

ENHANCING LANGUAGE TEACHING: A MULTIFACETED APPROACH

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ABSTRACT

Effective language teaching requires a diverse array of methods to engage learners and facilitate comprehension. This article explores various teaching strategies, including teacher talk, questioning, note-taking, and game-based activities, highlighting their advantages and disadvantages. Drawing from insights by educational theorist Geoff Petty, the article emphasizes the need for a balanced approach that incorporates both teacher-centered and student-centered methods. Furthermore, it underscores the importance of understanding linguistic levels and instructional strategies to support language learners in achieving their objectives. By adopting a multifaceted approach to language teaching, educators can create stimulating and enjoyable learning environments conducive to linguistic proficiency and fluency.

Keywords: Language teaching, teaching methods, teacher talk, questioning, note-taking, games, student-centered learning, instructional strategies, linguistic levels, proficiency.

INTRODUCTION

A variety of teaching methods makes the learners' job more stimulating and enjoyable. Using one method or approach bores both teachers and language learners.

Teacher speak is one of the most popular teaching strategies in the world, as is well known.

The general consensus on this approach is that it takes up roughly 60% of most lectures.

There are different opinions regarding its usage, its advantages and disadvantages. Its advantages are as follows:

- convenient for delivering an explanation;
- unlike a book, it can be adapted to the correct "level" for language learners and the content can be tailored to the needs of the class;
- it can be inspiring;
- little preparation or resourcing is required for the experienced teacher;
- it is a rapid method of presenting material;
- it is more personal method of communicating than written methods.

So far as to the disadvantages Geoff Petty¹⁹ mentions the following:

- the student is not required to form an understanding or "construct";
- there is no feedback on whether understanding has taken place;
- retention is very low, so backup is required to ensure that information is understood and remembered;
- inexperienced teachers tend to deliver material too quickly and so on.

Very interesting and important opinions are expressed by G. Petty. "The concentration span of some students, while they listen to teacher talk, is less than five minutes; that of undergraduates and sixth-formers is perhaps 15 to 20 minutes. A lecture is an event where information passes from the notes of the lecturer into the notes of the student, without passing through the brains of either".

METHODS

This short concentration span puts the near-exclusive use of teacher talk in some educational circles into a rather alarming perspective. Many former university students will remember the eerie experience of revising from lecture notes that are entirely unfamiliar, but in one's own handwriting.

One has to remember that, in effect, the short-term memory soon gets filled up and any new material simply displaces earlier material. Even if teacher-talk session is of modern length, the teacher cannot guarantee the concentration of all the members of the class all of the time. During a 10-minute teacher-talk session, almost every student will "dream off" at least once, perhaps at a crucial point in the explanation. If you do not believe me, try maintaining 100% concentration throughout a 30-minute radio documentary [Petty, G. 2014. P 154].

Most experienced teachers use questioning a great deal, in talking to language learners. Nothing motivates quite as much as the glow of satisfaction that a student gets when he/she answers a question correctly and immediately gets warm praise from the teacher.

The advantages of questioning as teaching method are:

- encourages the development of high-level thinking skills of students;
- offers in one-to-one questioning, a chance for the teacher to diagnose the difficulty a "stuck" student might be having;
- can be motivating, as it gives students a chance to demonstrate their success in learning;
- gives instant feedback both to teachers and students on whether learning is taking place;
- ensures the lesson moves at the student's pace;
- ensures that learning is built on prior learning in a constructive way;
- produces transferable learning;
- is an active and interesting activity for language learners;
- gives students practice in using the newly or recently acquired ideas and vocabulary they have been taught and teaching;
- uncover incorrect ideas and assumptions, allowing "unlearning" to take place, i. e. it supplies the "check and correct elements of learning";
- allows the teacher to evaluate his/her teaching methodology, its positive and negative sides [Kerry T. 1982. Effective Questioning London. Memillan. Marrano, R. I 2001].

The next method is "Notes a teaching method: write headings". The teacher gives to her/his students a set of notes with the headings missing, but with space for these, and ask them to write their own headings in the form of sentences. This requires the students to read and understand the material, and results in headings such as "The heart is a blood pump" or "The heart increases its speed in response to the needs of muscles" [Petty, G. 2009].

RESULTS

One of the widely used methods worldwide as has already been mentioned is games to teach language and communication skill. Any activity in the mentioned field will be educationally valuable as it involves the use of the language the students are learning. Games produce an overwhelming desire to communicate. Therefore they are considered to be excellent teaching methods.

Some examples:

Card Games. Cards can be used to teach vocabulary. Pairs of students are given about 50 cards, with target-language words on one side and their translation in smaller writing on the other side. Each card is revealed in turn target-language side up, with the translation hidden from view by a blank card. The first student in the group (including the dealer) who gives the correct translation gets that card. If students make a mistake, they must give a card to their opponent. The student with the most cards at the end wins.

