLT and returning to traditional methods including GTM and ALM was noted. They cited the obstacles in implementing CLT in the classroom, such as lack of training, lack of resources, the absence of assessing instruments, student's low proficiency level, and others (Al Asmari, 2015).

Due to the previous obstacles mentioned by Al Asmari (2015), that forced English teachers to return to the old traditional teaching methods, it was necessary to do new research to explore if the situation had changed or was still the same. The research was also necessary to indicate which teaching method was expected to be implemented for teaching the new curriculum in the new comer groups in Uzbek public institutes.

The author of this study claims that most of the obstacles that English teachers in Uzbekistan had faced earlier and forced them to use the old traditional teaching method have disappeared. And now, most of them are using teaching methods that focus on improving learners' communication skills especially CLT. Also, this study posits that English teachers are planning to use CLT to teach the new beginner students of the new comer groups in Uzbek public institutes.

3. Research Methodology

3.1 Participants

The participants were 44 English teachers (36 female and 8 male) who teach in Uzbek public institutes. All of them had at least one year of teaching experience. The responses were gathered using opportunity sampling, where members of the target population are selected for the purpose of the study if they meet certain practical criteria (Dörnyei, 2007).

3.2 Procedure

Google Forms were used to design the questionnaire which was distributed electronically through WhatsApp and Telegram in groups for the English teachers of the groups. The participants were anonymized to adhere to the research ethics and they had the choice to quit participating in the study. It took 3 weeks to gather the responses which were used for research purposes only.

3.3 Data Analysis

The closed-ended questions data were analyzed using the calculation and percentage mode and illustrated graphically in charts and bar graphs. The data for the open-ended questions were

organized using Microsoft Excel and, analyzed by the researcher before being presented in the charts and bar graphs.

3.4 Questionnaire Validity

In order to test the questionnaire's validity, it was passed by the supervisor of the study and two English teachers who made suggestions and minor modifications to the questions in terms of rephrasing, arrangement, clarity, and comprehensibility.

4. Results and Discussion

4.1 Gender

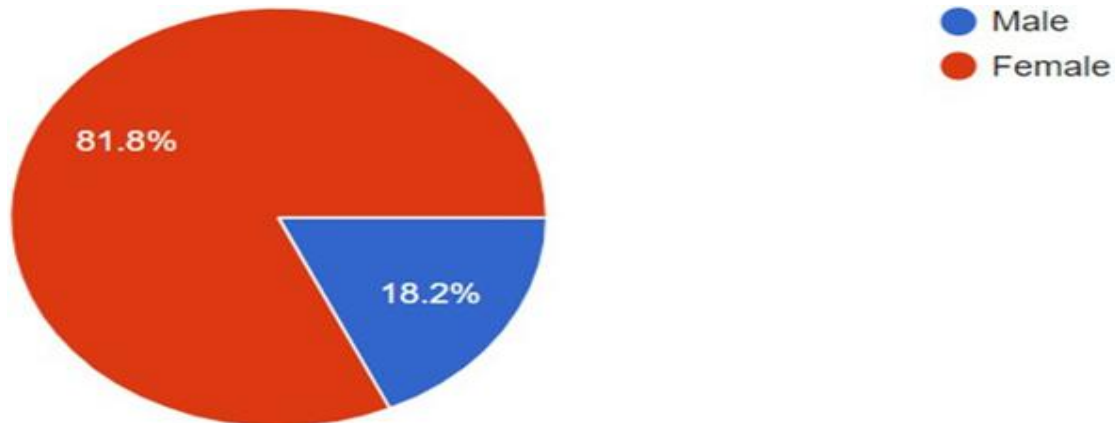


Figure 1. The participant's gender

The participants were asked to identify their gender first. This was to make sure that the questionnaire got both male and female responses. (8 male, 36 female).

