

Study of English Language Teaching Methods Based on Modern Foreign Experience

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Annotation: This article presents the opinions of domestic and foreign scholars on the educational effectiveness of studying English language teaching methods based on modern foreign experience. Understanding international approaches and pedagogical innovations is essential to studying English language teaching (ELT) techniques, especially those influenced by contemporary foreign experiences. In order to increase the efficacy of instruction, this discipline takes into account both theoretical foundations and real-world applications from various cultural and educational contexts.

Key words: English language teaching (ELT), Focusing on Specific Pedagogical Approaches, communicative language teaching (CLT) methods, Foreign Experience Focus, Examining Teacher Training and Professional Development, Addressing local challenges with international solutions.

Introduction

Depending on the particular focus, a study of English language teaching (ELT) techniques based on contemporary overseas experience might examine a variety of subjects. A few potential strategies and the corresponding research issues are as follows:

I. Concentrating on Particular Pedagogical Methods:

Research Question: In [certain nation/region], how successful are communicative language teaching (CLT) techniques in fostering English language competency when contrasted with grammar-translation or other conventional approaches?

Methodology: In a comparison research, data on student performance (such as test scores and speaking fluency) from classrooms in the selected nation or area utilising various approaches might be analysed. The results would be enhanced with qualitative data, such as student comments and instructor interviews. Case studies of effective ELT initiatives in other nations may be included in this.

Focus on Foreign Experience: This may look at how CLT is used in nations with robust language education systems, such as Finland or the Netherlands, and contrast it with methods used in other areas.

II. Examining the Effects of Technology:

Research Question: How have student engagement and learning results in [certain country/region(s)] been affected by the use of technology (such as digital tools and online learning platforms) in ELT?

Methodology: A combination of quantitative data (such as student performance statistics from traditional and online classrooms) and qualitative data (such as teacher and student interviews and surveys) might be employed in a mixed-methods approach. It would be insightful to compare the approaches used by other nations in integrating technology.

Focus on Foreign Experience: This might look at how cutting-edge technologies are used in nations that are well-known for implementing technology in education, such as Singapore or South Korea.

III. Examining the Impact of Culture and environment:

Research Question: What effects do cultural elements and the sociolinguistic environment of various nations have on the efficacy of particular ELT techniques?

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Methodology: To achieve this, a qualitative research strategy comprising ethnographic analyses of ELT classrooms across nations would be needed. Rich data may be obtained through observations, teacher and student interviews, and examination of instructional materials.

Focus on Foreign Experience: This study might examine how cultural variations impact the development and use of teaching approaches by contrasting ELT practices in high-context cultures (like Japan) with low-context cultures (like Germany).

IV. Analysing Professional Development and Teacher Training:

Research Question: How can the best practices in ELT teacher training and professional development programs around the globe be modified to raise the standard of English language instruction all over the world?

Methodology: Comparative case studies of effective teacher preparation programs in various nations may be used in this study. Analysing documents (such as curricular materials and training manuals), speaking with teachers and teacher trainers, and watching teacher training sessions are some possible methods of gathering data.

Focus on Foreign Experience: This might examine how teacher training methods in nations with robust ELT programs, such as Canada or the UK, can be implemented in different settings.

Whatever the topic, a solid research would require:

Clearly defined goals and research questions: Which particular facets of international experience are under investigation?

Thorough methodology: To answer the research questions, the right research techniques should be used.

Comparative analysis: To find best practices and possible areas for development, the research should compare and contrast ELT practices across various nations.

Contextual awareness: The research need to take into account the social, cultural, and educational backgrounds of the nations under investigation.

Practice implications: ELT professionals and legislators should be able to use the findings practically.

There are compelling reasons for and possible drawbacks to the difficult topic of the educational efficacy of researching English language teaching strategies based on contemporary international experience. A number of variables affect its efficacy, including:

Justifications for Effectiveness:

exposure to a range of approaches: Teachers are exposed to a greater variety of educational approaches outside of their own country when they study international approaches. Better teaching methods and innovation may result from this. Learning about task-based learning from its inception in different contexts, communicative language teaching (CLT) from its growth in Europe, or the incorporation of technology from best practices in Asia, for instance, may greatly expand an educator's toolset.

