



Teaching English For Quality Learning

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ABSTRACT

Foreign language teaching, particularly English, holds significant importance worldwide, necessitating comprehensive attention to various aspects such as curriculum development, teacher education, instructional methodologies, and assessment practices. This article explores the multifaceted dimensions of language teaching, including syllabus design, teacher training, pedagogical approaches, and materials development. Insights from scholars like Nunan, White, Brown, Anthony, and others are synthesized to provide a nuanced understanding of language curriculum and instruction. Various language teaching methodologies, ranging from communicative to task-based approaches, are discussed alongside the challenges and considerations in their implementation. Furthermore, the article delves into the interplay between curriculum and materials development, highlighting the importance of adapting, adopting, or creating instructional materials to meet the diverse needs of language learners. By comprehensively addressing these aspects, language educators can navigate the complexities of teaching foreign languages effectively, contributing to enhanced language proficiency and educational outcomes.

Keywords:

Foreign language teaching, curriculum, education, methodologies, assessment, linguistic, proficiency, global, competence

Introduction

It is well-known that foreign language teaching, especially English, which is an international language has become of primary importance all over the world.

The creation of language curricula, methods of instruction, resources, knowledge evaluation, testing, teacher preparation, and other associated fields are all connected to the field of language teaching.

Improving the quality of teaching is connected with the following areas of study:

- curriculum development and syllabus design;
- teacher education in the field of language teaching;
- teaching methods and approaches in language teaching;

- the instruction of speaking, listening, reading, and writing;
- computer-assisted language education and learning;
 - language testing, knowledge assessment;
 - introductory linguistics which includes phonology, grammar and lexicology;
 - discourse analysis;
- sociolinguistics, which considers communicative ability and the sociology of language;
- psycholinguistics, which considers mistake analysis, the acquisition of first and second languages, and other topics.

As Nunan and White [Nunan, D., 1998; White, R.V. 1998] mention The study and creation of an educational system's objectives, content, execution, and assessment is known as

curriculum development or design. Curriculum development in language instruction involves: the study of the purpose for which a learner needs a language (needs analysis): a) the setting of objectives, and the development of a syllabus, teaching methods and materials; b) an assessment of how these methods have affected the language proficiency of the learner.

Methods.

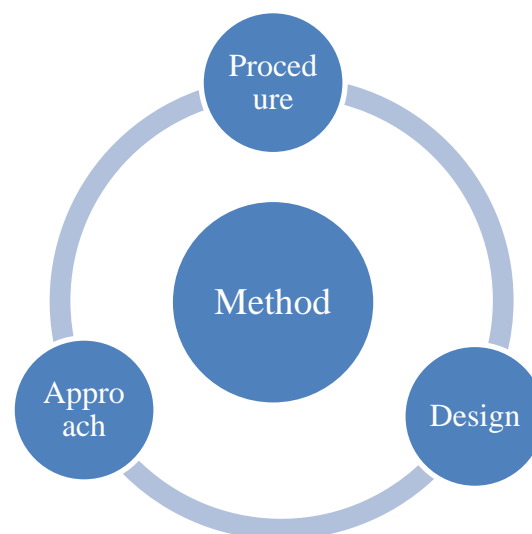
Dramatic changes are happening in the field of education, especially in the system of higher education all over the world. Participation rates have considerably increased which is creating much diversity both among the "ie nature of programs offered and in in the student student panaleea population. As a result, the higher educational institutions are much more concerned with improving teaching and maintaining quality assurance of teaching. It seems inevitable that universities will specialize, as one way of coping with diversity, but the real problem of diversity lies within universities and within classrooms. These changes are fresh orientations to the responsibility of not only individual specialists but the whole teaching staff as is happening worldwide.

University graduates need to have a wide range of experiences, including problem-solving, creativity, professionalism, communication, collaboration, and lifelong learning. The course plans need to account for all of these. All across the world, this strategy—quality assurance and accountability—is seen as current.

