THE INFLUENTIAL FIGURES IN THE METHODOLOGY OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Annotation: *Teaching English as a Foreign Language (EFL) has undergone significant developments throughout history, with various educators and researchers contributing to the evolution of teaching methodologies. This article aims to shed light on the foundational figures who have made substantial contributions to the field and influenced EFL teaching practices.*

Key words: *Teaching English as a Foreign Language, EFL, teaching methodologies, foundational figures, substantial contributions, EFL teaching practices.*

Аннотация: *Преподавание английского языка как иностранного (EFL) претерпело значительные изменения на протяжении истории, с различными педагогами и исследователями, внесшими свой вклад в эволюцию методик преподавания. Данная статья направлена на освещение ключевых фигур, которые внесли существенный вклад в область и оказали влияние на практику преподавания EFL.*

Ключевые слова: *преподавание английского языка как иностранного, EFL, методики преподавания, ключевые фигуры, существенный вклад, практика преподавания EFL.*

Annotatsiya: *ingliz tilini chet tili sifatida o'qitish tarix bo'ylab metodikani o'qitishni rivojlanishiga hissa qo'shgan turli xil ta'lim beruvchilar va izlanuvchilar orqali muhim rivojlanishlar ostida bo'lgan. Ushbu maqola EFL o'qitish amaliyotini ta'sir etgan asosiy shaxslarning qanday qilib katta hissa qo'shganlarini va sohasida sezilarli hissa qo'shganlarini ko'rsatishni maqsad qilgan*

Asosiy kalit so'zlar: Ingliz tilini chet tili sifatida o'qitish, EFL, o'qitish metodikasi, asosiy shaxslar, sezilarli hissa qo'shganlar, EFL o'qitish amaliyoti.

Michael West:

Michael West, an influential figure in EFL teaching methodologies, emphasized the importance of vocabulary acquisition and advocated for the use of graded readers. His work laid the groundwork for the audio-lingual method, which focused on developing listening and speaking skills.

1. Graded Readers: Michael West advocated for the use of graded readers in language teaching. He believed that providing learners with carefully selected reading materials at different levels of difficulty could enhance their language acquisition. West's work on graded readers paved the way for the integration of extensive reading into language curriculum. [10]

2. Vocabulary Acquisition: West emphasized the significance of vocabulary acquisition in language learning. He believed that a strong focus on vocabulary development was crucial for effective language proficiency. West's approach to teaching vocabulary involved using context, collocations, and word families to facilitate meaningful and holistic language acquisition. [11]

3. Listening and Speaking Skills: Michael West recognized the importance of developing listening and speaking skills in language learners. He emphasized the need for learners to be exposed to authentic spoken English and provided practical techniques for improving listening comprehension and oral communication. [12]

4. Dictation: West popularized the use of dictation as an effective language learning tool. He believed that dictation exercises could help learners improve their listening, spelling, and grammar skills. West developed a systematic approach to dictation, focusing on accurate transcription and analysis of the dictated text. [9]

Harold Palmer:

Harold Palmer, a linguist and educator, emphasized the contextualized teaching of English, taking into account learners' needs and cultural backgrounds.

Palmer's comprehensive approach to language instruction integrated all language skills: listening, speaking, reading, and writing.

1. Contextualized Instruction: Palmer emphasized the importance of teaching English in a contextualized manner, taking into account learners' needs and cultural backgrounds. He believed that language should be taught within meaningful contexts, allowing learners to understand and use the language in authentic situations. [7]

2. Integrated Language Skills: Palmer advocated for the integration of all language skills - listening, speaking, reading, and writing - in language instruction. He believed that language learning should be a holistic process, where learners develop their skills simultaneously rather than in isolation. [7]

3. Situational Language Teaching: Palmer introduced the concept of situational language teaching, which involved presenting language in realistic situations that learners might encounter in their daily lives. This approach aimed to provide learners with the necessary language tools to communicate effectively in practical contexts. [7]

4. Direct Method: Palmer contributed to the development of the Direct Method, an instructional approach that focused on teaching language directly through oral communication, without the use of the learners' native language. This method aimed to create an immersive language learning environment and develop learners' oral proficiency. [8]

Charles Curran:

Charles Curran played a significant role in the development of the audio-lingual method, which gained popularity in the mid-20th century. This methodology focused on language patterns through repetition, drills, and dialogues, with an emphasis on developing oral proficiency.