Students presentations. Each student must give a short talk on her or his interests, hobbies, favorite music, etc, to the group. This helps the members of the class get to know each other better. Give learners a week or so to prepare.

There are many methods which are applied today in teaching foreign languages. Geoff Petty considers many modern teaching methods. Modern teaching methods are classified by him into three subtypes:

1. Teacher-centered method:

- Teacher-talk;
- The art of explaining;
- The art of showing;
- Questioning;
- Note making

2. Active methods:

- Supervised student practice;
- Discussion;
- Group work and student talk;
- Games and active learning methods;
- Role play, drama and simulations;
- Games to teach language and communication skills;
- Seminars;
- Learning for remembering: review and recall;
- Whole-class interactive teaching: assertive questioning.

3. Student-centered methods:

- Reading for learning;
- Private study and homework;
- Assignment and projects;
- Essays and reports;

- Guided discovery: teaching by asking:
- Creativity, design and reflection
- Whole-brain, visual and kinesthetic methods:
- Independent learning;
- Self-directed learning.

One cannot but agree with G. Petty when he writes that: "Most books give you declarative knowledge. That's fine, but you mainly need procedural knowledge, which tells you how to teach, how to improve, and how to excel. Declarative and procedural knowledge are very different, and are even stored in different parts of brain" [Petty, G. 2014].

Language teachers must possess a thorough understanding of language and speech levels, including phonetic and phonological, morphological, lexicological, and syntactic levels.

These levels are interdependent and considered to form a hierarchy from lower levels containing the smaller linguistic units to higher levels containing larger or bigger linguistic units, i.e., phone

morph-> word/lex -> sentence-> text.

They will also have to be very well aware of allophones, allomorphs, allollexes/synonyms and allo-sentences.

Qualified educators must have a thorough understanding of the instructional strategies that are intended to support language learners in reaching their objectives., i.e. - he kind of goals teachers and language learners identify for a task:

- procedures, the operations learners of language use to complete a task;
- the order, i.e., the location of a task within the sequence or order of other tasks;
- the product, the language learners produce such as: set of questions, a summary as the outcome of a listening or reading task;
- learning strategy., he kind of approach or strategy students us when completing a task;
- knowledge assessment, i.e., the way how achievements or success is determined;
- resources, the materials and other resources used within the task.

DISCUSSION

Many theories of classroom teaching and learning are said to be based on the idea of tasks, and the curriculum itself is sometimes defined as a set of tasks. This belief is widely held. This perspective states that schoolwork or academic work is comprised of a core set of fundamental tasks that are repeated in many curricular disciplines. The teacher's choice of tasks determines the learning goal, how learning is to take place, and how the results of learning will be determined. In foreign language teaching, the use of a variety of different kinds of tasks is said to make teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

When speaking about phonetic level one has to know not only the letters and sounds of a language but three main areas of it:

1. Articulatory phonetics, which examines how speech sounds are made;
2. Acoustic phonetics is the study of speech sound transmission through air.;
3. Auditory phonetics which deals with how speech sounds are perceived by language learners.

Any language can perform its function as the most important means of human intercourse only as a language of sounds, because spoken words in all the languages consist of speech sounds, and conversation or speech without words is impossible. Letters serve to represent spoken words in writing. But words pronounced or writing in isolation cannot express the thought foreseen by the speaker.

More or less complete thoughts can be expressed in sentences consisting of several words put together according to the grammar requirements, pronounced according to the pronunciation requirements of the sounds, word stress and intonation.

Well-qualified language teachers will have to be very well aware of the grammar, i.e. morphology and syntax which studies the parts of speech, their characteristic features, sentence and their types.

Language teachers must be ready to compare Uzbek and Russian languages with English. They will have to be ready to explain the flexional-synthetic and flecional-analytical languages, their identical features and differences. Pay attention to the following table:

Grammatical Categories of nouns	English	Uzbek	Russian
Number	+	+	+
Case	+	+	+
Possession	-	+	-
Gender	-	-	+

As one can see there are similarities and differences in grammatical categories of nouns in the mentioned three languages. The language teachers will have to be able to explain such differences. It is also important to remember that in mentioned grammatical categories the number of particular meanings is not similar: if number is identical, i.e. in all the mentioned languages nouns have singular and plural forms; the number of cases is not similar: in English two, in Russian six but in Uzbek eight.

As one can see there are so many differences only in the grammatical categories of nouns. There are lots of differences in other parts of speech.