Foreign language teachers have long been faced with a lot of methods in teaching their subjects. As it is mentioned by the majority of language specialists it is not that easy to choose the method to match the students' learning styles, how to present or practice language. The most widespread language teaching methods today are as follows: communicative, grammar-translation, structural approach, pair work, total physical response, problem-solving, audio-lingual and some others. Despite being actively employed in the educational process, most of the methods described do not all correspond to the same kind of activity. E. M. Anthony argues that this bewildering variety of labels has evolved because, "over the years, teachers of language have adopted, adapted, invented, and developed a bewildering variety of terms which describe the activities in which they engage and the beliefs that they hold." [Anthony. E. M., 1965]

Results.

Fortunately, three authors have attempted to sort out and make sense of this confusion: Anthony, E. M., Richard and Rodgers (1982), and McKay (1978) [Richards, J.C. & Rodgers T, 1982; McKay S., 1978]. According to Anthony, different language teaching activities should be classified into three subtypes: approach, technique and method, but Richards and Rodgers describe language teaching method as follows:



Approach is:

- a) a theory explaining the nature of language;
- b) a theory explaining the process of learning language

Procedure is:

- descriptions of techniques and practices in the instructional system.

Design is:

- a) description of linguistic content as well as guidelines for content structure and selection;
- b) a specification of the role of teachers;
- c) a specification of the role of learners;
- d) a specification of the role of materials.

Discussion.

It is evident that the aforementioned viewpoints categorize language-learning exercises into a systematic and practical framework that aids language instructors in comprehending their possibilities and making modifications to suit the requirements of their charges.

J. D. Brown [Brown, J. D. 1995] in his book "The Elements of Language Curriculum" divides language teaching activities into four types:

- 1) ways of defining what the students need to learn;
- 2) ways of organizing the instruction to meet those needs;
- 3) ways of actually presenting the lessons;
- 4) ways of practicing what has been taught or presented.

Teachers of foreign languages with formal training typically have more driven theoretical conceptions of what their students should learn. However, the ultimate choice is determined once the instructor begins instruction. "The preconceptions, assumptions, and theoretical underpinnings for what happens in the classroom will be lumped together under the term approach"

The author considers five approaches:

- the classical approach, i. e. humanism. Students need to read classic literature;

- grammar-translation approach. Students need to learn with the economy of time and effort;

- direct approach. Students need to learn communication so they should use only the second language in class;

- audio-lingual approach. Students require behavioral and operant conditioning. The American psychologist Skinner proposed the adaptation of operant conditioning as a learning theory for language acquisition. It is a type of conditioning in which an organism (e.g. a child learning its first language) produces an action (e.g. an utterance) which achieves an outcome or purpose for the child (e.g. to get the needed food). The term operant refers to this action. It is argued that an operant is reinforced if the outcome is favorable and it is likely to occur again. When something pleasurable happens after an operant, it is positively rewarded; conversely, when something unpleasant is eliminated, it is negatively reinforced. If there is no outcome, or if the outcome is unpleasant, the operant is less likely to occur again. Skinner believed that children learn language according to the principle of operant conditioning [Skinner, B.F. 1957].

- communicative approach. Students must be able to express their intentions, that is, they must learn the meanings that are important to them.

Regardless of the approach, a teacher makes decisions about what should be taught first, second and so on. There are different approaches to the development of syllabuses. The widespread approach is: there are seven types of syllabuses:

- 1) Structural syllabus: phonological and grammatical structures are the organizing principles - sequenced from

easy to difficult or frequent to less frequent;

2) Situational curriculum, like in a restaurant or bank, and so on;

3) Topical: health, food, clothing and so on;

4) Functional: reporting, correcting, describing and so on;

5) Notional: duration, quantity, location and so on;

6) Skills: listening for the main idea, reading passage for specific information and so on;

7) Task: following directions or instructions, goals and so on.

As an example to structural syllabus J. Brown mentions verb tenses: the simple

tenses, the progressive/ continuous tenses, perfect tenses, the perfect progressive,

spelling of- ing and- ed forms and so on.

According to the theory behind situational syllabuses, language can be found in a variety of contexts and situations, including the classroom, the theater, the garden, wedding parties, and so forth. These are scenarios that students are likely to come across in their daily lives.