4.2 Qualification

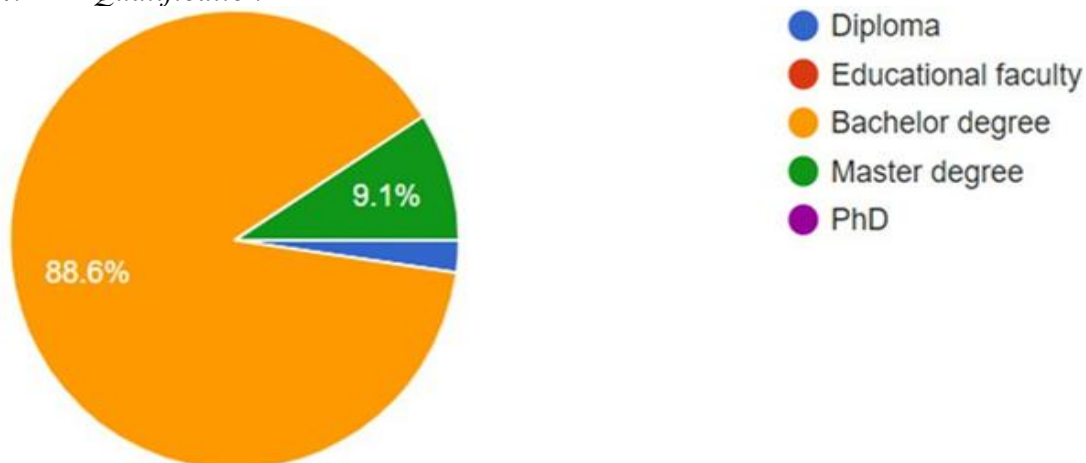


Figure 2. Qualification of the respondents

The chart illustrates that 88.6% (n=39) of the participant have a bachelor degree, 9.1% (n=4) respondents have a master's degree, and only 2.3% (n=1) have a diploma.

4.3 Experience in Teaching English to Elementary Groups

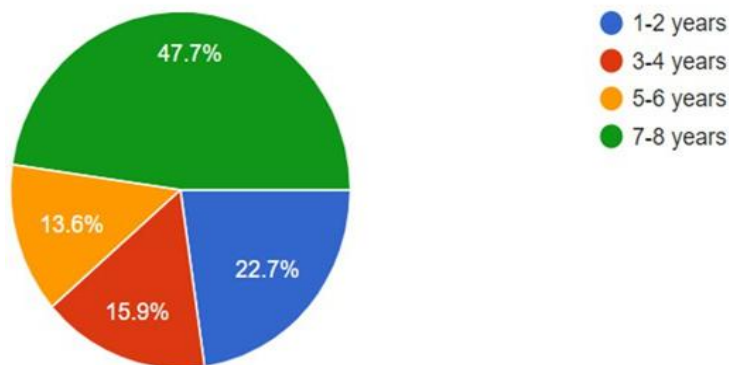


Figure 3. Teaching experience for elementary groups

The chart above shows that 47.7% (n=21) of the participants have 7-8 years of experience in teaching the English language, 22.7% (n=10) have 1-2 years of experience, 15.9% (n=7) have 3-4 years of experience while 13.6% (n=6) have 5-6 years of experience.

