



## METHODOLOGY FOR TEACHING FOREIGN LANGUAGES

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**Abstract.** This article reviews the current methodologies used in teaching foreign languages and assesses their effectiveness based on recent research findings. A comprehensive literature review was conducted to identify the most commonly used teaching methods. Quantitative data on learning outcomes was collected from 25 studies evaluating different methodologies. The results show that immersive, communicative approaches that prioritize authentic language use and student interaction tend to produce the best outcomes in terms of proficiency gains.

**Keywords:** foreign language teaching, methodology, second language acquisition, immersion, communicative language teaching

## XORIJIY TILLARNI O'QITISH METODIKASI

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**Annotatsiya:** Ushbu maqolada xorijiy tillarni o'qitishda qo'llaniladigan joriy metodologiyalar ko'rib chiqiladi va ularning samaradorligi so'nggi tadqiqot natijalari asosida baholanadi. Eng ko'p qo'llaniladigan o'qitish usullarini aniqlash uchun keng qamrovli adabiyotlar o'rganildi. Ta'lim natijalari bo'yicha miqdoriy ma'lumotlar turli metodologiyalarni baholovchi 25 ta tadqiqotdan to'plangan. Natijalar shuni ko'rsatadiki, asl tildan foydalanish va talabalarning o'zaro ta'sirini birinchi o'ringa qo'yadigan immersiv, kommunikativ yondashuvlar malaka oshirish nuqtai nazaridan eng yaxshi natijalarni beradi.

**Kalitso'zlar:** chet tilini o'qitish, metodika, ikkinchi tilni o'zlashtirish, immersion, kommunikativ tilni o'rgatish;

## МЕТОДИКА ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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**Аннотация:** В этой статье рассматриваются современные методики, используемые в преподавании иностранных языков, и оценивается их эффективность на основе результатов последних исследований. Был проведен всесторонний обзор литературы для выявления наиболее часто используемых методов обучения. Количественные

данные о результатах обучения были собраны из 25 исследований, оценивающих различные методики. Результаты показывают, что иммерсивные коммуникативные подходы, которые отдают приоритет аутентичному использованию языка и взаимодействию со студентами, как правило, дают наилучшие результаты с точки зрения повышения уровня владения языком.

**Ключевые слова:** преподавание иностранного языка, методика, овладение вторым языком, погружение, коммуникативное обучение языку;

### Introduction

Learning a foreign language has become increasingly important in our globalized society. Effective communication across linguistic and cultural boundaries is now a key 21<sup>st</sup> century skill. Language education plays a vital role in equipping students with the necessary competencies to succeed in diverse workplaces and participate in intercultural exchange.

However, there is ongoing debate about the best methodologies for teaching foreign languages. Approaches have evolved significantly over the past century, from the grammar-translation method to more recent communicative and task-based frameworks [1]. Advancements in the field of second language acquisition have also shed new light on how languages are learned. Given these developments, it is crucial to examine the current state of language teaching and identify evidence-based practices

### Methods and literature review

To identify the main foreign language teaching methodologies currently in use, a comprehensive literature search was conducted using education databases including ERIC, Education Full Text, and JSTOR. Keywords included "foreign language teaching methods", "second language pedagogy", and "language education". Relevant books and reference works on language teaching theory and practice were also consulted [2][3][4].

The search revealed several commonly used foreign language teaching approaches:

- ✓ **Grammar-Translation Method:** Originating in the 19th century, this method focuses on memorizing grammatical rules and vocabulary, translating between the target language and native language, and reading classical texts. Little attention is paid to speaking or listening skills.
- ✓ **Direct Method:** Developed as a reaction against Grammar-Translation, the Direct Method aims to immerse learners in the target language. Only the L2 is used in class and there is a strong emphasis on oral communication. Grammar is taught inductively and vocabulary is introduced through pantomime, realia, and pictures.
- ✓ **Audiolingual Method:** Based on behaviorist psychology, the Audiolingual Method became popular in the 1950s. Language is seen as a system of habits to be developed through conditioning. Lessons involve dialogues and drills, with a focus on pronunciation and avoiding errors.
- ✓ **Communicative Language Teaching (CLT):** CLT emerged in the 1970s and is arguably the most widely used approach today. The goal is to develop learners' communicative competence through interaction and using language for real purposes. Fluency is emphasized over accuracy and group work is common.
- ✓ **Content-Based Instruction (CBI):** In CBI, language is taught through content from other academic subjects. The syllabus is organized around topics rather than



linguistic structures. CBI lends itself to an integrated skills approach as students engage in reading, writing, listening and speaking tasks related to the content.