When speaking about syntax the first thing to be mentioned is: English and Russian are Indo-European languages while Uzbek is Turkic or Altaic language. But though English and Russian genetically refer to the same language family, they differ greatly: Russian refers to flexional-synthetic type while English is a flexional-analytical. So genetically related languages grammatically are different. If for the English language the most important grammatical means in placing words in sentences is the order of words (SVO if the verb transitive, if it intransitive then the word order is SV), for the Russian language the order of words is not of primary importance. Since this language morphologically well developed, one has to know the use of grammatical inflections, compare the structure of the following sentences:

As one can see in Russian the order of words is different but the meaning of all variants of sentences remains the same.

The Uzbek language is an agglutinative one. Word order in sentences is free but there is one thing to be mentioned here – if the predicate of a sentence relatively is expressed by a transitive verb the object is to be placed before the predicate. The same must be said about attributes. They are placed before nouns.

The next language and speech level to be mentioned is lexicology which studies the vocabulary items of a language, including their meanings and new word-building means.

Foreign language teachers will have to be aware of new word-building means like: prefixes, language infixes teachers and will have postfixes/suffixes. This of knowledge new of word-building language learners will considerably enrich their vocabulary. There are such prefixes in English as: un-, im-, in-, il-, ir-, mis-, dis- which are added to verbs and adjectives to express negative meaning like: invaluable, invisible, irregular, irrelevant, invalid, irreparable, disable, disagree, imperfect, immoral, undon, unhappy, misplace and so on.

Suffixes like: -ness, -ity, -er, -ist and so on: happiness, stupidity, diversity, driver and so on.

There are words in English which are formed by both prefixes and suffixes postfixes: irregularity, dishonesty and so on.

One also can come across to such English words as:

hot-heat

food-feed

drink-drunk

In these words the change of root vowels produces new words: hot (adj.) – heat (noun), food (noun) – feed (verb), drink (verb) - drunk (adj.). Since it is so, root-vowel changes serve not only to change the grammatical forms of words (like run-ran, meet-met, foot-feet), but they are used to produce new parts of speech as well. The language learners will have to be aware of it too.

It is well known that culture is the set of beliefs, attitudes, customs, behavior, social habits of the members of a particular society?'. Cultural relativism is the theory that a culture can only be understood on its own term. This means that standards, attitudes, and beliefs from one culture should not be used in the study or description of another culture. According to this theory there are no universal cultural beliefs or values. Cultural relativism has been part of the discussions of Linguistic Relativity and Cultural Deprivation [Hymes, D. 1964].

Taking into account such opinion the syllabus and curriculum developers have included cross-cultural communication into the language teaching programs.

In the process of language teaching and learning, focusing on the inextricable connections between a culture and its language there should be key characteristics of effective instruction in all language skills. Today the ultimate goal of all cultural and cross-cultural education is to enable language learners to become successful in an international community and global economy. Without achieving the expected knowledge in the mentioned field students will not be able to optimize their needs i.e. communicative competence. The language learners and their teachers will have to take into account improving culturally dependent concepts that are closely connected with the language skills, since violations of these requirements may lead to socio-pragmatic failure, and uncomfortable breakdowns in communication.

Cross-cultural communication is an exchange of ideas between speakers from different cultural backgrounds. Here are often more problems in cross-cultural communication than in communication between people of the same cultural background. There is a widespread

opinion that each participant of the conversation may interpret the other's speech according to is/her own cultural background or conventions. If the cultural conventions of the speakers are widely different misunderstandings and misinterpretations can easily occur, even resulting in a total breakdown of communication. Cross-cultural research is an important part of sociolinguistics, since it is often important to know whether generalizations made about one language group or family reflect the culture of that group or are universal.

It is well-known that teaching of a foreign language encourages cultural pluralism or multiculturalism. At the same time one has to remember that any culture must be understood on the basis of its own terms which means that standards, and beliefs from one culture should not be used in the study of another culture since there are no universal cultural beliefs. The teachers of foreign languages will have to be very well aware of culture shock. They will have to anticipate the language learners about it.

There is a widespread opinion that in teaching foreign languages (the same may be said regarding all the school subjects) sequencing of materials starts with the easy and the most frequently occurring structures to the less frequently used ones. The syllabus and curriculum developers will have to take into account this fact.

It is also worth mentioning about code-switching which is a change by speaker/writer from one language or language variety to another one. Code-switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then get down to another one in the middle of their speech, or sometimes even at the end of a sentence [Wardhaugh, R. 1986]. For example: She is my aunt, die Schwester meiner Mutter.

It is well-known that the overwhelming majority of Uzbeks speak at least two languages, therefore one can say that Uzbekistan is a country of diglossiya.

Our epoch of increased globalization has more than one set of cultural beliefs. The teaching of a foreign language in bilingual education naturally encourages cultural pluralism which foresees to become familiar with other cultures. Good knowledge of foreign languages and their cultures will help to avoid culture shock.

