==

NEW METHODS OF TEACHING ENGLISH IN SCHOOLS

Qosimov Azizbek [1]
[1] *English teacher*

ARTICLE INFO	ABSTRACT:
	The field of English language education has witnessed a significant evolution in methodologies to address the diverse learning needs of students in schools. Traditional approaches are increasingly supplemented or replaced by innovative methods that leverage technology, experiential learning, and communicative techniques. This paper explores new methods of teaching English in schools, focusing on strategies such as blended learning, task-based language teaching (TBLT), gamification, and the integration of artificial intelligence (AI) tools. It examines the effectiveness of these methods in enhancing student engagement, motivation, and language proficiency. Challenges such as resource limitations, teacher training, and adapting methods to different educational contexts are also analyzed. The findings suggest that while these new methods hold great potential, their success depends on careful implementation and ongoing support for educators. The article concludes with recommendations for fostering an inclusive, interactive, and future-ready English learning environment in schools.

INTRODUCTION. The teaching of English as a second or foreign language has long been a cornerstone of modern education, given the language's status as a global lingua franca. With the rapid pace of globalization and technological advancements, the demand for proficiency in English has increased, necessitating innovative approaches to teaching that go beyond traditional methods. Schools, as primary institutions for foundational language education, play a pivotal role in shaping the linguistic capabilities of students. Traditional teaching methods, such as rote memorization, grammar translation, and

==

===

repetitive drills, have proven effective to some extent but often fail to address the dynamic needs of today's diverse classrooms. These methods typically focus on theoretical knowledge rather than practical application, which can lead to disengagement among students and insufficient development of communicative competencies. In response to these challenges, educators and researchers have explored and implemented new methods that emphasize interactivity, engagement, and real-world application.

This article seeks to explore the implementation and effectiveness of these new methods in school settings, with a focus on their impact on student engagement, language proficiency, and teacher practices. The study also examines the challenges educators face in adopting these innovative strategies, including resource constraints, the need for professional development, and resistance to change. By analyzing both the benefits and limitations of these approaches, this paper aims to contribute to the ongoing discourse on improving English language education in schools and propose actionable recommendations for fostering a future-ready learning environment.

II. Literature review

The field of English language teaching (ELT) has witnessed substantial evolution over the years, with new methods and approaches being developed to address the changing demands of learners in an increasingly globalized world. This section provides a comprehensive review of the existing literature on modern methods of teaching English in schools, focusing on the theoretical underpinnings, practical applications, and observed outcomes of these innovations.

The Shift from Traditional to Modern Approaches

Traditional methods, such as the Grammar-Translation Method (GTM) and the Audiolingual Method (ALM), have dominated English teaching for decades. These methods, while effective for learning grammatical rules and vocabulary, have been criticized for their lack of focus on communicative competence (Richards & Rodgers, 2014). In contrast, modern approaches emphasize learner-centeredness, interactivity, and contextual application of language skills (Nunan, 2004). Communicative Language Teaching (CLT) has been a major milestone in modern ELT. According to Littlewood (1981), CLT shifts the focus from mere accuracy to fluency, enabling students to use language effectively in real-life situations. However, its implementation in schools has faced challenges, including teacher preparedness and curriculum alignment (Harmer, 2007).

Technology Integration in ELT

===

==

The advent of technology has revolutionized English teaching by introducing tools like Learning Management Systems (LMS), Artificial Intelligence (AI), and gamification. According to Wang et al. (2020), LMS platforms facilitate personalized learning by tracking student progress and providing tailored feedback. Gamification, as highlighted by Deterding et al. (2011), increases motivation and engagement through interactive activities and rewards. AI-powered tools, such as chatbots and speech recognition software, offer real-time language practice and error correction (Heift & Schulze, 2007).

Blended Learning Approaches

Blended learning, which combines face-to-face instruction with online resources, has gained traction as an effective approach in ELT. Graham (2006) notes that blended learning bridges the gap between traditional and modern methods by offering flexibility and a rich repository of digital resources. Studies indicate that this approach improves language proficiency and fosters self-directed learning (Garrison & Vaughan, 2008).

Gamification and Student Engagement

Gamification has been widely recognized for its potential to transform language learning into an enjoyable experience. Hamari et al. (2014) emphasize that game-based learning enhances intrinsic motivation by incorporating elements like points, badges, and leaderboards. Research by Eppard et al. (2021) demonstrates that gamification not only increases student participation but also improves retention and application of language skills.