Another type of syllabuses is the topical one. They are organized by topics or themes, rather than situations [Smith, LC and Mare, N.N. 1990]. The topics are selected by the textbook authors on the basis of their sense of the importance of the themes to the lives of students or language learners for whom the course material is designed.

Smith and Mare suggest the following three topical syllabuses: Trends in Living (Cultural Differences, Working Hard, Changing Life-Styles): Issues in Society (Loneliness, Can Stress make you Sick? Care of the Elderly, A Family

Matter); Individuals and Crime (Aggressive Behavior: The Violence Behind).

The next type of syllabus is Functional/Notional. The existing approaches are not identical or similar. Jones and Baeyer [Jones, L., and von Baeyer, C. 1983] consider the following subtypes of the functional syllabus:

- talking about yourself, starting a conversation, making a date;
- asking for information: question techniques, answering techniques, getting more information;
- getting people to do things: requesting, attracting attention, agreeing and refusing;
- talking about past events: remembering, describing experiences, imagining;

What if...

- conversation techniques: hesitating, preventing interruptions, and interrupting politely, bringing people together.

Van Ek and Alexander [Van Ek and Alexander, L.G. 1980] mention about general notions syllabuses which include such concepts as: distance, duration, quantity, quality, size, and location. According to J. Brown "This type of materials organization is related to functional organization and on occasion serves as a general set of categories within which functions form subcategories" [Brown, J. D. 1995]. Hall and Bowyer suggest what a notional syllabus looks like:

Unit 1: Properties and shapes

Unit 2: Location

Unit 3: Structure

Unit 4: Measurement 1 (of solid figures)

Unit 5: Function and Ability

Unit 6: Actions in Sequence [Hall, D., and Bowyer, T. (1980)]

It is worth mentioning that over the years a number of different skills-based syllabuses have been developed. The skills-based syllabus is foreseen to develop language learners skimming a reading for the general idea, scanning a reading for specific information, guessing vocabulary from context, using new-word building elements like prefixes, infixes, postfixes/suffixes, guessing or finding main ideas, synonyms, antonyms, homonyms and so on. The skills-based syllabus is mostly developed by P. Barr, J. Clegg and C. Wallace [Barr, P, Clegg, J, and Wallace, C. (1983)]. Thus, Skills-Based Syllabus deals with: scanning, keywords, topic sentences, reference words, connectors, word-building means and so on.

One of the well-developed syllabuses is the Task-Based one which is initiated by D. Jolly [Jolly, D. 1984]. It deals with such topics as: being interviewed, writing a resume, making appointments, filling out a job application, solving a problem, attending weddings and so on.

The main headings suggested by D. Jolly are as follows:

- writing notes and memos;
- writing personal letters;
- writing telegrams, personal advertisements, and instructions;
- writing descriptions;
- reporting experiences;
- writing to companies and officials.

Besides the mentioned types of syllabuses, there are some mixed types of syllabuses, like situational and topical ones. The authors or initiators of such syllabuses used them as newly developed ones.

So far we've been discussing educational syllabus and its types, Educational syllabus and curriculum are interdependent. But regarding their status, there are different options. Jack C. Richards, John Platt and Heidi Platt¹ suggest the following definitions:

Curriculum [Nunan, D. 1988] is an educational program which states:

- a) the educational purpose of the program (the ends):
- b) the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means);
- c) some means to assessing whether or not the educational ends have been achieved.

Curriculum another term for syllabus: the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called "syllabus design") includes:

- a) the study of the purposes for which a learner needs a language (needs analysis);
- b) the setting of objectives, and the development of a syllabus, teaching methods, and materials;
- c) the evaluation of the effects of these procedures on the learner's language ability.

J. Brown [Brown, J.D 1995] defines the curriculum in the following way "Curriculum development is a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students... Needs analysis in language programs is of primary importance".

Today one of the most widespread approaches to curriculum development is as follows: needs analysis, teaching-learning objectives, regular knowledge assessment/testing, choice of materials, and teaching methodology.

Needs analysis is the way of getting proper knowledge and being able to produce it in the needed way.

Teaching-learning objectives are precise statements about what content or skills the language learners must achieve or master in order to attain a particular goal.