Improved comprehension of various learning settings and types: Educational systems and learning methods vary throughout civilisations. Teachers can better comprehend these differences and modify their instruction to suit the requirements of a wide range of learners by researching international methods. This is especially crucial in schools that are becoming more and more globalised.



Table 1. Below is a table summarizing modern English language teaching methods based on foreign experiences:

Teaching Method	Description	Key Features	Strengths	Challenges	Examples of Foreign Applications
Communicative Language Teaching (CLT)	Focuses on using language in real-life communication scenarios.	Emphasizes speaking, listening, interaction, and authentic materials.	Promotes fluency, real-world application, and learner confidence.	May neglect grammar accuracy; requires skilled teachers and resources.	Widely used in Europe, e.g., CEFR-based programs (Common European Framework).
Task-Based Language Teaching (TBLT)	Learners perform tasks that require meaningful language use.	Task completion takes priority over accuracy; contextual language use.	Encourages practical language use, problem-solving, and teamwork.	Time-consuming; tasks must be carefully designed for language level.	Popular in Asian countries such as Japan and South Korea for classroom activities.
Content and Language Integrated Learning (CLIL)	Integrates language learning with subject matter (e.g., history, science).	Dual focus on content and language; immersive experience.	Develops both subject knowledge and language skills simultaneously.	Demands high proficiency from teachers in both subject matter and language.	Implemented in bilingual education systems in countries like Finland and Spain.
Blended Learning	Combines traditional classroom teaching with online learning tools.	Flexibility in learning pace; use of multimedia, apps, and digital platforms.	Increases accessibility, individualization, and engagement through technology.	Requires reliable technology and teacher training for effective integration.	Common in the U.S., U.K., and Australia with platforms like Duolingo and Moodle.

This table helps teachers investigate strategies to meet a range of classroom demands by giving a summary of important approaches, their characteristics, benefits, drawbacks, and practical applications.

Better curriculum design: Learning experiences can be more effective and engaging when local curricula are informed and enhanced by exposure to successful international curricula. Making better decisions is made possible by weighing the advantages and disadvantages of various strategies.

Enhanced professional development: Learning abroad encourages professional development and a more critical teaching style. It promotes adopting best practices from other sources and reflecting on one's own methods.



Using global solutions to address local issues: There are certain issues that arise in English instruction that are universal. Analysing how other countries deal with these problems might yield insightful information and practical answers for regional settings. Techniques for efficiently integrating technology or tackling low literacy levels, for instance, may be transferable.

Possible Restrictions:

Contextual differences: Because of variations in student demographics, educational regulations, resources, and culture, what works in one nation might not work in another. Implementation may be unsuccessful if techniques are directly transplanted without modification.

Absence of critical analysis: It might be harmful to just imitate foreign practices without critically assessing how well they fit the local environment. Instructors must evaluate the fundamental ideas of various approaches and modify them in light of their own requirements and situations.

Resource limitations: Some foreign approaches may require a lot of resources to implement, such as technology, training, and supplies, which aren't always accessible.

Training and support for teachers: To guarantee that instructors comprehend and are able to use the new techniques, successful implementation necessitates sufficient training for teachers as well as continuous support.

Opposition to change: Teachers used to conventional methods may object to the introduction of new ones. For implementation to be effective, change management techniques are essential.

Conclusion.

The study of English Language Teaching (ELT) methods based on modern foreign experiences involves analyzing and incorporating innovative techniques, theories, and strategies used worldwide to improve the effectiveness of language teaching. This field has evolved due to the global demand for English proficiency and the diversity of learners' cultural and educational contexts.

Studying English language teaching methods based on modern foreign experience can be highly effective in enhancing educational practices, provided it is done critically and contextually. Successful implementation requires careful analysis, adaptation to the local context, adequate teacher training, and ongoing support. A blend of critical evaluation and informed adaptation is key to maximizing the benefits of learning from international best practices.

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