1. Audio-Lingual Method: Curran played a significant role in the development and promotion of the audio-lingual method. This method emphasized the use of repetitive drills and dialogues to develop learners' oral proficiency and accuracy. It focused on language patterns and aimed to train learners to respond

automatically and accurately to different language structures. [1]

2. Oral Proficiency: Curran emphasized the importance of developing learners' oral proficiency in the language learning process. He believed that language learning should prioritize spoken language skills, and the audio-lingual method he advocated aimed to develop learners' ability to communicate effectively in the target language. [2]

3. Structural Approach: Curran's work aligned with the structural approach to language teaching, which focused on teaching language through its underlying structures and patterns. He believed that by mastering the grammatical structures of a language, learners would be able to use the language correctly and fluently. [2]

4. Behaviorist Principles: Curran's approach to language teaching was influenced by behaviorist principles, which emphasized the importance of reinforcement and conditioning in learning. The audio-lingual method he supported employed positive reinforcement techniques, such as praise and repetition, to strengthen language habits. [1]

Caleb Gattegno:

Caleb Gattegno advocated for a multisensory approach to language teaching and developed the Silent Way method. This approach emphasized learner autonomy and utilized physical objects, color-coded charts, and gestures to facilitate language learning, encouraging independent thinking and expression.

1. Silent Way: Gattegno is best known for his development of the Silent Way approach. This method focused on learner autonomy and encouraged students to actively participate in their own language learning process. The Silent Way emphasized the use of gestures, visual aids, and the teacher's silence to facilitate language acquisition and learner discovery. [3]

2. Color-coded Phonics: Gattegno introduced a color-coded phonics system to assist learners in acquiring and mastering the sounds of a language. By associating specific colors with different sounds, learners could visually identify and differentiate various phonetic elements, aiding their pronunciation and reading skills. [4]

3. Subordination of Teaching: Gattegno advocated for the subordination of teaching to learning, emphasizing the importance of learner-centered instruction. He believed that teachers should facilitate and guide the learning process rather than dominate it, empowering learners to take an active role in their own language acquisition.

4. Words as Mediators: Gattegno promoted the use of words as mediators in language learning, encouraging learners to connect new vocabulary and language structures to their existing knowledge and experiences. He emphasized the importance of meaningful and contextualized language use to enhance comprehension and retention. [4]

Stephen Krashen:

Stephen Krashen, a prominent linguist, proposed the theory of second language acquisition, stressing the role of comprehensible input and a language-rich environment for learners. Krashen's work has had a profound impact on communicative approaches to language teaching, which prioritize meaningful communication and interaction in the target language.

1. Input Hypothesis: Krashen proposed the Input Hypothesis, which states that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current proficiency level. According to this hypothesis, learners acquire language by understanding messages that are just a step beyond their current linguistic competence. [6]

2. Affective Filter Hypothesis: Krashen introduced the Affective Filter Hypothesis, which suggests that learners' emotional states, such as anxiety or motivation, can act as filters that either facilitate or impede language acquisition. According to this hypothesis, a low affective filter, characterized by a relaxed and confident state, enhances language acquisition. [5]

3. Natural Approach: Krashen, along with Tracy Terrell, developed the Natural Approach to language teaching. This approach emphasizes meaningful communication and exposure to comprehensible input. It encourages teachers to create a low-anxiety learning environment where learners can acquire language

naturally, similar to how children acquire their first language. [5]

4. Monitor Model: Krashen proposed the Monitor Model, which describes the role of conscious learning in language performance. According to this model, conscious learning plays a monitoring function, allowing learners to make corrections and edit their language output based on their learned rules and knowledge. [6]

Conclusion

While it is challenging to attribute the sole "founders" of EFL methodology, these influential figures have significantly contributed to its development. Michael West, Harold Palmer, Charles Curran, Caleb Gattegno, and Stephen Krashen have shaped EFL teaching practices, paving the way for innovative approaches that prioritize vocabulary acquisition, contextualized instruction, oral proficiency, learner autonomy, and meaningful communication. Their contributions continue to impact EFL methodology, which remains a dynamic field shaped by the ongoing efforts of educators and researchers.

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