4.4 Which Stage of Elementary Did/Are You Teach/Teaching?

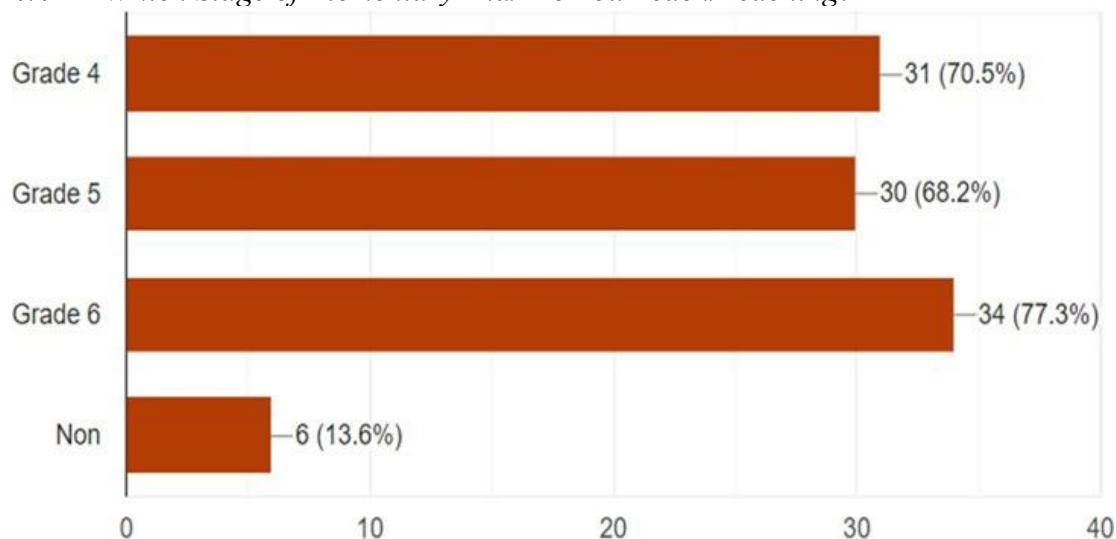


Figure 4. Experience in teaching upper elementary groups

The bar graph above shows that most of the respondents teach or have taught the English language to upper groups. This question's purpose was to make sure that most participants had experience in teaching those groups.

4.5 Which Other Levels Have You Had Previous Experience in Teaching?

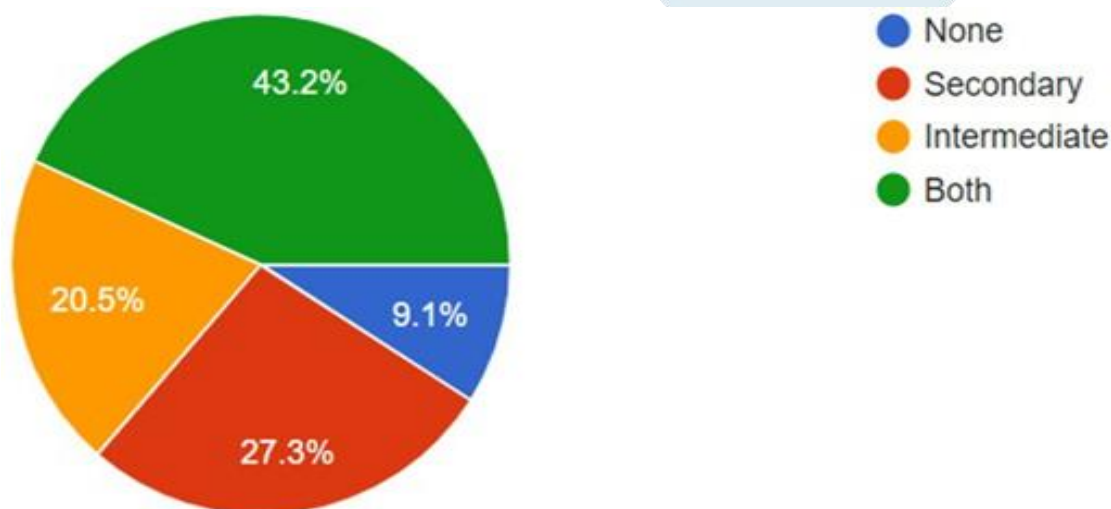


Figure 5. Experience in teaching the English language to other groups than elementary

This chart shows that 90.9% (n=40) of the respondents have experience in teaching other groups and only 9.1% (n=4) have experience in teaching Elementary only.