Knowledge assessment/language testing is one of the key issues in curriculum development. The language learners will have to obtain the necessary knowledge how to develop modern tests for widely different purposes like achievement tests, placement tests, language proficiency tests and so on. It is well-known that there are two different types of tests: norm-referenced tests which are intended to compare the relative performance of students' foreign language knowledge and criterion-referenced tests which are intended to measure the amount of course material that each student has learnt. The choice of materials or materials development for curriculum planners is not an easy job. It is relatively easy to adapt or develop new materials than to choose the one from the existing texts. This approach is more suitable or appropriate for a particular group of learners or particular teaching needs. Such an approach will meet language learners' needs, objectives and curriculum development and revision which takes into account a number of dimensions of tasks which influence language teaching. These include:

- goals: the types of objectives that educators and language learners set for a task;
- Procedures: The methods used by language learners to complete the task include:
 - order, or where a task falls in relation to other tasks in the sequence;
 - product: the result or results that students generate as a result of reading assignments, such as an essay, a summary, or an asset of questions;
- learning strategy, or the approach a student takes to do assignments;
- assessment: the process by which the task's success will be ascertained;
- resources – the materials or other resources utilized with a task;

- participation – whether the activity is accomplished alone, with a partner, or with a group of other learners.

The concept of task is central to many theories of classroom teaching and learning, and the education curriculum is sometimes described as a collection of tasks. From this viewpoint, in second 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. [Johnson, K.1982].

Proficiency in syllabus design and curriculum building puts language teaching professionals in a great position to begin creating course books and other materials that will be effectively utilized in the teaching process. A well-designed textbook is simply one component of a successful modern language teaching process; other components include various games, audiovisual aid packs, and conversations that will yield the desired outcomes in the language classroom. It's also critical to consider the order in which the materials should be studied and to adhere to the course requirements.

A significant number of linguists focus specifically on the methods or approaches used in instructional materials. Adopting, creating, or modifying instructional materials was discussed before in this article.

Materials adoption involves deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating the materials, putting them to use, and reviewing them on an ongoing basis.

Developing materials will be discussed in terms of three phases: developing, teaching (field testing), and evaluating the materials.

Adapting materials includes all of the steps necessary in adopting them, but must additionally incorporate phases that allow for

analyzing what is worth keeping in the materials, classifying that remaining material, filling gaps from other sources, and recognizing all of this to fit the program in question. [Brown, J. D. 1995]

This article aims to explain comprehensively everything one needs to know to teach well. Instructions or explanations on how to teach foreign languages is extremely important because:

- it is extremely important for a new, young teacher;
- An expert in the study of foreign languages almost entirely concur that a teacher's experience gathered during the teaching process—the modern teaching methodology they have gained in foreign language classes.

In **conclusion**, the article underscores the paramount importance of foreign language teaching, particularly English, in the global education landscape. It highlights the multifaceted nature of language education, encompassing curriculum development, teacher training, instructional methods, and assessment practices. Emphasizing the evolving nature of educational paradigms, the article elucidates the imperative for continuous improvement in teaching quality, as evidenced by initiatives such as Uzbekistan's declaration of 2023 as the "Year of Teaching Quality."

Moreover, the article delineates various language teaching methodologies, ranging from traditional approaches like grammar-translation to modern communicative methods. It elucidates the significance of syllabus design, presenting diverse typologies such as structural, situational, topical, functional, and task-based syllabuses. Each typology caters to distinct learning objectives and contexts, reflecting the nuanced requirements of language learners. Furthermore, the article elucidates the intricate interplay between

curriculum development and syllabus design, emphasizing the need for needs analysis, clear learning objectives, and rigorous assessment practices. It underscores the pivotal role of language educators in adapting instructional materials and methodologies to meet the diverse needs of learners, fostering communicative competence, critical thinking, and lifelong learning skills. Overall, the article offers a comprehensive overview of the complexities inherent in language education, advocating for a holistic approach that integrates theoretical insights with practical pedagogical strategies. By embracing innovative methodologies and fostering a culture of continuous improvement, language educators can effectively empower learners to navigate the linguistic and cultural complexities of an increasingly interconnected world.

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