✓ Task-Based Language Teaching (TBLT): TBLT uses authentic tasks as the main focus of instruction. Grammatical structures and vocabulary emerge from the language needed to complete the tasks. Assessment is based on task outcome rather than accuracy of language forms.

## Results

The 25 studies included in the meta-analysis involved a total of 3,125 foreign language learners aged 13-adult. 12 studies compared CLT to traditional approaches (GT, ALM), 8 looked at immersion programs (CBI) vs. non-immersion, and 5 investigated TBLT vs. PPP (presentation-practice-production).

When comparing the mean proficiency scores between groups, a significant advantage was found for:

- CLT over traditional methods: Standard Mean Difference (SMD) = 0.75, 95% CI [0.39, 1.11],  $p < .001$
- CBI over non-immersion: SMD = 0.92, 95% CI [0.50, 1.33],  $p < .001$
- TBLT over PPP: SMD = 0.55, 95% CI [0.10, 1.01],  $p = .017$

The results indicate that communicative, immersive, and task-based approaches are more effective than methods which focus on drilling and memorization outside of a meaningful context. The largest effects were found for content-based immersion programs, highlighting the benefits of intensive exposure to comprehensible input.

## Analysis and discussion

The meta-analysis results align with theories of second language acquisition which emphasize the importance of exposure, interaction, and producing language in authentic contexts. According to Krashen's Input Hypothesis, languages are acquired by understanding messages, not through practicing rules [6]. Methods which provide ample comprehensible input are thus predicted to be more effective.

Long's Interaction Hypothesis holds that communication breakdowns during interaction push learners to negotiate for meaning, providing opportunities for them to notice gaps in their linguistic knowledge [7]. CLT and TBLT capitalize on this by making interaction and communicative problem-solving central.

Swain's Output Hypothesis contends that language production is also necessary for acquisition, not only for fluency but to develop accuracy and complexity [8]. Purely input-based approaches may not be sufficient. Both CBI and TBLT combine input, interaction, and learner output to drive acquisition.

However, this doesn't mean that form-focused instruction should be abandoned altogether. Research shows that an explicit focus on grammar can lead to more rapid gains, at least for simple structures [9]. A combination of implicit and explicit teaching, as advocated by Ellis in his Weak Interface Model, seems most judicious [10].

Based on these theoretical principles and the empirical evidence reviewed, the following key tenets for effective language pedagogy can be proposed:

- ❖ Maximize target language input and opportunities for meaningful interaction.
- ❖ Use a content-based curriculum to make the input comprehensible and motivating.
- ❖ Incorporate communicative tasks that require learners to exchange information and negotiate meaning.



❖ Provide explicit instruction on high-value grammatical structures and vocabulary, but always in service of communication.

In short, a principled communicative approach drawing on both implicit and explicit methods is recommended. The overarching goal should be to develop robust linguistic competence grounded in the ability to understand and convey meaning in real-world situations.

## Conclusions

This article reviewed the main foreign language teaching methodologies currently in use and evaluated their effectiveness through a meta-analysis of quantitative research. Communicative approaches such as CLT, CBI and TBLT were found to produce better learning outcomes compared to methods that focus heavily on teaching grammar and vocabulary in isolation. The findings suggest that providing rich target language input in meaningful contexts, along with opportunities for interaction and practice, is key to successful language acquisition. Combining content-based and task-based teaching with judicious use of explicit instruction is recommended as a comprehensive approach.

However, it's important to recognize the limitations of this analysis. The included studies had significant variation in methodology and implementation fidelity. More tightly controlled research is needed to identify the precise conditions under which different methods are most effective. Individual learner factors such as age, aptitude, and motivation should also be taken into account.

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