4.6 Which Methods of Teaching Elementary Groups Did/Do You Use?

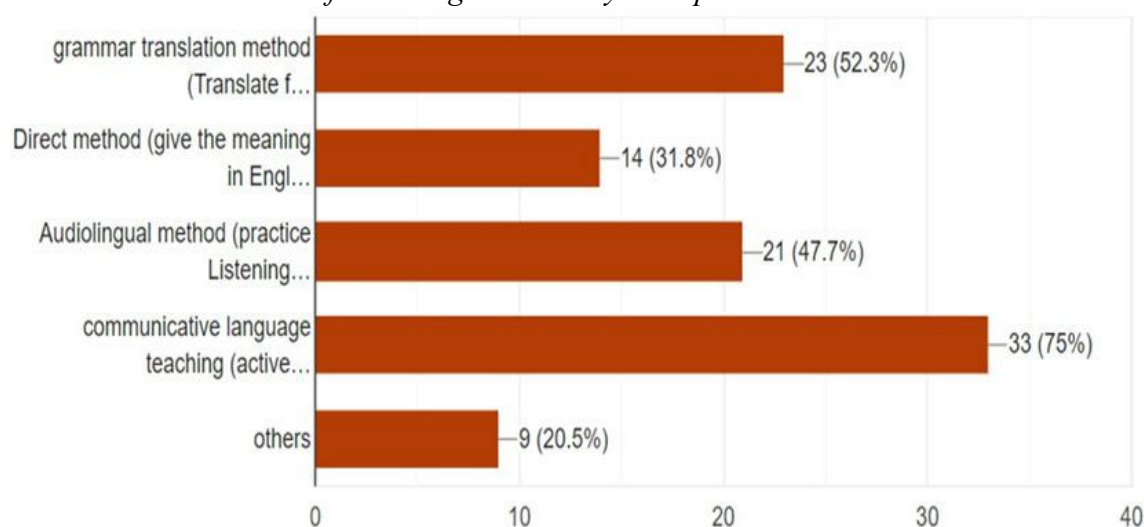


Figure 6. Methods that are mostly used in teaching elementary groups

The bar graph shows that the most common teaching method that teachers use in their class was CLT with a percentage of 75% (n=33). Analyzing this percentage in detail leads to the conclusion that 54.55% (n=24) teachers use it along with other methods and 20.45% (n=9) teachers use it as their only method. The second most used method was the Grammar Translation method with a percentage of 52.3% (n=23). After detailing this percentage, it was found that 45.48% (n=20) of the teachers use it with other methods and 6.82% (n=3) of the teachers use it as their only method. The third most used method was the Audiolingual method with a percentage of 47.7% (n=21). All these teachers used it with other methods but never alone. The fourth most used method was the Direct method with a percentage of 31.8% (n=14). Detailing this percentage shows that 24.99% (n=11) of the teachers use it with other methods and only 6.8% (n=3) of them use it as their only method. 20.5% (n=9) of the teachers illustrate that they use other methods in addition to the ones mentioned in this question.

The result of this questionnaire clearly shows that CLT is becoming the most used teaching method in Uzbek public institutes for teaching the English language and the situation that forced English teachers to return to the old traditional teaching methods has changed since. The current study's first claim, which was the disappearance of most obstacles that English teachers in Uzbekistan faced earlier and which had forced them to use the old traditional teaching method, was proved by this study. It is now evident that most of them are using teaching methods that focus on improving learners' communication skills which is mainly the CLT approach.

4.7 *From Your Experience Which Method Was the Best for Teaching Upper Group Students?*