The curriculum and syllabus developers will have to take into account the complexity of cross-cultural and code-switching issues and recommend their consideration or learning with students of the third and fourth years.

Having established language learning objectives, a natural host step in the process of curriculum design is knowledge assessment.

Foreign language teachers will have to be knowledgeable in the mentioned field, i.e., knowledge assessment. Reasonable, well-developed modern tests will improve many different types of decisions in a perfection of curriculum. The well-developed curriculum is the cornerstone of teaching well-qualified language specialists.

In the epoch of increased globalization knowledge assessment has become of primary importance since both school-children and students know very well that they will be assessed. The assessment practices send signals to students about what they should be learning and how they have mastered it. The major purpose of knowledge assessment is that it should evaluate objectively the intended learning outcomes.

There are many reasons for the knowledge assessment of language learners:

- Selection of students;
- Controlling attendance;
- Satisfying public expectations as to standards and accountability;
- Formative feedback;
- Summative grading.

According to J. Biggs and C. Tang: "In formative assessment, the results are used for feedback during learning, Students and teachers both need to know how learning is proceeding. Formative feedback may operate both to improve the learning of individual students and to improve the teaching itself. Formative feedback is inseparable from teaching, the effectiveness of different teaching methods is directly related to their ability to provide formative feedback. Formative feedback is powerful teaching/learning activity that uses error detection as the basis for error correction. If an error is to be corrected, it must first be detected. Thus, students must feel absolutely free to admit errors and seek to have it corrected. Students also need to learn to take over the formative role for themselves, just as writers need to spot errors and correct them when editing a text by reflecting critically on their own writing.

In summative assessment, the results are used to grade students at the end of the course. Error no longer is there to instruct, as in formative assessment. Error now signals punishment" [Biggs, J. and C. Tang, 2011].

Taylor, C [Tylor, C. 1994] discussing measurement models of assessment differentiates two quite different models: the measurement model and the standards model. Understanding the difference between the two models is basic to effective knowledge assessment.

The measurement models were originally adapted by psychologists to measure stable traits and abilities along a graduated scale, so that individuals could be compared, either against each other or against population norms.

In norm-referenced assessment (NRA), results of assessment are reported in terms of comparisons between language learners. The rank order is the simplest example, which tells who performs better, who achieved the foreseen knowledge and who failed. The assumptions of the measurement models are:

- percentage as universal approach;
- tests should be designed to clearly separate the scores, i.e. to clearly separate the high and low scores;
- a quantitative approach to assessment, i. e., scientific, precise and objective;
- grading on the curve or percentage of results and so on.

There is a widespread opinion in foreign language teaching that after having established program objectives, knowledge assessment should be a natural next step in the process of curriculum design, since the modern tests provide proficiency, placement, diagnosis and achievement. The mentioned types of tests have traditionally been used in the majority of countries as the most important means to measure the degree of obtained or gained language skills.

The mentioned types of tests measure both the breadth and depth of learning. The educational institutions are unable to manage knowledge assessment without tests. It is worth mentioning that modern tests serve not only to measure language learners gained knowledge but they

inspire, motivate and provide feedback that is essential for targeting prompt corrective help.

Knowledge assessment serves:

- to grade the attainment of language learners;
- to select candidates for jobs;
- to select students for future courses;
- to evidence on the effectiveness of courses and teachers;
- to provide a long-term goal for language learners.

G. Petty [Petty, G. 2014] mentions five strategies in mastery learning:

1. Define precisely what students must know and be able to do. Only essential learning law on Bloom's taxonomy is considered, for example, the ability to explain the meaning of 1 new technical terms [Bloom, B.5. 1984].

2. Tell students what they should know and be able to do in order to pass the mastery test. Give them plenty of learning activities, including corrected practice to develop their knowledge and skills. Do not test them until they say they are ready.

3. Set tests that are very short (say, 5 minutes long) and very frequent (at least every week or two, or every 5 to 8 hours of instruction). The students mark these tests themselves from a mark scheme with either model answer or worked solutions provided by a teacher. The good news for the students is that the questions are predictably based on vital material and are easy, and the learning has already been practiced. The bad news is that the pass mark is very high for this vital material: 80 or 85%.

4. Students get a "P" for a pass, but their percentage is not recorded. If they do not pass, then the space on the record sheet is left blank until they do. The students who did not pass look carefully at what they got wrong and work on this for a day or two in their own time, preparing for a retest. They keep doing remedial work and then taking retests, which are very similar but not the same as the original test, until they get a pass. If the topic splits neatly into subtopics, then the student only retakes the subtopic that they didn't pass.

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