

EFFECTIVE TEACHING METHODS IN TEACHING ENGLISH

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Abstract

Due to the wide spread and use of English language throughout the globe, teaching and learning English language has got really surprising importance. This has raised a number of questions related to effective English language teaching. In this scenario, with the help of author's own experience in teaching English language for more than a decade, this article elaborates different factors that are responsible for effective English language teaching. Teacher, methods and techniques, teaching materials and learner themselves are such factors that are responsible for effective English language teaching.

Keywords: Techniques, Methodology, Interaction, Incorporate.

English has been developed as a global language due to globalization in recent decades. It is the language of international trade, tourism, education, and diplomacy. Similarly, it has been developed as an international lingua franca. It is being a must to learn and speak English language to be one of the members of this globalized world. Due to the growing spread and need for English language throughout the world, there is an amazing trend in learning English language. This amazing trend in learning English language for different purposes has resulted-in the teaching of English language widely. Many institutions and language schools are active to teach the English language throughout the world. In order to make learners achieve the goal of learning English language, the learners should be taught English language effectively. No doubt, effective English language teaching makes effective learning but there arise genuine questions i.e. what is effective English language teaching and what makes it effective? Defining effective teaching is difficult since it is a complex and multidimensional process that means different things to different people (Bell, 2005). Though it's difficult to define, we can simply define 'effective' as being successful in producing a desired or intended outcome. Effective teaching

involves the ability to provide instruction that helps the students to develop different knowledge, skills, and understandings intended by curriculum objectives and students learn irrespective of their characteristics (Acheson & Gall 2003, as cited in Uygun, 2013).

After defining effective teaching in general and effective English language teaching in particular, there is still an unanswered question i.e. what makes teaching effective? There are a number of factors that make English language teaching effective. In order to make it effective, there is a direct and/or indirect hand of all the stakeholders involved in English language teaching. Teachers, students, parents, institutions and administrators are the stakeholders to name a few. My experience of being an English language learner for ages and English language teacher for a decade reveals that different factors play a pivotal role in effective English language teaching. As per my experience, a teacher's personality, knowledge (content and pedagogical) and learners' activation, motivation and readiness are prerequisites for effective teaching.

There is a pivotal role of teachers for effective English language teaching. For effective English language teaching, English language teacher/instructor needs to be effective. An effective teacher is the one who possesses different components like content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational ends, purposes, and values, and knowledge of educational contexts (Clark & Walsh, 2002 as cited in Uygun, 2013). This shows teacher should have content knowledge, pedagogical knowledge and socio- affective skills. To put it other way, an effective teacher is the one who has good command over the subject matter, good knowledge of the methods and techniques for the effective delivery and good rapport with the students. Similarly, effective and dynamic teacher should be enthusiastic, creative, tolerant, patient, kind, sensible, open- minded, optimistic and flexible and have a good sense of humor, positive attitudes toward new ideas and some other personal characteristics (Gimire, 2019).

Teaching methods and techniques used in language classroom play a vital role in effective English language teaching. A method is often regarded as the heart of teaching-learning activities. It is the overall plan for the orderly presentation of language material. Different methods can be used for effective teaching. Since

the methods which work best in one context may not be effective in the next context, a teacher should use the methods which are context and culture-sensitive. It means the teacher should use the methods and techniques being based on the context where he/she is teaching. In this line, Kumaravadivelu (2001) writes; “Language pedagogy to be relevant must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu (p. 538)”. For this, teachers should use self-generated methods which best fit their context. Action research and reflective practice help teachers generate such methods. Teachers need to be autonomous, dynamic, reflective and intuitive. In nutshell, teachers should practice what they theorize and theorize what they practice (Kumaravadivelu, 2001).

Being based on the above ideas, it can be concluded that there is not a single factor that makes English language teaching effective. The first and foremost requirement for effective English language teaching is an effective teacher. Teacher should possess content, pedagogical and technological knowledge and socio-affective skills to make teaching effective. Secondly, the materials and methods teacher uses in the language classroom should be context and culturesensitive because the prescribed methods and materials developed by other experts may not work properly in all the contexts. For this, the teacher should develop their methods and materials that best fit their contexts with the help of action research and reflective practice. Finally, the learners should be active and creative for effective teaching and learning. For this, a teacher should use the tasks which foster learner autonomy and collaborative learning.

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