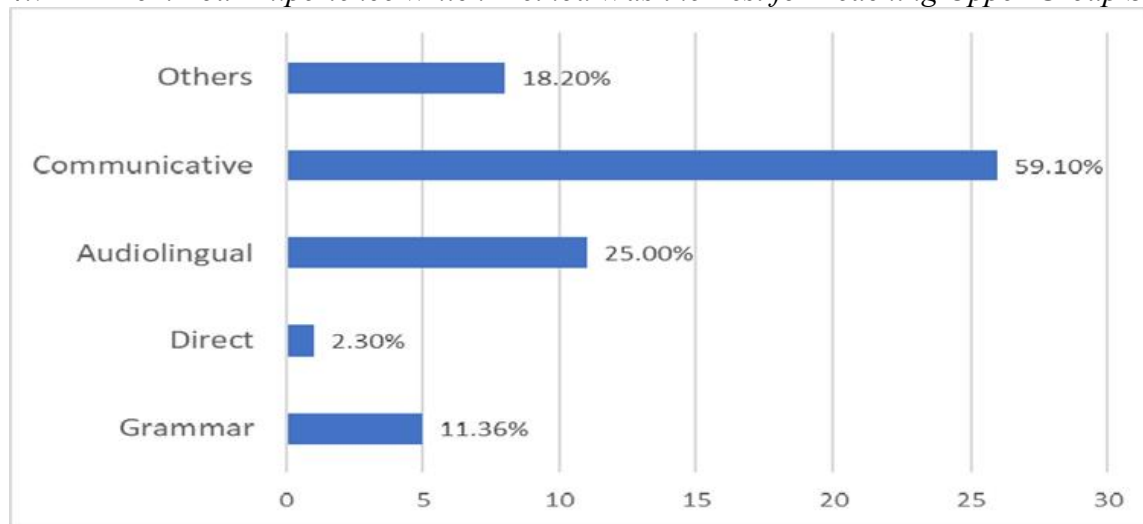


Figure 7. The best method to use in teaching upper group students

This question was open-ended and its purpose was to clarify the most favored method of teaching upper elementary students which might not be fully answered in the closed-ended questions. The bar graph clearly shows that CLT is the best approach with a percentage of 59.1% (n=26) followed by the Audiolingual method with a percentage of 25% (n=11). A percentage of 18.2% (n=8) of the teachers mentioned other methods especially the cooperative method (n=2), but the rest of the answers in this category were either left empty by the participants or with no actual value. The Grammar translation method was chosen by 11.36% (n=5) and the Direct method was chosen by 2.3% (n=1).

4.8 *What Are Your Reasons for Choosing This Method to be the Best in teaching Upper Group Students?*

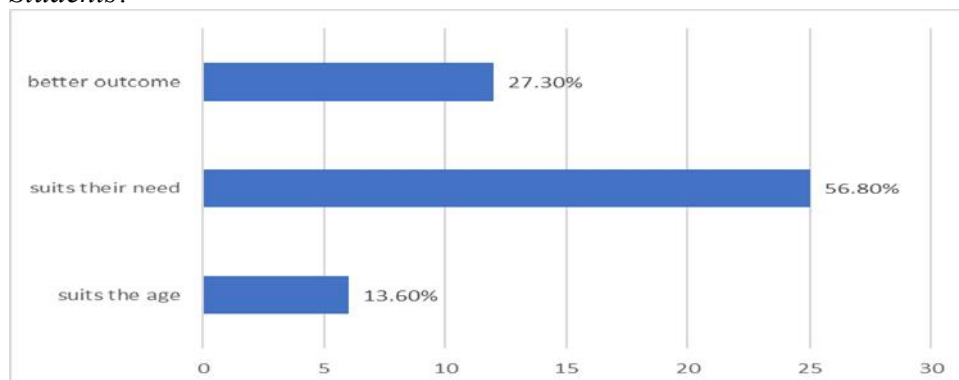


Figure 8. Reasons for choosing these methods to teach upper group students

This question was an open-ended one to collect as much information as possible for the teachers' preference for the teaching methods they use. After analyzing the reasons, it was found that they

fall into three categories as shown in the bar graph above. The first reason was that the method suited the students' needs with a percentage of 56.8% (n=25). The second reason was better student learning outcomes with a percentage of 27.3% (n=12). The third reason was the method suited the student's age with a percentage of 13.6% (n=6). None of the answers show any obstacle that forces the teachers to choose the method.

Conclusion. This study has two aims. First, it explores the conventional methods and materials for teaching the English language to students of upper groups in Uzbek public institutes. Second, it explores English teachers' perceptions of the effective methods and materials to teach the students of the upper groups in Uzbek public institutes. The results of the study suggest that CLT is the preferred teaching method currently used to teach the upper groups but mostly used with other methods according to the student's needs. Also, it was found that CLT is the preferred method to use in the future to teach the lower groups. The result shows that the materials used in the classroom in order from the highest percentage to the least are videos, pictures, audiovisuals, and written texts. These were the same materials with the same percentage that teachers prefer to use in the future for teaching the new comer groups. The findings of the study are useful for teachers who are questioning their teaching method and who are trying to decide whether to choose CLT as their main teaching method and blend other methods to fit their students' needs.

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