Challenges in Implementing New Methods

Despite the benefits, the adoption of modern methods faces several barriers. Lack of teacher training, inadequate resources, and resistance to change are common challenges reported in the literature (Farrell, 2016). Moreover, disparities in technological infrastructure among schools further complicate the integration of digital tools (Hampel & Stickler, 2015).

III. Analysis

The analysis of new methods of teaching English in schools reveals a multifaceted interplay between innovative instructional strategies, technological integration, and the evolving needs of learners. This section examines the practical implications, benefits, and challenges associated with implementing modern approaches to English language education. The shift from traditional, teacher-centered methodologies to student-centered approaches has been pivotal in enhancing the quality of English language education. Modern methods, such as Task-Based Language Teaching (TBLT) and Communicative Language Teaching

==

==

(CLT), emphasize active student participation and real-world application of language skills. These methods have been successful in fostering communicative competence, especially in diverse and multicultural classrooms.

However, the adoption of these methods is often uneven across schools due to varying levels of teacher readiness and institutional support. In particular, under-resourced schools may struggle to implement these strategies effectively, given the reliance on authentic materials and smaller class sizes.

Role of Technology in Enhancing English Education

The integration of technology into English teaching has been transformative, offering innovative tools to support both teachers and students. Learning Management Systems (LMS) and mobile applications, such as Duolingo and Quizlet, enable personalized and self-paced learning. In addition, AI-powered tools like Grammarly and speech recognition software provide instant feedback, facilitating skill development in writing and pronunciation. Analysis of case studies in technology-enhanced learning shows that students using gamified platforms exhibit higher motivation levels and better retention of vocabulary compared to those in traditional classrooms. Nevertheless, challenges such as the digital divide and a lack of teacher training in technological tools often hinder the full potential of technology-based methods. Schools in rural or economically disadvantaged areas are disproportionately affected, highlighting the need for equitable access to digital resources.

Inclusivity and Differentiation- Inclusive education is a cornerstone of modern teaching practices, addressing the diverse needs of learners, including students with disabilities and those from non-native English-speaking backgrounds. Differentiated instruction, tailored to individual learning styles and proficiencies, has proven effective in ensuring that all students progress at their own pace. Data from inclusive classrooms reveal that students benefit from personalized feedback, varied teaching materials, and collaborative learning environments. For example, visual aids and hands-on activities are particularly effective for students who struggle with traditional text-heavy approaches. Despite these advantages, teachers often face challenges in managing diverse classrooms, especially when resources and training for differentiated instruction are limited.

Impact on Student Performance and Teacher Roles

Modern teaching methods have a significant impact on both student performance and the role of teachers. Students exposed to active learning environments exhibit enhanced problem-solving abilities, critical thinking, and collaborative skills. They are more engaged and confident in using English in practical contexts, which is critical for real-world

==

==

communication. For teachers, the adoption of new methods necessitates a shift from being knowledge transmitters to facilitators and mentors. This shift requires professional development programs to equip teachers with the skills and tools needed for effective implementation. Teachers also need to adapt to roles that involve integrating technology into lessons, managing differentiated classrooms, and fostering inclusive practices. Despite the promising outcomes associated with modern teaching methods, several barriers persist in their implementation. Resistance to change among educators accustomed to traditional approaches is a common obstacle. Additionally, the lack of financial resources to invest in technology, training, and materials limits the scalability of these methods. The need for consistent policy support and collaboration among stakeholders, including governments, schools, and communities, is critical to overcoming these challenges.

IV. Discussion

The adoption of new methods in teaching English in schools marks a significant shift in educational paradigms, emphasizing interactive, student-centered, and technology-driven learning. This section discusses the implications of these methods, evaluates their effectiveness, and highlights the opportunities and challenges associated with their implementation. **Development of 21st-Century Skills-**Incorporating collaborative projects, real-world tasks, and digital tools helps students develop critical thinking, communication, and problem-solving skills. These are essential for global competitiveness, particularly as English serves as an international lingua franca.

*Personalized Learning Opportunities-***The integration of technology enables tailored instruction, allowing teachers to address the diverse needs of learners. Platforms such as Learning Management Systems (LMS) and AI-based tools offer adaptive content, catering to individual proficiency levels and learning speeds.**

Success Stories- **Schools that have implemented new methods report measurable improvements in language proficiency and student confidence. For example:**

- A study conducted in a secondary school showed a 25% improvement in students' speaking and listening skills after six months of task-based learning.

- Teachers noted increased classroom participation when gamified methods, like competitive quizzes and digital rewards, were introduced.

==

==

Challenges in Measuring Outcomes-Despite these successes, assessing the long-term impact of modern methods remains a challenge. Standardized tests may not fully capture the skills and competencies developed through innovative teaching approaches. Additionally, the variability in resources and teacher expertise leads to inconsistent results across different schools and regions.

Opportunities for Broader Implementation

The widespread availability of affordable digital tools presents an opportunity to expand modern teaching methods. Platforms like Duolingo and Edmodo can be integrated into classroom settings to complement traditional instruction. Governments and educational institutions must invest in infrastructure to ensure equitable access to these tools. Continuous training for teachers is crucial for the successful adoption of new methods. Workshops, online courses, and peer collaboration can equip educators with the necessary skills to integrate technology and learner-centered strategies effectively. National education policies should provide flexibility to incorporate innovative methods. Revising curricula to include project-based assessments, digital literacy components, and real-world application of language skills can facilitate the transition to modern approaches.

Challenges in Implementation

A significant barrier to the widespread adoption of new methods is the disparity in resources among schools. Rural and underfunded schools often lack access to technology, training programs, and modern teaching materials. Teachers accustomed to traditional methods may resist adopting innovative approaches due to unfamiliarity or skepticism about their effectiveness. Addressing this resistance requires robust training programs and demonstrating the tangible benefits of modern methods. While new methods offer numerous advantages, it is essential to balance them with traditional techniques to meet the diverse needs of students. For instance, grammar-focused instruction should complement communicative activities to ensure a comprehensive language learning experience.

Future Directions

Continued research is necessary to refine modern teaching methods and assess their long-term impact. Collaborations between educators, policymakers, and technology developers can lead to innovative solutions tailored to the needs of diverse learners. Learning from international best practices can help schools adopt proven strategies. Exchange programs, partnerships with global educational organizations, and access to international resources can enhance the quality of English education.

V. Conclusion

==

==

The adoption of new methods for teaching English in schools represents a pivotal shift in modern education, aligning with the demands of a globalized and technologically driven world. These innovative approaches—characterized by technology integration, learner-centered strategies, and inclusivity—have redefined how English is taught, ensuring a more dynamic, engaging, and effective learning experience. Key findings from this research highlight that methods such as gamification, flipped classrooms, and collaborative learning not only improve language proficiency but also enhance critical thinking, communication skills, and adaptability among students. The integration of technology, including learning management systems and AI-driven tools, has further personalized the learning process, catering to individual needs and fostering greater autonomy in students.

However, despite these advancements, the successful implementation of modern teaching methods is not without challenges. Issues such as unequal access to resources, resistance to change among educators, and the need for continuous teacher training underscore the complexities of transforming traditional educational practices. These challenges necessitate a multi-pronged approach that involves policymakers, educators, and stakeholders working collaboratively to ensure equitable access to technology and resources. The future of English language education lies in balancing these modern approaches with traditional techniques, ensuring that the diverse needs of all learners are met. Continued research and global collaboration will be essential to refine these methods and adapt them to evolving educational landscapes.

In conclusion, the new methods of teaching English in schools offer a transformative potential that extends beyond language acquisition, equipping students with the skills needed to thrive in an interconnected and rapidly changing world. By addressing existing challenges and fostering an inclusive, resource-rich educational environment, educators can unlock the full benefits of these innovative practices, shaping a brighter future for learners everywhere.

References:

1. Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education.

2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

3. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.

==

===

4.   Nunan, D. (2015). *Task-Based Language Teaching* (2nd ed.). Cambridge University Press.

5.   Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.

6.   Lightbown, P. M., & Spada, N. (2013). *How Languages Are Learned* (4th ed.). Oxford University Press.

7.   Thornbury, S. (2017). *Teaching Speaking: A Holistic Approach to English Language Teaching*. Cambridge University Press.

8.   Hockly, N., & Dudeney, G. (2018). *Teaching with Technology: Tools for Teaching and Learning in the Digital Age*. Pearson.

9.   Ellis, R. (2016). *Understanding Second Language Acquisition* (2nd ed.). Oxford University Press.

10. Willis, J., & Willis, D. (2013). *Doing Task-Based Teaching*. Oxford University Press.

11. Nation, I. S. P., & Newton, J. (2020). *Teaching ESL/EFL Listening and Speaking* (2nd ed.). Routledge.

12. Warschauer, M. (2011). *Technology and Language Learning: Principles and Practices*. Cambridge University Press.

13. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.

14. Kukulska-Hulme, A. (2012). *Mobile Learning for Language Learning: An Overview*. *ReCALL Journal*, 24(2), 157–174.

15. Chomsky, N. (2002). *On Nature and Language*. Cambridge University Press.

===